



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
Hollyglen Elementary School	19 65169 6023824	November 7, 2023	November 16, 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

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.

Hollyglen Elementary School currently serves 518 students in grades TK-2. We pride ourselves on nurturing and encouraging students to be compassionate, reflective, and inclusive, while also challenging them to be resilient and inquisitive life-long learners. We have a diverse student population: 52% Hispanic, 26% Caucasian, 10% multi-racial, 5% African-American, 2% Asian, 1% Filipino, and 1% Hawaiian. Our student body is 53.7% male and 46.3% female. About 30.5% of our students are identified as socioeconomically disadvantaged, and about 12% are identified as English Language Learners. All of our students take part in a rigorous curriculum, led by highly qualified staff, which includes not only core content instruction, but also special opportunities in music, technology, and physical education, as well as support services and intervention.

In alignment with the Wiseburn Unified School District Local Control Accountability Plan and in meeting the ESSA requirements, Hollyglen Elementary School has set the following goals for the School Site Plan for Student Achievement:

Goal 1 (Safety): Hollyglen school will ensure equitable conditions of learning to all students through safe and secure campuses, access to highly qualified teachers and required materials, as well as programs and resources to ensure their social-emotional wellbeing.

Custodial staff will complete daily/weekly/monthly tasks as outlined in district approved job descriptions. Custodial staff, district maintenance crew, and office staff will consult regularly to address facility issues and concerns. 100% of teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports. We will continue to ensure all teachers are credentialed properly for their assigned positions and receiving necessary training required. A school administrator will help maintain an equitable condition of learning for all students and assist with maintaining a safe and secure campus. Hollyglen Elementary will continue to provide all students access to all the instructional materials in print or electronic formats as reported in the SARC report.

Goal 2 (Student-Centered): Hollyglen School will ensure an instructional program that is focused on supporting individual student growth and achievement, as well as social-emotional development, by creating systems that meet the needs of all students. Students will show continued growth and proficiency in English Language Arts and Math and be provided with an educational program that addresses the needs of the whole child. English Learners will show progress and proficiency in English Language Arts that is reflective of the progress of all students in the Wiseburn Unified School District. Socioeconomically disadvantaged students and students in foster care will show academic growth at levels commensurate with the overall student population.

The STAR Reading and STAR Early Literacy programs are implemented school-wide as universal screening tools. STAR reports are generated on demand and help teachers and parents monitor student progress. The BPST (Basic Phonics Skills Test) and reading records through Literably are then additionally used to identify students in need of reading intervention, which is offered during our school day. Intervention is conducted by identifying students in need of support, instructing in small group and individual sessions, and monitoring student progress throughout each term. Each quarter the intervention teachers and administration meet to review student progress, adjusting the students enrolled in intervention services as indicated by the progress data.

To ensure that students feel safe and supported at school, Hollyglen relies on a positive behavior support system that revolves around our expectation of the three Bs: be respectful, be responsible, and be safe. A school administrator and counselor provide direct and on-going support to students in meeting these expectations, relying on restorative practices when student behavior falls short and seeking to turn mistakes into learning experiences. A team of teachers and administrators meet monthly to plan classroom lessons and professional development to further ensure positive student behavior and social-emotional development.

In math, teachers and students use the Standards of Mathematical Practice along with CGI strategies to support all students in attaining proficiency in the California State Standards for Mathematics. Hollyglen teachers use the district-adopted My Math along with CGI strategies to instruct students. ST Math is an additional resource used across grade levels to ensure all students have access to rich content that drives critical thinking.

Targeted resources are used with identified students to promote differentiated instruction within the school day. Classified aides support students in a variety of classroom settings to access core curriculum. Support is fluid and based on classroom teacher recommendations and Principal/Intervention team input. Support may be individual or small-group depending on the needs of the students and the content being presented.

Additionally, instruction at Hollyglen includes both designated and integrated support for English Language Learners across the school day. Credentialed and classified staff provide before and after school language development support to identified students based on ELPAC results. In addition, ELD support is provided to targeted students within in the classroom during core instruction as a means of additional support. ELD teachers and classroom teachers maintain on-going communication to match the ELD instruction to the pacing and content of the grade level content standards and curriculum in ELA and Math.

A variety of special classes and experiences are incorporated into the school day throughout the year to continually engage and motivate students. Each week students visit the library, take part in P.E. classes, and have assigned STEAM time to take part in hand-on science, technology, and visual arts activities. Additionally, all students in grade K-2 receive weekly music instruction from a credentialed music teacher.

Goal 3 (Future Ready): Hollyglen school will ensure that students are equipped for future success by focusing on collaboration, critical thinking, problem solving, and creativity across all curricular areas, while also nurturing student growth as confident, resilient learners, and responsible citizens.

1:1 devices are provided for all students, and technology skills are infused along with the curriculum. A technology aide helps to support these efforts. Teachers also utilize instructional methods, such as Cognitively Guided Instruction, that incorporate future ready skills like collaboration, inquiry, and creative thinking.

Goal 4 (Community and Collaboration): Hollyglen school will increase family and community involvement in school activities and decisions and ensure regular communication with families through multiple formats.

Parents have a wide array of opportunities to get involved at Hollyglen Elementary. Parents can volunteer regularly in the classrooms or for PTA-sponsored activities, such as field days or assemblies. The PTA website lists ongoing opportunities for parent involvement and volunteer needs, and these opportunities are shared weekly in the school newsletter. Typically, parents are able to chaperone field trips, assist in special events such as the Hollyglen Games field day, and are able to regularly volunteer for monthly visual arts lessons in our STEAM lab. Our Watch D.O.G.S. (Dads of Great Students) program gives fathers and father-figures the chance to volunteer at school, assisting in their child's class and providing extra campus support. Parents are invited to school-wide events such as Back-to-School Night, Open House, Family Literacy Night, Family, Family Art Nights, and also specific classroom events such as writing celebrations and student performances. Parents are also involved as advisers and decision-makers in the school governing process as part of the School Site Council and the English Language Advisory Committee. For parents interested in supporting the arts and sciences throughout the entire school district, there are many opportunities to participate in events with the Wiseburn Education Foundation.

To share information about our school, we hold incoming parent orientations in May and August of each year and communicate weekly by email through the principal's newsletter. Parents are informed about their children's progress with progress reports mid-way through each semester and a report card at the end of each semester. Parent-teacher conferences are held in the fall and in the spring. Separate orientations for incoming kindergartners, prospective school families, and the families of English Language Learners are also held each year.

Goal 5 (Organizational Strength): Hollyglen school will regularly evaluate and manage organization procedures and practices in order to maintain a strong fiscal position in support of advancing school site goals.

Hollyglen will work to maintain a balanced budget and operate an efficient facility.

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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).

Hollyglen Elementary School values input from all our staff and families. For this reason, families participate in an annual survey, which offers multiple choice and open-response options for suggestions and concerns. Results provide insight into parent views of key topics such as safety, academic programs, school communication, homework, safety, school environment, and overall satisfaction with the school. The survey was administered in May 2022.

100 total survey responses were received (TK - 25 responses, Kindergarten - 31 responses, 1st Grade - 32 responses, 2nd grade - 32 responses).

When asked whether Hollyglen provides the learning materials to support student learning, 99% agreed or strongly agreed. Questions were then asked asking families for input on how their student grew in each of the core content areas. When asked whether their student demonstrated growth in reading, 97% strongly agreed or agreed and 3% disagreed or strongly disagreed. When asked whether their student continued growth in writing, 94% strongly agreed or agree, 4% disagreed or strongly disagreed, and 2% were not sure. When asked whether their student demonstrated continued growth in math, 97% strongly agreed or agree, 1% disagreed or strongly disagreed, and 2% were not sure. When asked whether their student demonstrated continued growth in social studies, 76% strongly agreed or agreed, 2% disagreed or strongly disagree, and 22% were not sure. When asked whether their student demonstrated continued growth in science, 78% strongly agreed or agreed, 2% disagreed or strongly disagreed, and 20% were not sure. 87% of respondents indicated that they strongly agreed or agree that staff members set high academic expectations for students, while 8% disagreed or strongly disagreed, and 5% were not sure.

Further questions were asked to assess the conditions of learning for students. 97% of respondents indicated that their child had access to an internet-connected device at home. When asked about the amount of homework a child receives, 81% of families felt the amount assigned was just right, while 15% felt it was too much, and 4% felt it was not enough. When asked whether the homework their child receives is at the right level, 68% reported that it is at the right level, 28% reported that it is a little too easy or much too easy, and 4% reported it was too difficult. When asked whether their child feels physically safe on campus, 97% agreed or strongly agreed, and 3% disagreed. When asked if the school is clean and in good repair, 100% strongly agreed or agreed.

When asked how Hollyglen can best support their child's academic achievement, the areas that families rated highly included emphasizing skills and awareness to make students college read (31% rated as most important), providing social-emotional learning support (31% rated as most important), and providing project-based, interactive learning opportunities (20% rated as most important). When asked which services best assist parents/caregivers in supporting student learning, the area most chosen by families was effective communication about student academic progress (55% rated at most helpful). When asked about the quality of the school lunch program, 12% rated it as excellent, 32% as good, 25% as fair, 25% as needs improvement, and 6% as not sure.

Families were also asked about which areas they would be interested in receiving workshops or training on. The areas that families expressed the most interest in included social-emotional learning, CGI math, and Emergency and Safety Preparedness. Families indicated by a significant margin that they would prefer such trainings to occur in the evening, and while 40% wanted a return to in-person workshops, 60% indicated a preference for Zoom.

When asked on a scale of 0-10 how likely they would be to recommend Hollyglen to a friend, 88% gave a 9 or 10, 8% gave a 7 or 8, and 4% gave a 6 or lower.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations are made through our district Professional Development Plan allowing administration to gather data on progress being made towards individualized growth goals set by each teacher in alignment with the California Standards for the Teaching Profession. Informal observations are conducted frequently and gather a myriad of information specifically focused on growth towards implementation of common core standards and the use of commonly designed lessons. Temporary, probationary, and scheduled tenured teachers take part in a formal evaluation process, which includes goal-setting, longer documented classroom observations, lesson debrief meetings with feedback, and a final end of year evaluation.

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)

The California Assessment of Student Performance and Progress (CAASPP) System and end-of-school-year summative assessment begins in grade three, so Hollyglen students do not participate in this. However, we do look at the grade three data from our sister school, Aviation Elementary, as indicative of our progress. The most recent data is from May 2023.

Hollyglen used Performance Matters as a tool for viewing and analyzing student data. We also analyze student performance data on the English Language Arts Proficiency for California (ELPAC) test to determine areas of strength and challenge for our English Learners. Additional data gathered through STAR Reading, STAR Early Literacy, STAR Math, and ST Math are used to monitor student progress and are the basis for setting school and grade level goals.

Additionally, teachers give common grade-level assessments that provide data indicating proficiency over standards. Teachers co-create and revise these benchmark assessments yearly during teacher collaboration times. Analysis of this data at grade level meetings allows for appropriate next-step instructional decisions. The use of data to modify instruction and improve student achievement has become a standard of practice in the Wiseburn Unified School District. Appropriate Tier 1 accommodations are provided by teachers to students as needed, utilizing differentiated instruction techniques in the classroom. - Teachers use daily WIN (What I Need) time to reinforce learning, re-teach concepts, and provide enrichment for students. Some students may be referred to a Student Study Team (SST) for discussion and planning for additional supports and accommodations.

Student progress is monitored throughout the year by grade-level teacher team analysis of benchmark assessment results. Students who are not achieving proficiency are identified for Tier 1 and 2 strategic classroom intervention or recommended for screening for reading or math intervention designed to meet the individual needs of the lowest students in the grade level. All students participate in a universal screening test for reading through Renaissance STAR. At the end of first semester of Kindergarten, students take the STAR Early Literacy test. Students then move to the adaptive STAR Reading test, taken each quarter for the duration of first and second grades. The results of these tests provide reading grade equivalency and diagnostic data that is used to determine which students to further screen for our Tier 2 reading intervention program. Students screened for Tier 2 intervention receive further testing and progress monitoring using either the BPST (Basic Phonics Skills Test) or a running record through Literably. Beginning half-way through first grade, students also take the STAR Math assessment on a quarterly basis, and then beginning in 2nd grade, qualifying students use the Symphony Math program for additional support and progress monitoring, under the guidance of our intervention teachers.

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

Students are given baseline assessments in reading, writing, and math during the first two weeks of school. Teachers administer ongoing assessments to monitor and adjust teaching and grouping of students. At the end of each quarter students take benchmark tests in reading, writing, and math. This data is shared with the grade level to determine intervention candidates, SST referrals, and individualized plans of support. In addition to these curriculum-embedded assessments, all students participate in a universal screening for Language Arts through STAR Early Literacy or STAR Reading. This nationally-normed test is administered multiple times throughout the year, beginning at mid-year for kindergarten. Beginning half-way through first grade, students also take the STAR Math assessment.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers and staff meet the highly qualified requirements of the Elementary and Secondary Education Act.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Hollyglen maintains a strong teaching staff of 100% credentialed teachers. All teachers have access to professional development both before and during the school year.

In the 2017/2018 school year, Wiseburn Unified adopted the McGraw-Hill Wonders series for language arts instruction. All teachers received training on utilizing this resource effectively. In addition, the district adopted McGraw-Hill My Math in 2015. At that time, teachers received professional development in using the My Math series. Teachers have also received ongoing professional development in the use of Cognitively Guided Instructional (CGI) strategies for math instruction. Teachers take part in three full days of professional development yearly, as well as weekly one-hour staff meetings, and weekly 50-minute teacher collaboration time with grade level peers. Supports from a math consultant, science TOSA, writing TOSA, and our team of counselors are provided during staff meetings and teacher collaboration time throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

An annual meeting takes place at the start of each year with a district leadership meeting to review CAASPP or local assessment results and to determine areas of need, focus, or emphasis. At this meeting student data is compiled and analyzed to determine district-wide priorities. Areas of greatest need for professional development are also determined based on information from teacher surveys. Based upon the results of the achievement data, needs assessment, and current district goals, professional development concepts are identified and prioritized through the work of teachers, administrators, and district office staff. Additional areas of concentration may emerge such as technology, social-emotional learning, or multi-tiered systems of support. Activities are aligned to the Local Control and Accountability Plan (LCAP). Student achievement is monitored annually and presented to the School Board to eliminate the achievement gap noted for any subgroup of students as well as to ensure continued district-wide progress.

Hollyglen uses the PLC (Professional Learning Community) model, in which teachers and administrators meet and work together regularly to monitor student learning and adapt instruction. Our Guiding Coalition committee of teachers meet twice monthly with school administration to share progress, set goals, and celebrate successes. This PLC model focuses on teacher teams identifying essential learning standards, working together to determine the most effective instructional practices, analyzing student work, and reflecting on student progress. This cycle is repeated with the goal of continued student growth and achievement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

- Guiding Coalition - Eight teachers at Hollyglen (representing all grade levels as well as special education) take part in a leadership team called the Guiding Coalition. The purpose of this team is to work alongside the principal in a Professional Learning Community (PLC) model, engaging in ongoing cycles of planning, reflection, and growth. The Guiding Coalition members meet twice per month with the principal and engage in periodic professional development on group meeting facilitation, coaching, and PLC development.
- Talking Teaching Network- Senior researchers guide work in implementing the standards in Language Arts and Math. They work specifically with our Principal Work Group to support principals in planning staff development and ensuring cohesion across school sites.
- "CARE Team" Counselors - Hollyglen is supported throughout the week by a school-based counselor, as well as a team of interns and our district Director of Diversity, Equity, Inclusion, and Compliance. These individuals work together along with school administration and school psychologists to support student social-emotional needs at the individual, small group, and whole-class levels.
- District Behaviorist - A part-time behaviorist supports teachers in creating and implementing personalized behavior support plans for students whose behavior is interfering with their academics. The school psychologist facilitates this support for teachers and students.
- New Teacher Induction - The Wiseburn Unified School District provides a teacher mentoring program as part of a New Teacher Induction consortium. Hollyglen takes part in the South Bay Consortium group operated through Palos Verdes Unified School District, which brings together new teachers and mentors from throughout most South Bay school districts to collaborate and learn together.
- Math Specialist - The district elementary math specialist provides teachers with support in math instruction. This individual also guides the process of selecting and implementing instructional materials related to math.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Hollyglen teachers meet weekly during the school day each Wednesday in grade level teams to collaborate. These meetings are facilitated by Guiding Coalition members, who meet twice per month with the principal to make plans in alignment with Professional Learning Community goals. There are also weekly staff meetings each Wednesday from 3-4, when staff can collaborate either as a whole or in small groups. The calendar of professional development meetings is shared with teachers at the beginning of the school year.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The learning environment of Wiseburn supports the goal of excellence for all students in learning a rich, meaning-focused, curriculum, promoting high academic standards and equal access to this curriculum. Support services are designed to ensure that each student actively participates and that early intervention strategies and necessary resources are available for student success. All curriculum, instruction and materials are aligned to the California State Content Standards and most importantly, all teachers, support staff, and administrators believe in the ability of every student to be successful in school.

The Wiseburn Unified School District curriculum includes language arts, mathematics, science, history-social science, physical education, as well as visual and performing arts. The elementary school program addresses the child as active, intellectually curious, and eager to learn about the world and the people in it. The elementary curriculum is designed to relate to the students' developmental stages, yet acknowledges that children develop at different rates, so classroom environments are structured to accommodate the natural curiosity of students. The need for students to be active is recognized and addressed by the integration of activity-based learning and technology into all areas of the school program.

All staff members help students experience a clear, organized, sequential progression in their learning from grade to grade so that student learning prepares them for middle school, secondary school, and beyond. The goals and objectives of Wiseburn's written curriculum clearly define rigorous content, consistent with state standards. The curriculum emphasizes enabling students to apply what they learn. Teachers look to the alignment of concepts to provide powerful learning experiences for students by taking advantage of the natural connections across the disciplines and grade levels.

Teachers meet frequently within and across grade levels and disciplines as well as with instructional support staff to plan and discuss how to coordinate instruction. Selection of instructional materials, the design of lessons and assignments, as well as the determination of the scope and focus of assessment are coordinated and aligned with the knowledge, skills, and values defined in the goals and objectives of the Wiseburn written curriculum. The sequence of instruction progresses from an emphasis on basic skills to application.

Hollyglen School has high expectations for academic achievement reflected by a school-wide belief that all students can learn. High academic standards and an emphasis on every student in the school operating at a level of challenge permeate the discussions in the school of student progress, decisions about placement, and the implication of those decisions. Timely and regular opportunities are available for parents, teachers, guidance staff, and students to confer about students' progress, choices, and the possible consequences of their decisions. Students' daily work is at a level of difficulty which both challenges them to learn and grow as well as provide experiences of success and competence in learning. Students are coached by the teacher as they practice and apply previously learned material. Teachers encourage and guide students to think and communicate about what they are learning. Teachers respond in a timely manner to student work to verify comprehension, especially during early practice of new skills. Learning time is extended through regular homework, which is integral to the learning task and which challenges students to apply what they have learned. Flexible grouping allows for all students to develop academic skills as well as participate successfully in group processes. The entire school staff reinforces high academic standards and expectations for all students through these school policies and procedures. All teachers are highly qualified and fully credentialed.

The Wiseburn Unified School District offers a full range of special programs and services for identified students. The District is committed to providing appropriate, high-quality services for

students with special needs with an emphasis on collaborative and inclusive models including the following programs at Hollyglen: resource specialist program, occupational therapy, behavior supports, and speech services. Access to information is provided on an equitable basis to students who are learning English, economically disadvantaged, receiving special education services, advanced students, as well as students of average ability. School scheduling practices allow for student participation in the core curriculum as well as support service programs, where needed.

Evaluation of students' strengths and progress is systematic and ongoing, and it includes a broad range of assessment methods. Evaluation reflects the purposes of the curriculum and includes: (1) teachers' informal and formal evaluations of students' participation and achievement related to both individual and class objectives (2) performance assessments with clearly stated criteria for evaluation data on students' performance are collected (e.g., by using portfolios of student work, tests, and homework) along with data on the quantity and type of work accomplished. Feedback is provided regularly in formal ways to students and parents through test scores, rubrics, twice a year progress reports, twice a year parent conferences, and twice a year report card grades. Feedback is also provided informally to students and parents through verbal and written comments. Teachers regularly use student work to evaluate, adjust, and plan future instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Hollyglen teachers submit their weekly schedules to site administrators at the beginning of the school year to ensure adherence to the recommended instructional minutes for language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Through weekly teacher collaboration time (TCT) meetings, grade levels are able to maintain common pacing across all core content classes. Shared year-at-a-glance documents are used to plan pacing for essential standards and assessments. The inclusion of "What I Need" or WIN time during the school-day schedule allows for daily flexible time for intervention, ELD support, and various student services. Intervention classes are approximately 8 weeks in length during each quarter, and at the end of each session, the intervention teachers provide pre- and post- data to teachers as they reassess and determine the students in greatest need for intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students receive standards-based instruction in the areas of language arts, mathematics, and physical education. All students have access to curriculum materials for their particular grade level. All subgroups, including English Learners, gifted and talented, and socioeconomically disadvantaged students, receive support to increase academic achievement. Timelines are established for monitoring purposes and are aligned to semester assessments and goals. The district purchased a English Language Arts materials from McGraw-Hill, which include supplemental materials to support ELD, special education, and intervention students. All supplemental materials are purchased based on Common Core Standards. Materials are available to all students and subgroups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Staff members help students experience a clear, organized, sequential progression in their learning from grade to grade, helping them understand how, what they learn prepares them for middle school, high school and beyond. The Wiseburn Unified School District adopted McGraw-Hill My Math to provide a rigorous academic mathematics program with high expectations and interventions for all students needing more time and academic support. In addition, teachers have been provided with training throughout the school year to support the development of Cognitively Guided Instruction (CGI) in math. Additional programs like Literably, ST Math, Keyboarding Without Tears, and Accelerated Reader are also used to supplement instruction and at times provide low-level intervention. All of these materials are standards-aligned with the emphasis on foundational skills.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The core program for our students at Hollyglen, with an emphasis on strong first teaching, provides enough support to reach proficiency levels for approximately 70% of our students. The students who are not yet proficient will participate in Tier 1 and Tier 2 small group targeted classroom interventions. For those students who need additional support beyond the classroom, reading intervention is provided for grades K-2, and math intervention begins in grade 2. The inclusion of "What I Need" or WIN time during the school-day schedule allows for daily flexible time for intervention, ELD support, and various student services. Intervention classes are approximately 8 weeks in length during each quarter, and at the end of each session, the intervention teachers provide pre- and post- data to teachers as they reassess and determine the students in greatest need for intervention.

The goal at Hollyglen is to implement a multi-tiered system of supports (MTSS) that serves to meet the needs of all students. A variety of Tier 1 strategies (examples include instructional groupings, flexible seating, calming corners, and more) are implemented to meet the needs of the majority of students. For those with greater needs, Tier 2 and Tier 3 supports for both behavior and academics are available. These supports include but are not limited to behaviors plans, counseling sessions, reading intervention, and special education services, as needed. At the core of MTSS is the belief that with the proper supports in place, all students can meet grade level standards and demonstrate proficiency. Further developing our tiered supports continues to be an ongoing goal at Hollyglen.

A system of positive behavior supports and intervention (PBIS) continues to be guided by site administration, the CORE (Community of Respect and Empathy) team, and collaboration with the CARE counseling team. The Hollyglen "3 Bs" of behavior ask students to be respectful, be responsible, and be safe. A behavior matrix and system of positive incentives are used along with restorative practices to maintain our behavior expectations on campus. In 2019-2020 Hollyglen implemented the use of the Educator's Handbook system to help document and track behavior incidents.

Evidence-based educational practices to raise student achievement

Hollyglen teachers make use of a multitude of research-based strategies to increase student achievement. Such strategies include collaborative grouping, differentiated instruction, small group targeted instruction, use of data for instructional decision-making, technological tools and universal screening tools.

Parental Engagement

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

Hollyglen School holds Student Success Team (SST) meetings to support under-achieving student. SST meetings bring together the school counselor, general education teacher, and parents. This team discusses the needs, strengths, and challenges of the student and identify next steps and strategies to assist the student. A timeline is established to subsequently monitor student progress.

Parents workshops are held on topics including technology, supporting math at home, literacy, and supporting student social/emotional needs. In addition, we hold a program called Watchdogs. This program trains fathers and or positive male role-models to volunteer a full day at the school and provide support where needed. Additionally, our ELD teachers present daytime and evening orientations to share an overview of the program and ways to assist children at home.

The Wiseburn Unified School district also provides support to the whole child through funding physical education, arts, and music instruction. Family arts nights are held in collaboration with the organization Public School Arts (P.S. Arts) to support visual arts development and encourage creativity. A credentialed music teacher is on Hollyglen's campus three days per week to provide weekly music instruction for all students. Our physical education program provides 100 minutes of physical education to our first and second grade students each week.

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)

The development of the ConApp is coordinated through a review of the Single Plan for Student Achievement which is a collaborative effort between the School Site Council and school staff.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The Wiseburn Unified School District continues to support the needs of under-performing students. Programs such as ELD and Intervention are written in to the District LCAP plan. As of 2015-2016, Hollyglen was no longer designated as a Title I school, having the lowest percentage of Title I students of the three elementary schools. The district continues to fund instructional aides that provide individual or small group direct services to work specifically with under-performing students to meet standards. Kindergarten classes have 10 hours of aide time per week and first and second grade classes have 5 hours of aide time per week to assist students in meeting standards. The district also continues to fund our Reading Intervention program which supports just under 100 students a year. Teacher training for innovative instructional strategies and for training in the delivery of screening assessments have also been provided.

Fiscal support (EPC)

The district Local Control Accountability Plan (LCAP) has designated funding for the ELD program and Intervention at Hollyglen School.

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 and administrative team all play key roles in reviewing and updating the school site plan each year. The school English Language Advisory Committee is also consulted for input, and district goals and priorities are incorporated. Information gathered from the annual survey is brought together each fall and reviewed by the administrative team. The survey results and draft school goals are then brought to the School Site Council to discuss and review. in the fall. The administrative team then revises the actual plan and presents the goals and overview to the School Site Council. The School Site Council then formally approves the plan, and it is sent to the School Board to review and adopt.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no resource inequities at this time.

School and Student Performance Data

Student Enrollment

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	5.5%	5.54%	5.24%	26	26	25
Asian	5.1%	6.18%	4.61%	24	29	22
Filipino	1.5%	2.56%	2.52%	7	12	12
Hispanic/Latino	52.2%	49.68%	52.2%	245	233	249
Pacific Islander	0.9%	1.28%	0.84%	4	6	4
White	23.7%	24.31%	25.16%	111	114	120
Multiple/No Response	10.5%	10.02%	9.43%	49	47	45
Total Enrollment				469	469	477

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	176	182	194
Grade 1	146	143	145
Grade 2	147	144	138
Total Enrollment	469	469	477

Conclusions based on this data:

1. The Hispanic/Latino student group had the largest amount of students represented.
2. Enrollment has been steady with a slight increase over the past three years.

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	58	56	60	12.4%	11.9%	12.6%
Fluent English Proficient (FEP)	15	18	13	3.2%	3.8%	2.7%
Reclassified Fluent English Proficient (RFEP)	9	7	14	15.5%	12.5%	23.33%

Conclusions based on this data:

1. The total number of English Learner Enrollment, including both current English Learners and FEP students, has remained fairly consistent over the past three years.
2. The number of students eligible to reclassify increased in the 22-23 school 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			% of Enrolled 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
Grade 3	141	132	140	0	131	139	0	131	139	0	99.2	99.3
Grade 4	150	146	138	0	145	138	0	145	138	0	99.3	100.0
Grade 5	146	153	148	0	153	148	0	153	148	0	100	100.0
All Grades	437	431	426	0	429	425	0	429	425	0	99.5	99.8

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not	
	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
Grade 3		2446.	2457.		33.59	35.97		22.9	28.78		25.19	21.58		18.32
Grade 4		2494.	2482.		33.1	30.43		28.28	28.26		21.38	17.39		17.24
Grade 5		2543.	2542.		38.56	35.14		28.1	31.08		16.99	19.59		16.34
All Grades	N/A	N/A	N/A		35.20	33.88		26.57	29.41		20.98	19.53		17.25

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	22-23
Grade 3		26.72	20.14		58.02	68.35		15.27	11.51	
Grade 4		21.38	21.74		64.83	63.77		13.79	14.49	
Grade 5		33.99	27.70		54.25	60.14		11.76	12.16	
All Grades		28.90	23.29		54.78	64.00		16.32	12.71	

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		24.43	34.53		56.49	52.52		19.08	12.95
Grade 4		26.21	25.36		56.55	58.70		17.24	15.94
Grade 5		35.29	36.49		51.63	54.73		13.07	8.78
All Grades		27.51	32.24		58.97	55.29		13.52	12.47

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		15.27	15.11		74.05	74.82		10.69	10.07
Grade 4		15.17	10.14		73.79	75.36		11.03	14.49
Grade 5		18.30	17.57		71.90	72.97		9.80	9.46
All Grades		16.32	14.35		73.19	74.35		10.49	11.29

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		18.32	21.58		64.12	66.19		17.56	12.23
Grade 4		15.86	13.04		73.10	72.46		11.03	14.49
Grade 5		30.07	18.24		54.90	68.24		15.03	13.51
All Grades		21.68	17.65		63.87	68.94		14.45	13.41

Conclusions based on this data:

1. Because state testing does not take place at the grade levels served at Hollyglen, the data shown here is for the school that our students continue on to for grades 3-5, Aviation Elementary School. Based on 2022/2023 data, in Overall Achievement for all Students table, 62% of Aviation School students exceeded or met all standards.
2. In 3rd grade overall reading, there was a significant score increase from 56.5% meeting or exceeding standards in 2021-2022 to 64.7% meeting or exceeding standards in 2022-2023.
3. Research and Inquiry remains an area of strength for 3rd graders, with nearly 88% scoring "at or near" or "above" standard in the 2022-2023 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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		132	140		131	139		131	139		99.2	99.3
Grade 4		146	138		146	138		146	138		100	100.0
Grade 5		153	148		153	148		153	148		100	100.0
All Grades		431	426		430	425		430	425		99.73	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2447.	2455.		21.37	28.78		34.35	31.65		25.95	23.02		18.32	16.55
Grade 4		2490.	2488.		21.23	23.19		34.93	28.99		28.77	31.88		15.07	15.94
Grade 5		2516.	2529.		25.49	27.70		21.57	27.03		30.72	29.73		22.22	15.54
All Grades	N/A	N/A	N/A		22.70	26.59		30.28	29.18		28.48	28.24		18.60	16.00

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		27.48	36.69		59.54	51.08		12.98	12.23
Grade 4		29.45	30.43		51.37	48.55		19.18	21.01
Grade 5		26.14	29.73		50.98	54.73		22.88	15.54
All Grades		27.67	32.24		53.72	51.53		18.60	16.24

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		26.72	35.97		56.49	44.60		16.79	19.42
Grade 4		19.18	26.81		62.33	52.17		18.49	21.01
Grade 5		25.49	24.32		52.94	54.73		21.57	20.95
All Grades		23.72	28.94		57.21	50.59		19.07	20.47

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		24.43	28.06		63.36	56.12		12.21	15.83
Grade 4		25.34	25.36		58.90	55.80		15.75	18.84
Grade 5		20.92	15.54		57.52	68.24		21.57	16.22
All Grades		23.49	22.82		59.77	60.24		16.74	16.94

Conclusions based on this data:

1. Because state testing does not take place at the grade levels served at Hollyglen, the data shown here is for the school that our students continue on to for grades 3-5, Aviation Elementary School. 55.77% of third grade students met or exceeded standards overall for math in the 2022-2023 school year.
2. The overall scores for 3rd grade students rose from 55.72% meeting or exceeding standards in 2021-2022 to 60.43% meeting or exceeding standards in 2022-2023.
3. "Problem Solving and Modeling" has the highest number of third grade students below standards.

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	1417.4	1401.5	1468.3	1437.9	1419.0	1475.1	1369.1	1360.5	1452.3	27	22	29
1	1480.1	1463.3	1443.5	1497.9	1464.2	1477.6	1461.8	1461.9	1408.8	27	16	22
2	1496.8	1508.1	1509.4	1505.9	1497.1	1530.0	1487.1	1518.8	1488.3	22	20	12
3			1505.8			1499.2			1512.2			13
4			1522.9			1511.1			1534.1			14
5			1542.5			1522.5			1562.1			15
All Grades										76	58	63

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	7.41	0.00	48.28	37.04	27.27	24.14	40.74	54.55	13.79	14.81	18.18	13.79	27	22	29
1	25.93	18.75	9.09	48.15	18.75	36.36	22.22	43.75	27.27	3.70	18.75	27.27	27	16	22
2	27.27	20.00	33.33	45.45	70.00	41.67	13.64	5.00	25.00	13.64	5.00	0.00	22	20	12
3			15.38			53.85			23.08			7.69			13
4			7.14			71.43			21.43			0.00			14
5			33.33			60.00			0.00			6.67			15
All Grades	19.74	12.07	31.75	43.42	39.66	31.75	26.32	34.48	20.63	10.53	13.79	15.87	76	58	63

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	14.81	4.55	55.17	40.74	27.27	17.24	40.74	54.55	13.79	3.70	13.64	13.79	27	22	29
1	44.44	25.00	36.36	33.33	31.25	31.82	22.22	31.25	18.18	0.00	12.50	13.64	27	16	22
2	54.55	35.00	58.33	31.82	60.00	33.33	9.09	5.00	8.33	4.55	0.00	0.00	22	20	12
3			30.77			53.85			15.38			0.00			13
4			42.86			57.14			0.00			0.00			14
5			26.67			66.67			0.00			6.67			15
All Grades	36.84	20.69	49.21	35.53	39.66	25.40	25.00	31.03	14.29	2.63	8.62	11.11	76	58	63

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	0.00	0.00	20.69	18.52	13.64	27.59	59.26	50.00	37.93	22.22	36.36	13.79	27	22	29
1	7.41	18.75	0.00	51.85	18.75	18.18	25.93	31.25	31.82	14.81	31.25	50.00	27	16	22
2	13.64	20.00	8.33	45.45	55.00	58.33	18.18	20.00	16.67	22.73	5.00	16.67	22	20	12
3			15.38			38.46			38.46			7.69			13
4			7.14			57.14			28.57			7.14			14
5			26.67			13.33			53.33			6.67			15
All Grades	6.58	12.07	11.11	38.16	29.31	30.16	35.53	34.48	31.75	19.74	24.14	26.98	76	58	63

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	18.52	13.64	55.17	74.07	77.27	34.48	7.41	9.09	10.34	27	22	29
1	51.85	37.50	54.55	48.15	50.00	36.36	0.00	12.50	9.09	27	16	22
2	45.45	25.00	50.00	54.55	75.00	50.00	0.00	0.00	0.00	22	20	12
3			30.77			61.54			7.69			13
4			64.29			35.71			0.00			14
5			20.00			73.33			6.67			15
All Grades	38.16	24.14	53.97	59.21	68.97	38.10	2.63	6.90	7.94	76	58	63

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	7.41	0.00	51.72	81.48	81.82	37.93	11.11	18.18	10.34	27	22	29
1	33.33	12.50	31.82	59.26	75.00	45.45	7.41	12.50	22.73	27	16	22
2	50.00	50.00	58.33	45.45	50.00	41.67	4.55	0.00	0.00	22	20	12
3			46.15			53.85			0.00			13
4			28.57			71.43			0.00			14
5			73.33			20.00			6.67			15
All Grades	28.95	20.69	46.03	63.16	68.97	41.27	7.89	10.34	12.70	76	58	63

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	0.00	0.00	27.59	74.07	72.73	68.97	25.93	27.27	3.45	27	22	29
1	22.22	18.75	9.09	55.56	43.75	22.73	22.22	37.50	68.18	27	16	22
2	31.82	20.00	25.00	45.45	75.00	58.33	22.73	5.00	16.67	22	20	12
3			7.69			84.62			7.69			13
4			7.14			92.86			0.00			14
5			33.33			60.00			6.67			15
All Grades	17.11	12.07	20.63	59.21	65.52	50.79	23.68	22.41	28.57	76	58	63

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	19.23	4.55	41.38	50.00	63.64	27.59	30.77	31.82	31.03	26	22	29
1	11.11	25.00	4.55	85.19	50.00	50.00	3.70	25.00	45.45	27	16	22
2	18.18	25.00	33.33	59.09	70.00	58.33	22.73	5.00	8.33	22	20	12
3			23.08			69.23			7.69			13
4			35.71			57.14			7.14			14
5			20.00			73.33			6.67			15
All Grades	16.00	17.24	26.98	65.33	62.07	41.27	18.67	20.69	31.75	75	58	63

Conclusions based on this data:

1. The number of students tested dropped from 76 to 63 over three years.
2. Students scored highest in the listening domain, with 93% of students scoring "well developed" or "somewhat/moderately".
3. Based on the data, the reading domain is the most challenging for our students.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
477	24.9	12.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Hollyglen 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	12.6
Foster Youth		
Homeless	5	1
Socioeconomically Disadvantaged	119	24.9
Students with Disabilities	54	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	5.2
Asian	22	4.6
Filipino	12	2.5
Hispanic	249	52.2
Two or More Races	45	9.4
Pacific Islander	4	0.8
White	120	25.2

Conclusions based on this data:

- 25% of the student population was described as Socioeconomically Disadvantaged during the 2022-2023 school year.

2. About 13% of our students were English Learners during the 2022-2023 school year.
3. The majority (52%) of our students fell under the Hispanic race/ethnicity during the 2022-2023 school year.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Green</div>	<div>Chronic Absenteeism</div> <div> Red</div>	<div>Suspension Rate</div> <div> Blue</div>
<div>Mathematics</div> <div> Green</div>		

Conclusions based on this data:

- Hollyglen maintains a "very low" suspension rate.
- English learner progress is designated "high" according to the state dashboard.
- Chronic absenteeism is noted as "high" and should be an area of focus.

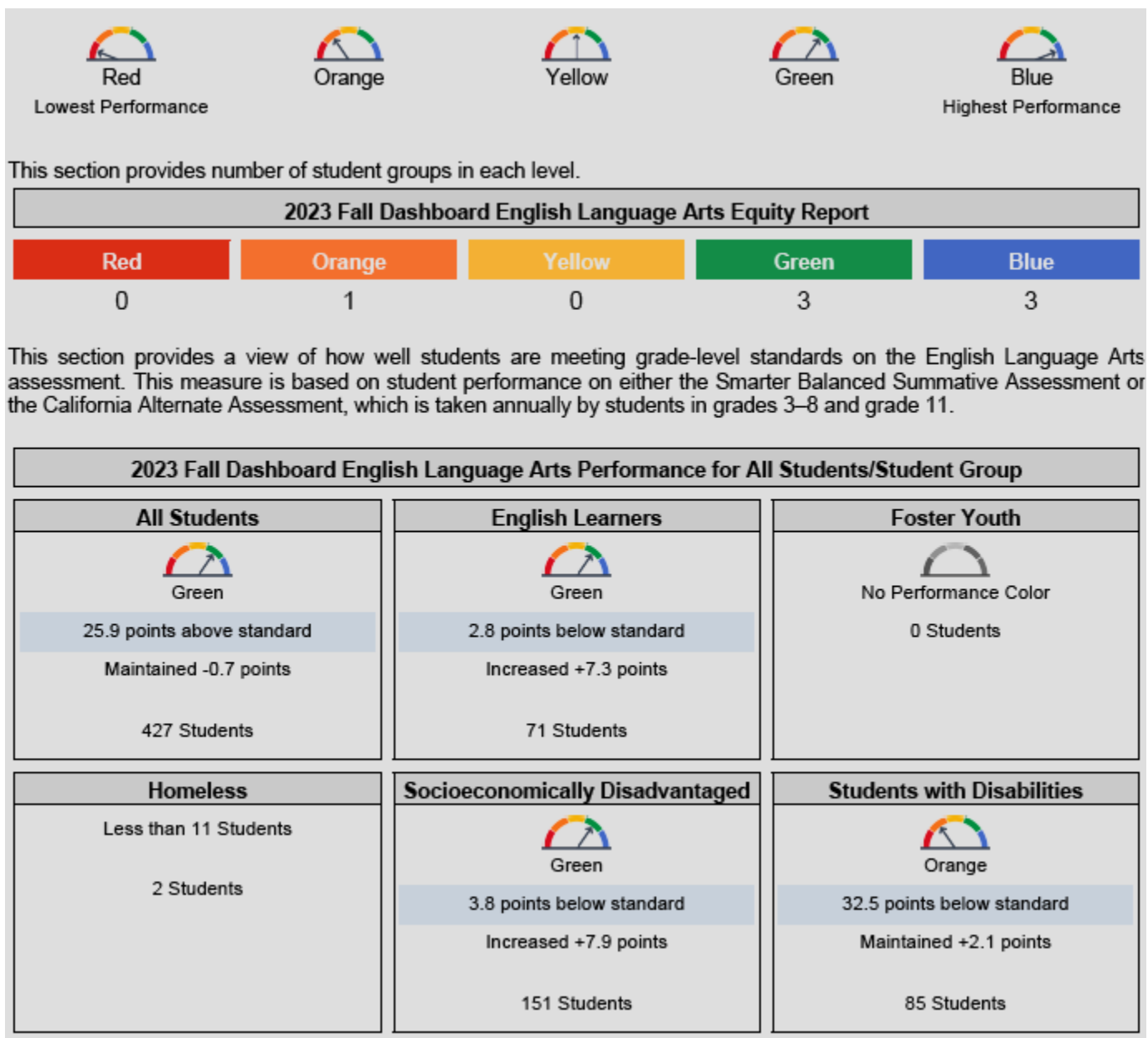
School and Student Performance Data

Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 26.2 points above standard Increased Significantly +23.9 points 38 Students	 No Performance Color 0 Students	35.8 points above standard Decreased Significantly - 17.2 points 18 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 10 points above standard Maintained +0.3 points 247 Students	 Blue 63.1 points above standard Increased +5.9 points 39 Students	Less than 11 Students 3 Students	 Blue 61.2 points above standard Maintained +0.8 points 76 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
45.6 points below standard Maintained -1.3 points 33 Students	34.4 points above standard Decreased Significantly -28.3 points 38 Students	32.4 points above standard Maintained -1.6 points 334 Students

Conclusions based on this data:

1. Because state testing does not take place at the grade levels served at Hollyglen, the data shown here is for the school that our students continue on to for grade 3, Aviation Elementary School.
2. Students with Disabilities are identified as a subgroup for focus, as their scores on the English Language Arts test are below standard by a notable margin.

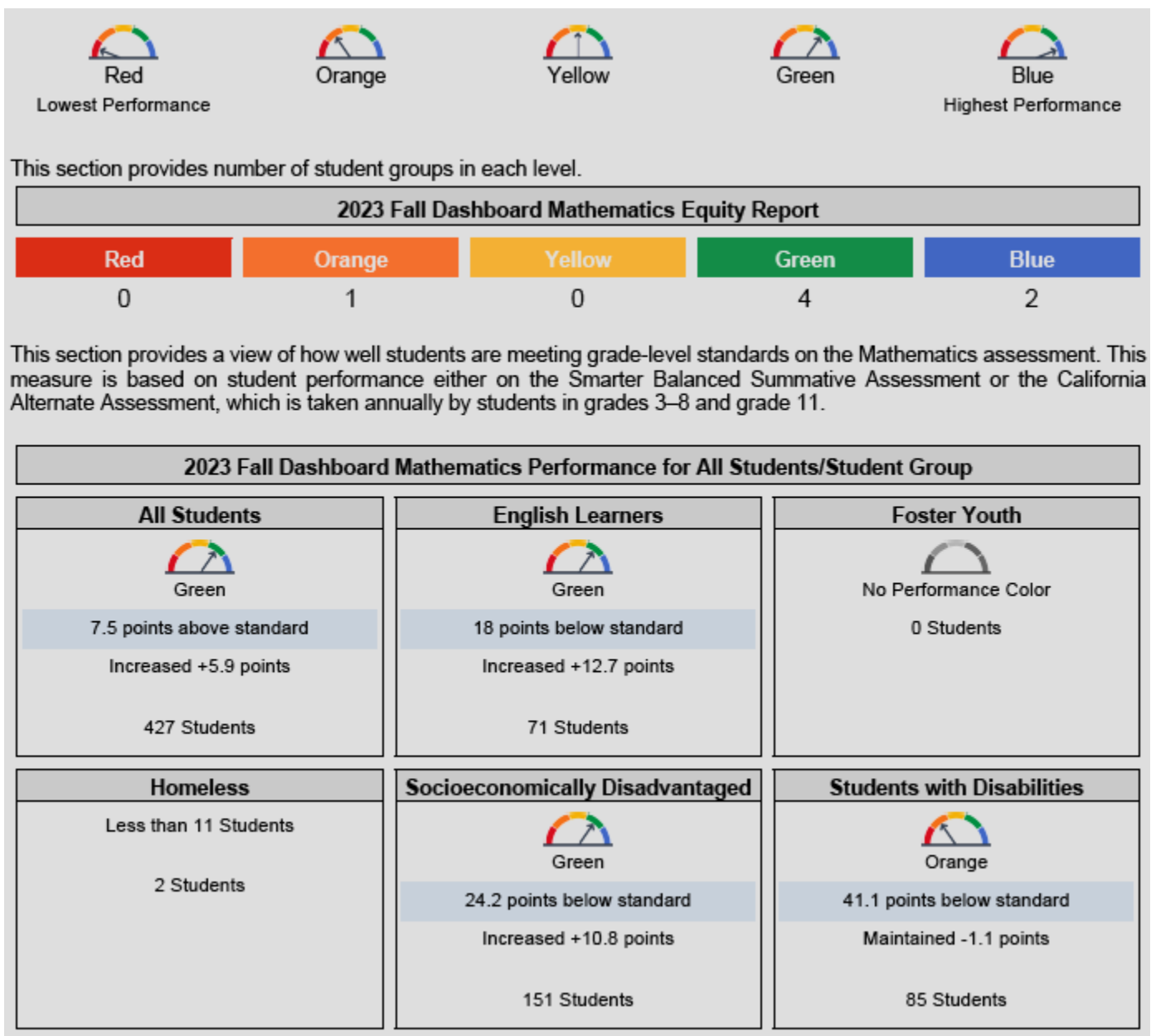
School and Student Performance Data

Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 11.8 points below standard Increased Significantly +22.9 points 38 Students	 No Performance Color 0 Students	40.9 points above standard Increased +7.7 points 18 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.9 points below standard Increased +5.4 points 247 Students	 Blue 49.6 points above standard Increased Significantly +21.2 points 39 Students	Less than 11 Students 3 Students	 Blue 35.8 points above standard Increased +8.2 points 76 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.5 points below standard Decreased -8.9 points 33 Students	27.5 points above standard Decreased -7.2 points 38 Students	13.1 points above standard Increased +4.8 points 334 Students

Conclusions based on this data:

1. CAASPP testing begins in 3rd grade. Since Hollyglen students could not participate, results included in the plan reflect the 3rd grade scores at Aviation Elementary School, where Hollyglen students matriculate.
2. English Learners scored below their peers in mathematics by a significant margin.

School and Student Performance Data

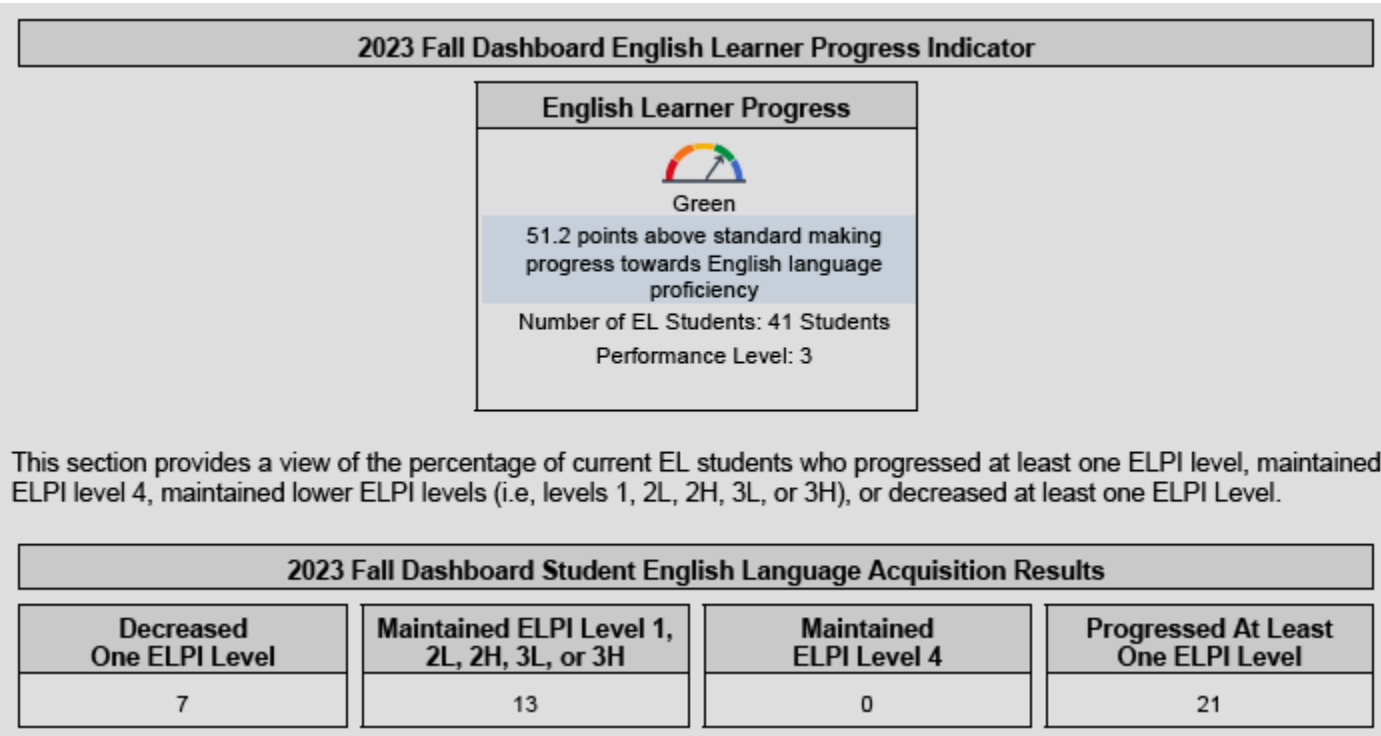
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



Conclusions based on this data:

1. About 83% of students in the Hollyglen ELD program over at least one year progressed at least one ELPI level, maintained ELPI level 4, or maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H).
2. 17% of students decreased one level.

School and Student Performance Data

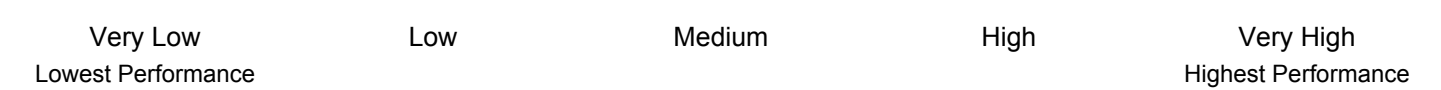
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

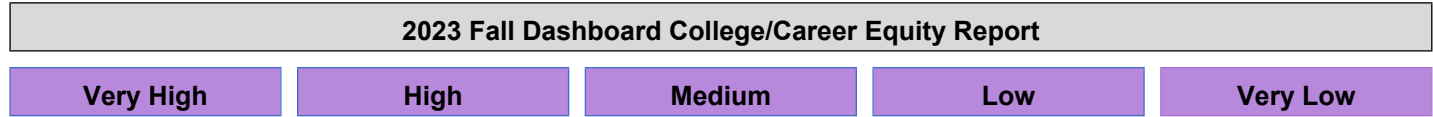
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

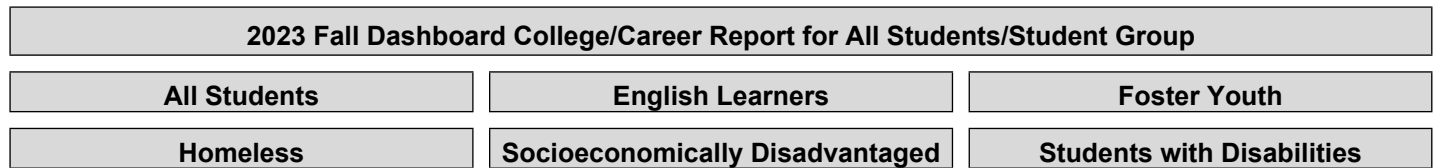
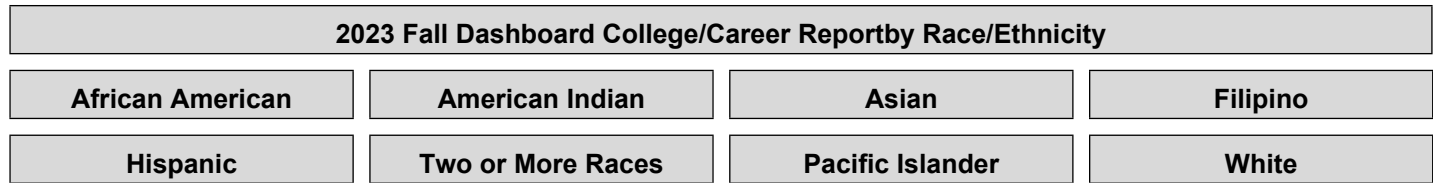
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

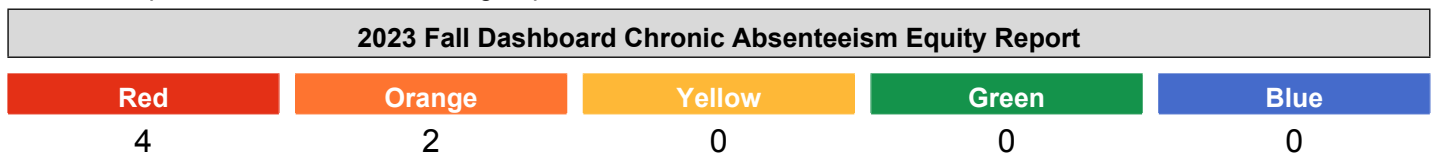
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Red</p> <p>23.8% Chronically Absent</p> <p>Increased Significantly 8.8</p> <p>484 Students</p>	English Learners  <p>Red</p> <p>25.4% Chronically Absent</p> <p>Increased 4.2</p> <p>63 Students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless <p>Less than 11 Students</p> <p>6 Students</p>	Socioeconomically Disadvantaged  <p>Red</p> <p>33.8% Chronically Absent</p> <p>Increased 5.3</p> <p>148 Students</p>	Students with Disabilities  <p>Red</p> <p>31% Chronically Absent</p> <p>Increased 15.4</p> <p>71 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American 28% Chronically Absent Increased 10.1 25 Students	American Indian  No Performance Color 0 Students	Asian 8.3% Chronically Absent Declined -5 24 Students	Filipino 16.7% Chronically Absent Increased 16.7 12 Students
Hispanic  Red 32.8% Chronically Absent Increased Significantly 15.4 253 Students	Two or More Races  Orange 10.6% Chronically Absent Increased 2.3 47 Students	Pacific Islander Less than 11 Students 4 Students	White  Orange 10.9% Chronically Absent Maintained -0.4 119 Students

Conclusions based on this data:

1. At Hollyglen, chronic absenteeism is highest among our socioeconomically disadvantaged and students with disabilities subgroups.
2. Chronic absenteeism is lowest for the "two or more races" ethnicity group and highest for the Hispanic ethnicity group.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

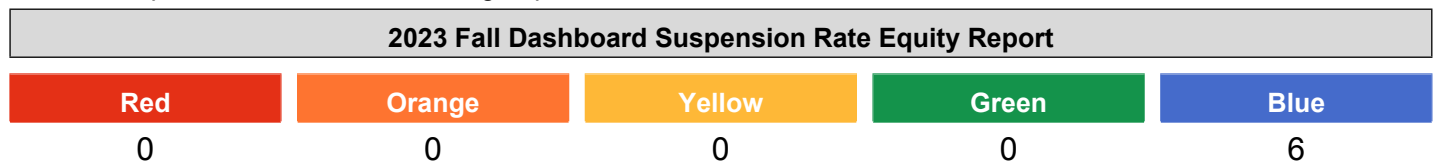
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 486 Students</p>	English Learners  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 63 Students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless <p>Less than 11 Students 6 Students</p>	Socioeconomically Disadvantaged  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 149 Students</p>	Students with Disabilities  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 71 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 0% suspended at least one day Maintained 0 25 Students	American Indian  No Performance Color 0 Students	Asian 0% suspended at least one day Maintained 0 24 Students	Filipino 0% suspended at least one day Maintained 0 12 Students
Hispanic  Blue 0% suspended at least one day Maintained 0 254 Students	Two or More Races  Blue 0% suspended at least one day Maintained 0 47 Students	Pacific Islander Less than 11 Students 4 Students	White  Blue 0% suspended at least one day Maintained 0 120 Students

Conclusions based on this data:

1. There were no suspensions at Hollyglen during the 2022-2023 school year.

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

Safety

LEA/LCAP Goal

We assure that all stakeholders will have access to a safe learning environment both physically and emotionally and are assured that well-trained adults and children on campus will take reasonable actions to maintain the safety of all students.

Goal 1

Hollyglen school will ensure equitable conditions of learning to all students through safe and secure campuses, access to highly qualified teachers and required materials, as well as programs and resources to ensure their social-emotional wellbeing.

Identified Need

The areas of highest need are preventing chronic absenteeism, making additional safety-related campus improvements, and ensuring adequate supervision support and training for our support staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual overall rating of 'good' or 'exemplary' on 100% of the district school SARC facilities repair reports	Hollyglen received a rating of "good" in all 8 categories of the facilities repair report.	We will continue to strive to reach an overall rating is 'good' or 'exemplary' on 100% of the district school SARC facilities repair reports.
100% of teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports.	100% of our teachers are fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports.	100% of teachers will continue to be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports.
100% of students have access to instructional materials in print or electronic formats as reported in site SARC reports.	100% of our students have access to all instructional materials in print or electronic formats as reported in site SARC report.	100% of our students will continue to have access to all instructional materials in print or electronic formats as reported in site SARC report.
California Dashboard Suspension Status Indicator	Hollyglen had 0 suspensions last school year.	Hollyglen will maintain a very low suspension rate.
California Dashboard Chronic Absenteeism Indicator	Hollyglen was in the "high" category for chronic absenteeism .	Hollyglen will decrease the overall rate of chronic absenteeism by 2% or more.

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)

100% of students are served by this strategy.

Strategy/Activity

Our custodians and grounds crew will continue to complete their daily and weekly cleaning schedules.. In addition. our custodial team will continue to complete deep cleaning of our facilities during all breaks and summer vacation.

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)

170,000.00

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Custodian Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

100% of our teachers are fully credentialed and are appropriately assigned as measured by human resources assignment monitoring reports. We will continue to hire teachers who are fully credentialed and assign them appropriately. In addition, we will work with our Human Resource department to ensure that our staff is receiving all the needed mandated training.

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)

2,350,000.00

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Salaries for 24 full-time teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will plan for safety through updating a comprehensive safety plan, conducting regular safety drills, and maintaining a safety committee.

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)

300.00

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
Hourly rate for teacher representation on safety committee

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will ensure safe and sanitary access to breakfast and lunch for all 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)

78,320.00

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Food services staff salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will maintain adequate playground and supervision aide coverage throughout the school day to support students during non-classroom time, including arrival, breakfast, recess, and lunch.

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)

94,400.00

District Funded
2000-2999: Classified Personnel Salaries
Playground aide salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will use the Educator's Handbook online system to log, track, and communicate student behavior incidents.

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)

798.00

Source(s)

General Fund
4000-4999: Books And Supplies
One-year subscription for Educator's Handbook

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will support increased attendance and student health and safety through daily access to a site health clerk for 6 hours and shared access to a district registered nurse.

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)

40,000.00

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Health Clerk salary

32,823.00

District Funded
2000-2999: Classified Personnel Salaries
District Nurse salary (25%)

1,000.00

General Fund
4000-4999: Books And Supplies
Health Office Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

To address chronic absenteeism, the office team will closely monitor attendance and follow district protocols for attendance intervention in a timely manner, including attendance meetings and outreach as appropriate.

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)

0.00

Source(s)

None Specified
None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will increase school site security and student safety through campus improvement projects.

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)

10,000

Source(s)

District Funded

Installation of front entrance buzzer system

District Funded

Installation of privacy screening along perimeter fences

Parent-Teacher Association (PTA)

Outdoor picnic tables with shade umbrellas

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.

Our school remains safe, and the planned improvements to our campus facilities will help ensure this continues. We are pleased to have a full staff of playground supervisors to monitor student behavior and safety during recess, lunch, and breakfasts times.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and budgeted expenditures are noted.

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.

As our school emerged from the COVID-19 school closure period, we identified a need to target chronic absenteeism. We added this area to the goal outcomes under SPSA Goal 1 (safety) last school year. During the 2021-2022 school year, Hollyglen was in the high category for chronic absenteeism according to the California Dashboard. Further, we were in the "very high" category for two subgroups: English Learners and Socioeconomically Disadvantaged. Steps to address this include: 1. Regular meetings of an attendance school team consisting of administration, counselor, and attendance clerk. 2. Reviewing weekly attendance reports (including a new district spreadsheet), focusing on students with multiple absences 3. Daily phone calls home to families of absent student 4. Updated attendance communication letters to better communicate policies and procedures to families 5. Continuing to send letters and have school attendance team meetings at absence thresholds 6. Remind all school families about the importance of regular school attendance using the school newsletter

To identify whether we meet our goal using the aforementioned steps, we will look to achieve an overall average daily attendance of 95% or higher for the 2023-2024 school year.

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

Student-Centered

LEA/LCAP Goal

We assure that our instructional program and students' entire experience at school are attentive to individual students' academic and social emotional strengths, needs, and choices. We specifically assure that this commitment applies to all students where every child is known, and their strengths and weaknesses are addressed accordingly.

Goal 2

Hollyglen Elementary will ensure an instructional program that is focused on supporting individual student growth and achievement, as well as social-emotional development, by creating systems that meet the needs of all students.

Identified Need

In order to maximize student growth, academic and social-emotional supports must be targeted based on the identified needs of each individual student. Parent survey data indicated a need to focus on social-emotional learning and preparing students for college readiness through ensuring strong academic skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual CAASPP Summative Assessment in English Language Arts	2023 CAASPP 138th Street Elementary results for 3rd grade indicate 64.75% of students met or exceeded the standards in English Language Arts.	Increase CAASPP baseline score to Standard Met or Exceeded by 3% in English Language Arts.
Annual CAASPP Summative Assessment in Mathematics	2023 CAASPP 138th Street Elementary results for 3rd grade indicate 63.13% of students met or exceeded the standards in Math.	Increase CAASPP baseline score of Standard Met or Exceeded by 3% in Mathematics.
STAR Renaissance Reading Assessment	April 2023 STAR scores for 2nd grade indicated 65% of students scoring at or above benchmark.	Increase STAR reading level so that at least 70% of 2nd grade students score at or above benchmark by the end of the year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social-Emotional Learning (SEL) Curriculum Implementation	SEL lessons facilitated irregularly across classrooms	Provide 100% of classes access to common SEL lessons and materials.

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)

100% of students are served by this strategy.

Strategy/Activity

We will support positive student behavior and social-emotional well-being with age-appropriate resources and qualified staff.

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)
2100.00	Local Categorical 1000-1999: Certificated Personnel Salaries PBIS Teacher Compensation
116,000.00	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will use a Guiding Coalition of teachers representing each grade level to help guide grade level teams through work focused on analysis of standards, creation of common assessments, analysis of student data, and reflection on instructional practices.

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)
7,500.00	General Fund

1000-1999: Certificated Personnel Salaries
Guiding Coalition teacher compensation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will supply students and teachers with the instructional supplies needed to support student learning and growth.

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)

2000.00

Source(s)

General Fund
4000-4999: Books And Supplies
Paper supplies, including chart paper and lesson plan books

9000.00

General Fund
4000-4999: Books And Supplies
Instructional supplies (writing utensils, dry erase markers, crayons, markers, scissors, glue, etc.)

8000.00

General Fund
4000-4999: Books And Supplies
Paper for student use

5000.00

General Fund
5000-5999: Services And Other Operating Expenditures
Copy Machine Contracts & Maintenance

6000.00

General Fund
5000-5999: Services And Other Operating Expenditures
Ink and toner for printers and copiers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students identified as English Language Learners are served by this strategy.

Strategy/Activity

Hollyglen will support its English Language Learners through both integrated and designated instruction.

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)
145,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Teacher Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will provide targeted intervention in reading and math to identified students throughout the year. Identification will be based on common assessments and ongoing progress monitoring.

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)
128,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries RTI Teacher Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will support small group reading instruction by providing an instructional aide in each classroom during reading time.

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)
130,000.00	District Funded 2000-2999: Classified Personnel Salaries Total salaries for general education classroom instructional aides

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Students will have access to a fully credentialed PE teacher and PE aides. The time that students are in P.E. will also allow grade level teacher collaboration time, designed for teachers to plan and analyze effective instruction together.

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)**

34,200.00

District Funded
1000-1999: Certificated Personnel Salaries
30% of P.E. teacher salary and benefits

30,000.00

District Funded
2000-2999: Classified Personnel Salaries
30% of P.E. aides salaries and benefits

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will support students with special needs through effective teachers, aides, support providers, and program materials as needed and in accordance with individual education plans.

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)**

228,000.00

District Funded
1000-1999: Certificated Personnel Salaries
Special Education Teacher Salaries

District Funded
2000-2999: Classified Personnel Salaries
Salaries for instruction aides to support students with IEPs

118,475.00

District Funded
1000-1999: Certificated Personnel Salaries
Salary for a district Behavior Specialist

117,085.00	District Funded 1000-1999: Certificated Personnel Salaries Salary for speech pathologist
118,475.00	District Funded 1000-1999: Certificated Personnel Salaries Salary for school psychologist

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

TK students are served by this strategy

Strategy/Activity

Hollyglen will support our growing Transitional Kindergarten students through teacher training, full-day aide support, and supplies and materials.

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)
100.00	District Funded 0000: Unrestricted Attendance at TK conference
150,000.00	District Funded 1000-1999: Certificated Personnel Salaries Salaries for full-time TK classroom aides
500.00	Parent-Teacher Association (PTA) None Specified Science supplies and outdoor equipment for TK classrooms

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.

Our Guiding Coalition of teachers is fully staffed and strong. By using WIN (What I Need Time), we are able to continue dynamic programs for ELD and intervention that support student needs during the school day.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With our school day lengthening for all grade levels last year, we have experienced an increased need for school supplies. This combined with the rising cost of goods will mean that supplies will take an even larger portion of our school budget. Our PTA is supporting some of this need, and the school district has added an instructional leadership budget for all school sites to assist with rising costs. We have also instituted measures to conserve paper and use materials more thoughtfully, both to conserve costs and to be more environmentally conscious.

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.

none

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

Future Ready

LEA/LCAP Goal

We assure teaching and learning that includes digital literacy, reasoning, and collaborative-based experiences in academic and co-curricular programs to strengthen students' ability to excel as life-long learners in an ever-changing world. We commit to empower all students to leave our schools with positive views and self-confidence supported by the knowledge, skills, and attitudes to equip them for an evolving world. The commitment includes an authentic and practical approach to student learning and a priority for professional learning opportunities for staff.

Goal 3

Hollyglen Elementary will ensure that students are equipped for future success by focusing on collaboration, critical thinking, problem solving, and creativity across all curricular areas, while also nurturing student growth as confident, resilient learners, and responsible citizens.

Identified Need

In order to best prepare students for future success, Hollyglen must provide robust learning experiences and opportunities that mirror an increasingly collaborative and technology-driven workforce and world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Technology Access	All students have access on campus to 1:1 devices.	Continue 100% student access to 1:1 devices
CGI Implementation	100% of classrooms use CGI strategies as part of mathematics instruction	100% of classrooms will continue to use CGI strategies for math
Star Math Assessment	April 2023 Star math scores for 2nd grade showed 63% of students meeting or exceeding standards for math.	Increase math proficiency to 67% meeting or exceeding standards based on end of year Star testing

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)

100% of students are served by this strategy.

Strategy/Activity

We will continue to provide access to instructional materials in print or electronic forms to 100% of students, including by continuing our one-to-one technology for all students in grades K-2. This

includes purchasing yearly subscriptions to standards-based online programs that support and supplement our core curricular 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)
1700.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Raz Kids Subscription
4,000.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Scholastic News Access
500.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Starfall Online Early Learning Program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

100% of students will be served by this strategy.

Strategy/Activity

Hollyglen will replace and repair classroom technology, as needed, to provide equitable conditions for learning for all students and ensure the use of future ready strategies in all classes.

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)
4500.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Supporting teacher grant proposals for math instructional supplies
1,500.00	General Fund 4000-4999: Books And Supplies Replacement printers, toners, and cables

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

100% of students will be served by this strategy.

Strategy/Activity

A district math specialist will support teachers through classroom coaching and facilitation during professional learning and collaboration times.

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)

113,000.00

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Math specialist salary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

100% of students will be served by this strategy.

Strategy/Activity

Hollyglen will provide access to a weekly STEAM class time for all 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)

40,000.00

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Technology Aide salary

2000.00

Parent-Teacher Association (PTA)
4000-4999: Books And Supplies
STEAM Lab art supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

100% of students will be served by this strategy.

Strategy/Activity

Hollyglen will ensure a focus on student learning and progress monitoring by supporting accurate and individualized student assessments. This includes providing substitute teacher coverage to allow teachers time to conduct assessments.

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)
3,000.00	General Fund 1000-1999: Certificated Personnel Salaries Cost for substitute teachers to support assessments
500.00	General Fund 1000-1999: Certificated Personnel Salaries Hourly cost for teachers to conduct entrance assessments for new students.

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.

All students have access to our online programs, through combined support from our district education foundation, PTA, and our school funds. Every classroom is equipped with well-functioning 1:1 devices for students. Our district math specialist meets twice monthly with our teacher teams and conducts weekly coaching sessions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

none

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.

none

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

Community and Collaboration (DEI)

LEA/LCAP Goal

We assure that all members of the WUSD community are viewed as partners in education. We believe in diversity, equity, and inclusion. We assure all employees and stakeholders feel connected, involved, included, heard, and respected as integral members of the WUSD community. In turn, all community members will play an active role in WUSD's continuous improvement. The district will continue its efforts at outreach to encourage community access to online, published, and more personalized settings to remain informed, involved, and knowledgeable about WUSD programs and initiatives.

Goal 4

Hollyglen Elementary will increase family and community involvement in school activities and decisions and ensure regular communication with families through multiple formats.

Identified Need

Parent survey results indicated a desire for more communication and opportunities to interact with the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation at fall parent conferences	Maintain participation rate for parent attendance at conferences at 98%, which was the rate for the 2022 fall conferences.	Maintain participation rate for parent attendance at conferences at 98%
Hollyglen Parent Survey results	When asked on a scale of 0-10 how likely they would be to recommend Hollyglen to a friend, 88% gave a 9 or 10.	Hollyglen will maintain or increase the % of families likely to recommend our school.
Social media followers on Instagram and Facebook	Hollyglen currently has 582 followers on Facebook and 741 followers on Instagram.	The number of Facebook and Instagram followers will increase or maintain from year to year.

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)

100% of students are served by this activity.

Strategy/Activity

Hollyglen will use multiple forms of media to communicate with families, encourage school involvement, and build community.

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)

120.00

Donations
5000-5999: Services And Other Operating Expenditures
Canva premium yearly subscription

300.00

Parent-Teacher Association (PTA)
None Specified
Back to School Decorations and Signage

300.00

Parent-Teacher Association (PTA)
None Specified
Cub Love postcards and postage

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

100% of students are served by this activity.

Strategy/Activity

Hollyglen will offer family events to build community and support student learning.

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)

5000.00

Parent-Teacher Association (PTA)
None Specified
Family Event Costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

100% of students are served by this activity.

Strategy/Activity

Hollyglen will provide access to a school library that includes a diverse and inclusive selection of books and materials.

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)
45000.00	District Funded 2000-2999: Classified Personnel Salaries School librarian salary and benefits
1000.00	Parent-Teacher Association (PTA) Cost for new books

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

100% of students are served by this activity.

Strategy/Activity

Hollyglen will provide a welcoming environment that encourages engagement and provides multiple opportunities to volunteer.

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)
	District Funded Raptor scanning system for visitors
100.00	Donations Refreshments for ELAC committee breakfasts

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.

We have used Canva to create flyers and graphics for social media. Our school newsletter is sent weekly to communicate regularly with families, and has an average about 80% open rate. Our school librarian supports monthly themes and holidays by curating strategic book selections. Our school has a strong relationship with our PTA and encourages new family organizations, such as Noche de Familias.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

none

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.

none

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

Organizational Strength

LEA/LCAP Goal

We assure WUSD will manage the District as a whole, as well as individual school sites, with prudent and effective organizational procedures and practices. This includes appropriate and effective internal controls that are regularly evaluated and improved, as needed. We assure the development of our team, and we seek to implement best practices in the vital areas required to operate the District. Wiseburn further commits to maintaining a strong fiscal position that, to the extent possible, supports the high-quality advancement of our commitments in a fiscally prudent and equitable manner.

Goal 5

Hollyglen Elementary will regularly evaluate and manage organization procedures and practices in order to maintain a strong fiscal position in support of advancing school site goals.

Identified Need

Maintaining a balanced budget is necessary to ensure the continued growth of critical school site programs and initiatives.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Budget monitoring takes place monthly, in collaboration with district financial office.	School administrators receive a detailed budget report each month to ensure fiscal solvency.	School purchases and expenditures do not exceed budget constraints.

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)

100% of students are served by this goal.

Strategy/Activity

Hollyglen will conduct a monthly budget review by school principal, as well as periodic reviews with the district business office.

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)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will create a single plan for student achievement, in collaboration with School Site Council.

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)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will maintain an ongoing spreadsheet to log and track ongoing expenditures, in collaboration with front office staff.

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)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

100% of students are served by this strategy.

Strategy/Activity

Hollyglen will maintain efficient and productive building operations.

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)
1000.00	General Fund 5000-5999: Services And Other Operating Expenditures Phone services (AT&T)
200.00	General Fund 5000-5999: Services And Other Operating Expenditures Postage
1500.00	General Fund 5000-5999: Services And Other Operating Expenditures Office Supplies (printer supplies, folders, labels, paper, etc.)

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.

We have maintained an updated budget and efficient office operations.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

none

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.

none

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$4,358,296.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$4,005,878.00
Donations	\$220.00
General Fund	\$47,298.00
LCFF - Supplemental	\$273,000.00
Local Categorical	\$2,100.00
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$29,800.00

Subtotal of state or local funds included for this school: \$4,358,296.00

Total of federal, state, and/or local funds for this school: \$4,358,296.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	4,005,878.00
Donations	220.00
General Fund	47,298.00
LCFF - Supplemental	273,000.00
Local Categorical	2,100.00
None Specified	0.00
Parent-Teacher Association (PTA)	29,800.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	100.00
1000-1999: Certificated Personnel Salaries	3,631,635.00
2000-2999: Classified Personnel Salaries	660,543.00
4000-4999: Books And Supplies	34,998.00
5000-5999: Services And Other Operating Expenditures	13,820.00
None Specified	6,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

0000: Unrestricted	District Funded	100.00
1000-1999: Certificated Personnel Salaries	District Funded	3,345,235.00
2000-2999: Classified Personnel Salaries	District Funded	660,543.00
	Donations	100.00
5000-5999: Services And Other Operating Expenditures	Donations	120.00
1000-1999: Certificated Personnel Salaries	General Fund	11,300.00
4000-4999: Books And Supplies	General Fund	22,298.00
5000-5999: Services And Other Operating Expenditures	General Fund	13,700.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	273,000.00
1000-1999: Certificated Personnel Salaries	Local Categorical	2,100.00
None Specified	None Specified	0.00
	Parent-Teacher Association (PTA)	11,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	12,700.00
None Specified	Parent-Teacher Association (PTA)	6,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,777,641.00
Goal 2	1,355,435.00
Goal 3	170,700.00
Goal 4	51,820.00
Goal 5	2,700.00

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:

- Lisa Wilberg School Principal
- Maria Rodriguez Classroom Teachers
- Alma Vidaurrez Other School Staff
- Jen Myers Rome, Corinne Rosenstein, Tiffany Warren, Jessica Huff, Sandra Machain, Dawson Bruckman Parent or

Name of Members	Role
At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.	

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 11/7/2024.

Attested:



Principal, Lisa Wilberg on 1/18/2024

SSC Chairperson, Tiffany Warren on 11/7/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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