Holland Elementary

10621666006068

Principal's Name: Adele Stewart

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
School Site Council List					
1. Principal - Adele Stewart	X				
2. Chairperson – Cathleen Wharton			X		
3. Secretary - Khrystyna Velychko		X			
4. PAC REP – Brittnie Perotti				X	
5. Elva Zamarron				X	
6. April Cariel				X	
7. Emily Gray				X	
8. Luis Villanueva				X	
9. Taylor Thompson Hall		X			
10. Christian Dunn		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
□ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Holland Elementary

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Adele Stewart	*Adele Stewart*	4/2/2024
SSC Chairperson	Cathleen Wharton	*Cathleen Wharton*	4/2/2024

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Holland - 0220

ON-SITE ALLOCATION

3010	Title I	$46,035	*
7090	LCFF Supplemental & Concentration	$144,555	
7091	LCFF for English Learners	$22,032	

TOTAL 2024/25 ON-SITE ALLOCATION   **$212,622**

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$1,364
	Remaining Title I funds are at the discretion of the School Site Council	$44,671
	Total Title I Allocation	$46,035

January 24, 2024

Holland Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	-52 pts	-68.6 pts	2023-2024	-54 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-83.2 pts	2023-2024	-68 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✔		-71 pts	2023-2024	-56 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✔		-82.3 pts	2023-2024	-67 pts
SBAC ELA - percentage of students met/exceeded standard	✔	30 %	21 %	2023-2024	28 %
SBAC Math - Average distance from standard	✔	-71 pts	-63.4 pts	2023-2024	-48 pts
SBAC Math - percentage of students met/exceeded standard	✔	20 %	21 %	2023-2024	28 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Key factors that contributed to the performance outcomes include:

- Focus on quality Tier 1 instruction, utilizing the GVC.
- Tier 2 instructional support for grades 1-6 through California Teaching Fellows working in collaboration with the intervention team. Team provides reading intervention and math enrichment during intervention blocks by grade level.
- Tier 3 instruction is more strategic during reading intervention, focusing on phonics in primary grades and vocabulary in intermediate grades through a push-in model.
  - Orton Gillingham Grades TK, K, 1
  - Phonics for Reading Grades 3-5

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Data from PowerBi:

ELA: 21.1% met or exceeded standards

- In the area of ELA our Hispanic student group was comparable to our overall scores.
- African American - 2 out of 10 students met or exceeded standards and scored 1% below our overall percentage
- Students with Disabilities 6 out of 47 students met or exceeded standards and scored 8.33% below our overall percentage
  - RSP 5 out of 33 students met or exceeded standards and scored 5.95% below our overall percentage
  - DIS 1 out or 13 students met or exceeded standards and scored 13.41% below our overall

- - Vocabulary Focus Grade 6
- Grade level PLCs work with planning for assessments, delivery of instruction, universal response, and common formative assessments.
- Admin support of ILT, CCT, PLCs and site professional learning in collaborative processes to support CCI, instructional planning and formal and informal lesson observations.
- Parent updates on student achievement through parent conferences, SSC, ELAC
- Utilization of board adopted GVC for Special Day Classes (i.e. Unique, STAR)
- Classroom teachers, admin and support staff collaborate and reflect on student progress to identify and provide supports through IEP meetings, SST's, Care and Connect referrals and TST meetings.

percentage

Math: 21.03% met or exceeded standards

- In the area of Math our Hispanic student group scored 2% higher than our overall scores.
- African American - 0 out of 10 students met or exceeded standards
- Students with Disabilities 5 out of 47 students met or exceeded standards and scored 10.39% below our overall percentage
  - RSP 4 out of 33 students met or exceeded standards and scored 8.91% below our overall percentage
  - DIS 1 out or 13 students met or exceeded standards and scored 13.34% below our overall percentage

Attendance: Severely Chronic

- Overall 8.7%
- SWD: 8.5%
- EL: 1.92%
- AA: 9.09%
- Hispanic 10.82%

Suspensions: 6.2% suspension rate

- Hispanic 4.6%
- SED 6.6%
- SWD 7%

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We budgeted for an All 4 Youth Counselor to provide group counseling but were unable to fund.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will eliminate RCA position using site funds and will fund SEL support through our Community Schools/Safety grant

Eliminate supplemental contracts for teachers for summer planning.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Reviewed data throughout the year

Review SPSA budget items

Solicited feedback from families through electronic and paper surveys to provide input for the upcoming school year/SPSA

Specific Feedback included:

- Academic tutors for students either during the day or afterschool
- More afterschool support both academic, engagement and social-emotional
- Computer programs to support instruction to be used at home

2 ELAC:

Reviewed data throughout the year, specifically EL data

Review SPSA budget items, specifically 7091 funding

Solicited feedback from families through electronic and paper surveys to provide input for the upcoming school year/SPSA

Specific Feedback included:

- Academic tutors for students either during the day or afterschool
- More afterschool support both academic, engagement and social-emotional
- Materials and supplies for classrooms to support instruction
- Computer programs to support instruction to be used at home
- Parent information on how to support English Learners at home

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Electronic survey for input and prioritize current funding

Solicited ideas for changes to funding

Electronic survey for input on FUSD goals and implementation at Holland

T-chart with ILT for input with action in current SPSA to reflect and make changes

Specific Feedback included:

- Importance of MTSS - intervention/enrichment for ELA and Math - continue to fund CT and Teaching Fellows to support classrooms during MTSS
- Materials to support intervention such as Phonics for Reading
- More decodable readers for Early Learning to support Reading by First Grade initiative
- Computer based programs to support instruction (BrainPop, Reflex Math, etc.)

Action 1

Title: English Language Arts

Action Details:

Holland Elementary will implement a comprehensive reading support program with school-wide strategies to improve Foundational Reading Skills and comprehension of complex text. We will provide differentiated reading interventions (MTSS), based on the assessed needs and extra support in phonemic awareness, phonics, fluency, vocabulary, foundational reading skills, reading comprehension and writing strategies. Using the instructional tenets as our guide, we will promote a culture of learning with high expectations, challenging content, and ownership for all students, everyday. Language Arts instruction for all students will align with common core teaching strategies and encompass all content areas to support an increase in students at or above the state standards as measured through multiple reading assessments. This action will be viewed with a Lasik focus through the four domains of the DEI Framework.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- PK- DRDP
- TK Foundational Skills Assessment - FSA
- Kindergarten Foundational Skills Assessment - FSA
- iReady
- Fluency
- Wonders Diagnostic
- Language Arts Grades
- Common Formative Assessments
- IEP goals and objectives
- Classroom observation feedback
- Instructional Practice Guide (IPG)
- PowerBi

Owner(s):

District Assessments:

- Teachers
- PLC teams
- Admin.
- Academic Coach
- ILT

Grade Level Assessments:

- Teachers
- PLC teams
- Admin.
- Academic Coach
- ILT

Progress Monitoring:

- Teachers
- RSP Teacher
- Certificated Tutor
- PLC teams
- Admin.
- Academic Coach
- ILT

Timeline:

District Assessments:

- Quarterly
- Three times per year

Grade Level Assessments:

- Weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1 & 2: Quality first teaching, based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative and diagnostic assessments
  - Tier 1: Goal setting:
    - School wide goals for iReady and SBAC will be established
    - PLC's will set goals based on CFA's, iReady, and SBAC
    - Teachers will set goals for their own classroom
    - Students, using a data binder/chart(s), will set goals, collect artifacts and monitor their own progress
- Tier 1 & 2: Daily ELA instruction on grade level (120 min includes whole and small group for differentiation)
- Tier 1 & 2: District funded Instructional Coach to support daily instruction aligned to the CSTP's
- Tier 1 & 2: Create, administer, and monitor common formative assessments
- Tier 1 & 2: Include IAB's and FIAB's for Standards based support for SBAC in Grades 3-6
- Tier 1: Increase digital literacy of students in alignment with the Technology standards
- Tier 1, 2 & 3: iReady adaptive reading program will be utilized to provide personalized instruction
- Tier 1 & 2: Site licenses for digital literacy programs such as BrainPOP, etc.
- Tier 3: Students in K-6 After 10-12 weeks of classroom Tier 1 and Tier 2 explicit instruction and intervention, students not making adequate progress will be referred for an SST

to determine additional supports needed

- Tier 3: Identified students (RSP and students referred through the SST process) in Grades K-6 will participate in reading intervention, with the RSP teacher and support staff.
    - Using the MTSS framework, the intervention team will meet every 6-8 weeks to evaluate students' progress and additional supports needed
- Tier 1, 2 & 3: Supporting Inclusive Practices purpose is to increase mainstreaming time for SPED students, utilizing Universal Design of Learning (UDL) approach. UDL aims to provide all students equitable access to succeed, regardless of how they learn. Inclusion is a bridge for our SPED students to have the opportunity to learn with their General Education peers. SIP opportunities: Class meetings, Morning meetings, study trips, Holland Hero, Club Holland, lunch, PE, recess, Science, music, etc.
- Professional learning and trainings for staff members to support instruction and inclusive practices
- Tier 1, 2, & 3: Professional learning books to support instruction
- Tier 1, 2 & 3: Substitute Salaries for SST's, IEP's, data chats, and peer observations
- Tier 2 & 3: Target Support Team (TST) to meet bi-weekly to identify students needing academic and/or social emotional support
- Tier 1 & 2: Professional Learning Conferences for teachers to improve instruction, as provided by district office or as funds are available
- Tier 2: Teaching Fellow/s to support academic interventions for students through MTSS (Multi-tiered System of Support)
- Tier 1, 2 & 3: Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs, and allow for annotation of text, etc.
    - Graphics posters and materials to support instruction
    - Sensory tools to support engagement with academics
- Tier 1, 2 & 3: Technology to support student reading and assessment program (laptops/tablets, Promethean boards, software, computer carts, printers or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in the area of English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners by providing reading intervention by funding California Teaching Fellows.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL students by funding materials and supplies to support students in the area of English Language Arts.

- *Funding computer programs such as BrainPOP*
- *Substitute Salaries for data chats*

4. As a site: What are planned actions to support this student group?

- Provide English Learners with Tier 2 differentiated classroom instruction, based on ELA/ELD standards.
- Process for monitoring and goal setting at risk and/or LTEL's
- Supports for Newcomers
- Socio-economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The socio-economically disadvantaged student population is performing at the lowest level in the area of English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SED by providing reading intervention by funding California Teaching Fellows.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support SED by funding a materials and supplies to support student in the area of English Language Arts.

- *Funding computer programs such as BrainPOP*
- *Substitute Salaries for IEP's and data chats*
- *Technology*

4. As a site: What are planned actions to support this student group?

- Students who qualify, will be provided reading intervention through MTSS
- Academic coach to support teachers with instructional strategies to meet the needs of our students in this

- Academic Coach to support English Learners with designated ELD instruction Gr. 4-6
- Computer programs such as BrainPOP
- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population
    - Overall: 21% proficient ELA SBAC 2023
    - Overall -68.6 points DFS (distance from standard)
    - EL's 8.8% and -81 DFS comparable to overall of 21% (34 students total (EL's) Gr. 3-6)

student group
- Computer programs such as BrainPOP
- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population
    - Overall: 21% proficient ELA SBAC 2023
    - Overall -68.6 points DFS (distance from standard)
    - SED 18.6% and -71 DFS comparable to overall of 21%

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The SWD student population is performing at the lowest level in areas of English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by providing reading intervention by funding California Teaching Fellows.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support SWD by funding a materials and supplies & technology to support students in the area of English Language Arts.

- *Funding computer programs such as BrainPOP*
- *Substitute Salaries for IEP's and data chats*
- *Technology*

4. As a site: What are planned actions to support this student group?

- SWD student population receive targeted support through push in MTSS with RSP teacher and California Teaching Fellows
- Universal Lesson Design implemented with SWD in Mod/Severe classrooms
- Supporting Inclusive Practice work - providing students inclusion opportunities in general education
- Special Education Teacher Planning Days
- Reading intervention program to support students through a push in model
- Provide daily support with instruction based on gap analysis individualized for students
- Computer programs such as BrainPOP
- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population
    - Overall: 21% proficient ELA SBAC 2023
    - Overall -68.6 points DFS (distance from standard)
    - Students w/disabilities 12.8% and -82 DFS (47 students total Gr. 3-6)

Action 2

Title: Mathematics

Action Details:

Holland Elementary will provide comprehensive balanced mathematical instruction through learning opportunities related to conceptual understanding of mathematics, procedural skill and fluency, and application to support focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices and making connections to content. Using the instructional tenets as our guide, we will promote a culture of learning with high expectations, challenging content, and ownership for all students, everyday. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group instruction for at-risk groups with an emphasis on technology to improve mastery of grade level standards. This action will be viewed with a Lasik focus through the four domains of the DEI Framework.

| **Reasoning for using this action:** | ☐ Strong Evidence | ☑ Moderate Evidence | ☐ Promising Evidence |

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
- PK - DRDP - TK Foundational Skills Assessment (FSA) - Kindergarten Foundational Skills Assessment (FSA) - iReady - Common Formative Assessments - Grades - IEP goals and objectives - Classroom observation feedback - Instructional Practice Guide (IPG) - PowerBi	District Assessments: - Teachers - PLC teams - Admin. - Academic Coach - ILT Grade Level Assessments: - Teachers - PLC teams - Admin. - Academic Coach - ILT Progress Monitoring: - Teachers - RSP Teacher - Certificated Tutor - PLC teams - Admin. - Academic Coach - ILT	District Assessments: - Quarterly - Three times per year Grade Level Assessments: - Weekly Progress Monitoring: - Every 2- 6 weeks - Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1 & 2: Quality first teaching, based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative and diagnostic assessments
  - Tier 1: Goal setting:
    - School wide goals for iReady and SBAC will be established
    - PLC's will set goals based on CFA's, iReady, and SBAC
    - Teachers will set goals for their own classroom
    - Students, using a data binder/chart(s), will set goals, collect artifacts and monitor their own progress
- Tier 1 & 2: Daily Math instruction on grade level (90 min includes whole and small group for differentiation)
- Tier 1 & 2: District funded Instructional Coach to support daily instruction aligned to the CSTP's
- Tier 1 & 2: Increase opportunities for students to engage in the utilization of math tools for conceptual understanding

- Tier 1 & 2: Create, administer, and monitor common formative assessments

- Tier 1 & 2: Include IAB's and FIAB's for Standards based support for SBAC in Grades 3-6

- Tier 1: Increase digital literacy of students in alignment with the Technology standards

- Tier 1, 2 & 3: iReady adaptive reading program will be utilized to provide personalized instruction

- Tier 1 & 2: Site licenses for digital literacy programs such as FRAX/REFLEX Math, etc.

- Tier 3: Students in K-6 After 10-12 weeks of classroom Tier 1 and Tier 2 explicit instruction and intervention, students not making adequate progress will be referred for an SST to determine additional supports needed

- Tier 3: Identified students (RSP and students referred through the SST process) in Grades K-6 will participate in Math intervention, with the RSP teacher and General Education Teacher. Certificated Tutor will provide Math enrichment.

    - Certificated tutor funded to support Tier 2 & 3 Math instruction

    - Using the MTSS framework, the intervention team will meet every 6-8 weeks to evaluate students' progress and additional supports needed

- Tier 1, 2 & 3: Supporting Inclusive Practices purpose is to increase mainstreaming time for SPED students, utilizing Universal Design of Learning (UDL) approach. UDL aims to provide all students equitable access to succeed, regardless of how they learn. Inclusion is a bridge for our SPED students to have the opportunity to learn with their General Education peers. SIP opportunities: Class meetings, Morning meetings, study trips, Holland Hero, Club Holland, lunch, PE, recess, Science, music, etc.

- Tier 1, 2 & 3: Professional learning and trainings for staff members to support instruction and inclusive practices

- Tier 1, 2, & 3: Professional learning books to support instruction

- Tier 1, 2 & 3: Substitute Salaries for SST's, IEP's, data chats, and peer observations

- Tier 2 & 3: Target Support Team (TST) to meet biweekly to identify students needing academic and/or social emotional support

- Tier 1 & 2: Professional Learning Conferences for teachers to improve instruction, as provided by district office or as funds are available

- Tier 2: Teaching Fellow/s to support academic interventions for students through MTSS (Multi-tiered System of Support)

- Tier 1, 2 & 3: Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support Math instruction & Math intervention

    - Graphics posters and materials to support instruction
    - Sensory tools to support engagement with academics

- Tier 1, 2 & 3: Technology to support student Math and assessment program (laptops/tablets, Promethean boards, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for the area of Mathematics.

2. As a site: What are planned actions to support this student group?

- Provide English Learners with Tier 1 and Tier 2 differentiated classroom instruction, based on Math standards.
- Process for monitoring and goal setting at risk and/or LTEL's
- Supports for Newcomers
- English Learners will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for the area of Mathematics.

2. As a site: What are planned actions to support this student group?

- Students who qualify, will be provided Math intervention through MTSS with RSP teacher and California Teaching Fellows
- Academic coach to support teachers with instructional strategies to meet the needs of our students in lower performing student groups

- Academic Coach to support English Learners with designated ELD instruction Gr. 4-6
- Computer programs such as REFLEX/FRAX Math
- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population
    - Overall: 21% proficient MATH SBAC 2023
    - Overall -63.4 points DFS (distance from standard)
    - EL's 8.8% and -78 DFS comparable to overall of 21% (34 students total)

- Universal Lesson Design implemented with SWD in Mod/Severe classrooms
- Supporting Inclusive Practice work - providing students inclusion opportunities
- Provide daily support with instruction based on gap analysis individualized for students
- Focus on Tier 1 instruction including professional learning
- Math intervention/enrichment provided by Certificated tutor and California Teaching Fellow through a push in model
- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population
    - Overall: 21% proficient MATH SBAC 2023
    - Overall -63.4 points DFS (distance from standard)
    - SED 20.6% and -65 DFS comparable to overall of 21%
    - Students w/disabilities 10.64% and -80 DFS (47 students total)

Action 3

Title: English Learners (EL's)

Action Details:

Holland Elementary will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated English Language Development.

Designated ELD will be provided during Tier 2 differentiated instruction. This action will be viewed with a Lasik focus through the four domains of the DEI Framework.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- ELPAC- EL Assessment
- Disaggregated iReady data by EL student group
- Common Formative Assessments
- Grades
- Ellevation reports i.e. progress monitoring
- IEP goals and objectives
- Classroom observation feedback
- Instructional Practice Guide (IPG)
- PowerBi

Owner(s):

District Assessments:

- Teachers
- PLC teams
- Admin.
- Academic Coach
- ILT

Grade Level Assessments:

- Teachers
- PLC teams
- Admin.
- Academic Coach
- ILT

Progress Monitoring:

- Teachers
- RSP Teacher
- Certificated Tutor
- PLC teams
- EL Site Rep
- Admin
- Academic Coach
- ILT

Timeline:

District Assessments:

- Quarterly
- Three times per year

Grade Level Assessments:

- Weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1 & 2: Quality first teaching, based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative and diagnostic assessments
- Tier 1 & 2: Daily Integrated and Designated ELD instruction
- Tier 1 & 2: Academic Coach to provide ELD instruction during reading intervention for students needing additional support
- Tier 1: Teachers will refer to Ellevation platform including progress monitoring, student plan and student data chats
- Tier 1: Teachers will review ELPAC results and academic assessment results with students, set goals, and monitor progress
- Tier 1: Increase digital literacy of students in alignment with the Technology standards
- Tier 1 & 2: Site licenses for digital literacy programs such as BrainPOP, REFLEX/FRAX Math, etc.
- Tier 1, 2 & 3: Data chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and academic achievement
- Tier 1, 2 & 3: Substitute Salaries for SST's, IEP's, data chats, and peer observations
- Tier 2 & 3: Target Support Team (TST) to meet biweekly to identify students needing academic and/or social emotional support
- Tier 1 & 2: Professional Learning Conferences for teachers to improve instruction, as provided by district office or as funds are available
- Tier 1: ELPAC assessors will be provided for individual student assessment in reading, writing, listening and speaking for students in K-6
- Tier 1: Translation services will be provided as needed

- Tier 1: District funded Home School Liaison (HSL) to support family outreach & communication

- Tier 1: Food for Parent Meetings

- Tier 1: Babysitting opportunities available for parents to attend parenting classes and informational meetings

- Tier 1, 2 & 3: Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support ELD instruction, reading intervention program needs, and allow for annotation of text
  - Graphics posters and materials to support instruction
  - Sensory tools to support engagement with academics
  - Books - reading materials to support EL students in their primary language or to support EL students with language acquisition

- Tier 1, 2 & 3: Technology to support EL students and assessment program (laptops/tablets, Promethean boards, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners by providing reading intervention by funding California Teaching Fellows.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support English Learners by providing math intervention by funding a Certificated Tutor and a California Teaching Fellow.

4. As a site: What are planned actions to support this student group?

- Provide English Learners with Tier 2 differentiated classroom instruction, based on ELA/ELD standards.
- Process for monitoring and goal setting at risk and/or LTEL's
- Supports for Newcomers
- English Learners will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership
- Academic Coach to support English Learners with designated ELD instruction Gr. 4-6
- Use ELPAC Assessors to support administration of ELPAC assessment
- Computer programs such as BrainPOP

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No other student groups are in RED for the area of English Learners.

2. As a site: What are planned actions to support this student group?

- Ongoing intervention and progress monitoring by student group to ensure the progress of our EL students aligns with our overall student population.
  - EL students make up 15% of our student population
    - **Overall SBAC ELA: 21% (34 total EL students)**
    - EL's 8.82%
    - Redesignated (RFEP) 40%
    - **Overall iReady Math: 21% (34 total EL students)**
    - EL's 8.81%
    - Redesignated (RFEP) 46.7%
    - **Fall 2023 ELPAC - Total # students Gr. K-6 = 52**
      - 5 students performed at a level 1
      - 21 students performed at a level 2
      - 15 students performed at a level 3

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No incentives or food**	7,385.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support instruction	8,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 2 Teaching Fellows to Support Reading Intervention	29,286.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for IEP's/SST's/Data chats/Peer observations	11,466.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: BrainPOP Combo Site License	3,891.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	37,394.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics to support Instruction	2,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		58,166.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Reflex/Frax Math Site License	4,795.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction	8,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 1 Teaching Fellow to support Math enrichment/intervention	14,643.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,046.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	8,736.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology to support instruction	7,000.00

$207,808.00

05/10/2024

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	86.82 %	86.2 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Field trips implemented in all grade levels
- Club Holland provided bi-weekly
- Weekly music - band, string, choir for Gr. 5-6
- Weekly music - recorders for Gr. 4
- Weekly music - choir for Kinder and Gr. 1
- Afterschool sports
- Afterschool program opportunity for ALL students
  - Vendors provide cooking, nutrition, dance, gardening, robotic and various STEM activities
- Technology implemented to prepare students for workplace experience

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Inequities for music participation - only Gr. K, 1,4, 5 & 6 are invited to participate
- Sports are only Gr. 5-6 and cross-country Gr. 3-6
- Low attendance rates impact student participation

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Gr. 2 & 3 do not have access to music due to lack of staffing of music teachers to provide instruction
- Afterschool events and club opportunities due to lack of staff willing to provide and supervise activities

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- With Prop 28 implementation inequities would be minimized as we are allotted .5 FTE to support art instruction
- With Community Schools grant - funding opportunities for outside vendors to support more afterschool activities for students

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Reviewed data throughout the year Review SPSA budget items Solicited feedback from families through electronic and paper surveys to provide input for the upcoming school year/SPSA Specific Feedback included: - Field trips - Career opportunities for students to learn about various jobs - Music - Art - Afterschool program/clubs	Reviewed data throughout the year, specifically EL data Review SPSA budget items, specifically 7091 funding Solicited feedback from families through electronic and paper surveys to provide input for the upcoming school year/SPSA Specific Feedback included: - Field trips - Career opportunities for students to learn about various jobs - Music - Art - Afterschool program/clubs	Electronic survey for input and prioritize current funding Solicited ideas for changes to funding Electronic survey for input on FUSD goals and implementation at Holland T-chart with ILT for input with action in current SPSA to reflect and make changes, example: Club Holland structures Specific Feedback included: - Field trips - Career opportunities for students to learn about various jobs - Music - Art

Action 1

Title: Career Opportunities

Action Details:

Holland Elementary will provide a wide array of opportunities for students to demonstrate the character and competencies for workplace success. This action will be viewed with a Lasik focus through the four domains of the DEI Framework.

Reasoning for using this action:	☐ Strong Evidence	☐ Moderate Evidence	☑ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• Events/Activities • Attendance • Read Across America • Responses on the School Climate & Culture Parent and student surveys	• Teachers • Academic Coach • Tier 2 IS • ILT • CCT • Library Tech • Admin	• Ongoing • Review data quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Students will have opportunities to participate in district provided enrichment study trips and college and career readiness opportunities

- Expose students to a variety of career opportunities through:

  - Field trips

  - Career Speakers

  - Research Presentations

  - Assemblies

  - Various school events/activities

- Invite students to Extended School Year & Winter Camps to engage in enrichment camps/career opportunities

- Continue to implement technology to prepare students for workplace competencies

- Develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities

- HSL to connect with parents of English Learners

- Second Steps Lessons and Morning Meetings

- Classroom materials and supplies to support career awareness opportunities

- Technology to support students to explore career opportunities (laptops/tablets, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for the area of Career Opportunities.

2. As a site: What are planned actions to support this student group?

- Staff will support English Learners and families through outreach, home visits and other related services to encourage participation in career enrichment opportunities and real world learning experiences

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for the area of Career Opportunities.

2. As a site: What are planned actions to support this student group?

- Students who qualify, will be provided reading and math intervention through MTSS
- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population

- Academic coach to support teachers with instructional strategies to meet the needs of our students
- Student groups will be monitored to ensure all students are encouraged to attend and participate in the real-world learning experiences/career opportunities
- Staff will support SWD will be monitored to ensure all students are encouraged to attend and participate in the real-world learning experiences/career opportunities
- Staff will support SWD and families through outreach, home visits and other related services

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		33 %	2023-2024	28 %
Suspension Rate - Semester 1	✔	3 %	3.5 %	2023-2024	3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Attendance:

- OA makes daily phone calls regarding attendance
- HSL and Tier 2 IS conducts home visits for chronically absent students
- Admin makes phone calls and conducts home visits for chronically absent students after home visits were conducted and attendance did not improve
- TST meets bi-weekly to discuss and review student attendance (manageable and chronic)
- Communicate attendance through Back to School Night, Parent Square: phone calls and emails
- Attendance data reviewed with TST, SSC, ELAC, SST's and IEP's

Suspension:

- Behavior expectations presented in Fall and Spring
- Consistently refer to Holland's 3 School Rules
- Implementation of Tier 1 behavioral expectations in classrooms
    - Morning Meetings
    - Second Step
    - Olweus Bullying Prevention
    - Class Meetings
- Guidelines for Success posted in all common areas
- Random Acts of Kindness tickets
- All4Youth counseling to support Tier 3
- Utilize Tier 2 Intervention Specialist
- TST meeting bi-weekly to discuss students with high behavioral needs
- SST's, Behavior support plans and ICET referrals
- Climate & Culture team meets monthly to review behavior data

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism:

- 2021-22 - 52.02%
- 2022-23 - 42.8%
- Current Absenteeism rate: 32.7% (as of March 2024)
- Hispanic: 33.2%
- African American: 49.99%
- SWD: 35.9%
- White: 45.67%
- EL's: 21.12%

Suspension Rate:

- 2021-22 - 6.54%
- 2022-23 - 3.29%
- Current Absenteeism rate: 5.4% (as of March 2024)
- Hispanic: 4.6%
- African American: 4.76%
- SWD: 7%
- White: 13.6%
- EL's: 5.4%

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We budgeted for an All 4 Youth Counselor to provide group counseling but were unable to fund.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Restructure behavior MTSS

Due to site funding decrease and priority survey from staff, RCA position will be eliminated for the 24-25 school year - details can be found in Goal 3

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Reviewed data throughout the year

Review SPSA budget items

Solicited feedback from families through electronic and paper surveys to provide input for the upcoming school year/SPSA

Specific Feedback included:

- More activities for students and families, including Movie Night
- Awards assemblies
- Enjoy Motor Room and SEL room to support students
- Field trips for students
- Afterschool engagement opportunities, such as clubs

2 ELAC:

Reviewed data throughout the year

Review SPSA budget items

Solicited feedback from families through electronic and paper surveys to provide input for the upcoming school year/SPSA

Specific Feedback included:

- Awards assemblies
- Enjoy Motor Room and SEL room to support students
- Field trips for students
- Afterschool engagement opportunities, such as clubs
- More activities for students and families

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Electronic survey for input and prioritize current funding

Solicited ideas for changes to funding

Electronic survey for input on FUSD goals and implementation at Holland

T-chart with ILT for input with action in current SPSA to reflect and make changes

Specific Feedback included:

- Promote attendance through student engagement opportunities, incentives, student recognition for Awesome Attendance
- HSL and OA family contact and reward for improved attendance
- Field Trips, guest speakers to promote career readiness
- SEL curriculum/professional learning books to support behaviors and teach skills
- Fund Clinical School Social Worker through Community Schools grant to support SEL including attendance, engagement and behaviors

Action 1

Title: Attendance

Action Details:

Holland Elementary will implement a school wide attendance program, with the focus on maximizing instructional time for students to increase student engagement and attendance.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Daily Attendance Report
- ATLAS Attendance Data
- Attendance Administrator Meetings – A1
- Targeted Support Team Meetings (TST)
- CICO with Intervention Specialist (IS2)
- Home Visits
- Student Engagement
- Parent Square
- PowerBi

Owner(s):
Attendance Data:

- Attendance Clerk
- Home School Liaison
- Teachers
- Admin.
- Intervention Specialist (IS2)
- School Psychologist
- TST Team
- Community Schools Coordinator

Parent Meetings:

- Attendance Clerk
- Admin.

Timeline:

- Ongoing, beginning first day of school and continues through June
- A1 meetings held bi-weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Awards and incentives to encourage improved attendance
- Track student attendance, discuss targeted students at TST meeting, provide supports & incentives to improve attendance through Intervention Specialist II, HSL and OA
- Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Morning Meetings to support students and staff in building relationships so they feel connected to school, which will increase their sense of belonging
- Weekly Class meetings and/or Second Step lessons for all students to promote social-emotional awareness and provide strategies to engage in positive peer relationships
- Club Holland (2x per month, not publicized, to reward for attendance)
- Bi-weekly Attendance Parent Meetings with students and parents
- Students referred to Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports based on the effects of attendance on academic success

- The "Manageable" absenteeism is addressed through phone calls from attendance clerk and teachers
- The "Chronic" absenteeism is addressed through home visits, scheduled A1 meetings, and consultation with the Intervention Specialist II, Home School Liaison, and Community Schools Coordinator
- Tier 2 Intervention Specialist (District funded 1.0 FTE) to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom interventions. They will determine and prescribe targeted intervention strategies based on individual student need
- Target Support Team (TST) to meet biweekly to identify students needing support, monitor progress of students receiving intervention and adjust supports as needed
- Supplemental materials and supplies as needed

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for the area of Attendance.

2. As a site: What are planned actions to support this student group?

- Ongoing progress monitoring by student groups to ensure the progress of students aligns with our overall student population
- Chronic Absenteeism 2023-24 Current Data as of March 2023
    - Overall 33.6% (decrease of 3% compared to last year)
    - EL's 21.15%
    - EL absenteeism rate is lower than overall, however we will continue to:
        - Provide services through our Intervention Specialist II (IS2)
        - Our Targeted Support team will meet bi weekly to specifically track progress of students that are chronically absent
        - Our Office Assistant and HSL will work collaboratively with our Tier 2 team to conduct home visits, track attendance and support families who have chronic absenteeism
        - Provide resources to improve attendance and incentives for students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for the area of Attendance.

2. As a site: What are planned actions to support this student group?

- Ongoing progress monitoring by student groups to ensure the progress of students aligns with our overall student population
- Chronic Absenteeism 2023-24 Current Data as of March 2023
    - Overall 33.6% (decrease of 3% compared to last year)
    - SWD 38.1% (decrease of 6.5% compared to last year)
    - To address the higher rate of absenteeism for our SWD we will:
        - Increase services through IS2
        - Our Targeted Support team will meet bi weekly to specifically track progress of students that are chronically absent
        - Our Office Assistant and HSL will work collaboratively with our Tier 2 team to conduct home visits, track attendance and support families who have chronic absenteeism
        - Provide resources to improve attendance and incentives for students

Action 2

Title: Suspensions

Action Details:

Holland Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil Schools components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success, Holland's 3 School Rules, and district programs (Morning Meetings/Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Classroom/Office Referrals
- Gaggle alerts
- Suspension Data
- MAC/CHAMPS Implementation
- ATLAS misbehavior & positive behavior entries
- Class Meetings – Quarterly documentation of implementation
- Morning Meetings
- Second Step
- Student Engagement
- Climate & Culture survey Gr. 3-6 (Fall and Spring)
- IEP goals/objectives/behavior plans
- Staff Survey
- Parent Surveys
- Student Success Team Meetings
- Targeted Support Meetings (TST)
- Student Behavior Plans and Informal Behavior Contracts
- Panorama (Culture and Climate website)
- PowerBi

Owner(s):

- Teachers
- School Psychologist
- School Climate Team
- Admin.
- Intervention Specialist II

Timeline:

- Ongoing beginning first day of school and continues through June
- Data reviewed monthly by Climate and Culture Team

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- All students will receive & engage in SEL instruction

- Holland Hero – Student of the Month – to honor students demonstrating a Character Counts pillar for the month

- Morning Meetings to support students and staff in building relationships so they feel connected to school, which will increase their sense of belonging

- All classrooms will implement Class Meetings and/or Second Step lessons to promote social-emotional awareness and provide strategies to engage in positive peer relationships

- Implement Safe and Civil Schools initiatives as deemed necessary by the team, such as cafeteria, playground, restrooms, recess, lines

- Teachers and staff members on Climate and Culture Team will analyze SEL survey data and determine next steps

- Club Holland (2x per month, not publicized, to encourage daily attendance)

- Behavior contracts with incentives/rewards implemented with students needing additional SEL support to promote positive behavior

- Students to be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports

- Tier 2 Intervention Specialist (District funded 1.0 FTE) to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom interventions. They will determine and prescribe targeted intervention strategies based on individual student need

- Target Support Team (TST) to meet biweekly to identify students needing support, monitor progress of students receiving intervention and adjust supports as needed

- Identified students who are not responding to **universal supports** will participate in some or all of the following: referral to Tier 2 Intervention Specialist, discipline referrals, Behavior Support

Plan (BSP) , implementation of behavioral interventions, and/or referral to SST

- Identified students who are not responding to **strategic supports** will participate in some or all of the following: ICET, Tier 3 intervention through district office, review of current BSP and/or IEP
- Supplemental materials and supplies as needed to decrease suspensions and promote a positive and safe school culture
- Sensory tools to support behavior and attention to learning

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for the area of Suspension.

2. As a site: What are planned actions to support this student group?

- Ongoing progress monitoring by student groups to ensure the progress of students align with our overall student population.
- Suspension data: 2023-24 Current Data as of March 2024
  - Overall 6.7% Suspension rate
  - EL's 1.9%
- To continue the low suspension rate for EL's we will continue:
  - Provide services through IS2
  - Our Targeted Support team will meet bi weekly to specifically track progress of students that have high suspension rates
  - Continue providing supports through MTSS, SST's

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for the area of Suspension.

2. As a site: What are planned actions to support this student group?

- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population
  - Suspensions: 2023-24 Current Data as of March 2024
    - Overall: 6.7%
    - SWD: 4.4%
    - SED: 3.7%
- Data shows that Holland has made significant improvements in suspension data over the past 2 years. Actions that led to decrease in suspension included:
  - Less students at recess at one time - decreased grade spans at recess
  - Safe Space: Class meetings, Second Step, Staff/Student positive interactions
  - Intervention Specialist support
    - CICO at breakfast
    - Behavior Charts
    - Social Skills
    - Generalize social skills strategies during lunch recess
  - All4Youth - 2 days per week
  - Emphasis on SEL
  - Parent Communication increased
  - DEI/Cultural Proficiency

Action 3

Title: Engagement

Action Details:

Holland Elementary will provide opportunities for student participation and involvement in a variety of activities such as: arts, athletics, and extra-curricular activities to promote a sense of belonging and ownership.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
- Climate & Culture survey data (Gr. 3-6)
- Back to School Night
- Open House/Outdoor Spring Concert
- Family Engagement Events
- Student Performances
- Awards Assemblies
- Events/Activities

Owner(s):
- Teachers
- Academic Coach
- Admin.
- Office Manager
- Office Assistant
- HSL
- Students
- Climate & Culture Team
- Tier 2 IS

Timeline:
- Ongoing beginning first day of school and continues through June
- Weekly updated Volunteer Applications
- Data reviewed monthly by Climate & Culture team

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Holland Hero – Student of the Month – to honor students demonstrating the Character Counts pillar of the month

- Academic Scholar of the Day for 1 student (per classroom) who demonstrates exemplary academic participation (given daily)

- Random Acts of Kindness Tickets to be distributed to students exhibiting positive actions for weekly drawing

- iReady goal setting and acknowledgement by classroom teacher for students that make growth

- Read Across America - Literacy Week

- Club Holland participation for ALL students to provide opportunities for engagement

- Chargers Den - alternative recess room

- Quarterly Family Engagement Night

- Red Ribbon Week activities to align with Halloween to support student connectedness along with Drug Awareness, ex: "Super Hero", "Pajama Day".

- Assemblies, presentations, enrichment trips to foster school participation and interest - Virtual and in-person

- All students will have the opportunity to earn awards and incentives to encourage improved attendance, positive behaviors, and academic success, including most improved

- Student Leadership will generate ideas for campus engagement such as school spirit

- Weekly Class meetings for all students to promote social-emotional awareness and provide strategies to engage in positive peer relationships

- Morning Meetings to support students and staff in building relationships so they feel connected to school, which will increase their sense of belonging

- Supporting Inclusive Practices purpose is to increase mainstreaming time for SPED students, utilizing Universal Design of Learning (UDL) approach. UDL aims to provide all students equitable access to succeed, regardless of how they learn. Inclusion is a bridge for our SPED students to have the opportunity to learn with their General Education peers. SIP opportunities include: Class meetings, Morning meetings, learning buddies, study trips, Holland Hero, Club Holland, lunch, PE, recess, Science

- Opportunities for students to participate in school wide inclusion events such as: Autism Acceptance, Special Olympics, Mental Health Awareness, etc.

- Students continuing to struggle with attendance and connectivity to school will be mentored and monitored by classroom teacher with the assistance of the IS2, HSL and Community Schools Coordinator

- Tier 2 Intervention Specialist (District funded 1.0 FTE) to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom. They will determine and prescribe targeted intervention strategies based on individual student need
- Target Support Team (TST) to meet biweekly to identify students needing support, monitor progress of students receiving intervention and adjust supports as needed
- Staff members are offered supplemental contracts to provide activities and clubs, after school, as they are available
- Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Extended Learning opportunities will be available for students during winter and summer sessions
- Materials, supplies, awards, and incentives to support engagements
- Technology to support student engagement (laptops/tablets, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for the area of Student Engagement.

3. As a site: What are planned actions to support this student group?

- Ongoing progress monitoring by EL student group to ensure the progress of students aligns with our overall student population
- Academic coach to support teachers with engagement strategies for EL students
- EL student groups will be encouraged to attend and engage in school activities and events
- Staff will support students and families through outreach, home visits and other related services

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for the area of Student Engagement.

2. As a site: What are planned actions to support this student group?

- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population
- Academic coach to support teachers with engagement strategies
- Student groups will be encouraged to attend and engage in school activities and events
- Staff will support students and families through outreach, home visits and other related services

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	96.42 %	89.5 %	2023-2024	94 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Professional Learning (PL) opportunities
- Direct support for staff by admin
- Academic Coach support
- Cohesion among all staff
- Collaborative mindset
- Faculty Club established and supported
- PL incorporate Connection before Content section to develop staff relationships and Cultural Proficiency
- Monthly Potluck hosted by staff groups
- Breakfast Burritos for staff in collaboration with PTA
- Staff treats throughout the year to promote appreciation
- Active participation in the decision making process
- Open communication in promoting inclusivity

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Diverse staff - continue recruitment to keep diversification of staff
- Survey data:
  - School prepares staff to meet the needs of students 89% favorable (remained the same)
  - Staff feels valued 91% favorable (increased 6%)
  - Culture that provides staff with feedback to improve and grow 89% favorable (decreased 1%)
  - School has a culture that provides staff with the recognition of the work they do 84% favorable (decreased 1%)
  - School provides staff with opportunities to be involved in planning and decision making 91% favorable (increased 6%)
  - Adults at this school treat all students fairly 89% favorable (increased 1%)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We budgeted for an All 4 Youth Counselor to provide group counseling but were unable to fund due to FTA CBA for counseling services

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Restructure behavior MTSS

Due to site funding decrease and priority survey from staff, RCA position will be eliminated for the 24-25 school year - details can be found in Goal 3

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Reviewed data throughout the year	Review SPSA budget items	Electronic survey for input and prioritize current funding
Review SPSA budget items	Solicited feedback from families through electronic and paper surveys to provide input for the upcoming school year/SPSA	Solicited ideas for changes to funding
Solicited feedback from families through electronic and paper surveys to provide input for the upcoming school year/SPSA	Specific Feedback included:	Electronic survey for input on FUSD goals and implementation at Holland
Specific Feedback included:	• Staff Appreciation • Hiring friendly, supportive staff • Bridge communication between teachers and parents • Opportunities to be involved in planning and decision making	T-chart with ILT for input with action in current SPSA to reflect and make changes
• Staff Appreciation • Hiring friendly, supportive staff • Bridge communication between teachers and parents • Opportunities to be involved in planning and decision making		Specific Feedback included: • Continue with Staff Appreciation throughout the year • Opportunities to be involved in planning and decision making • Align work with district goals

Action 1

Title: Staff Connectedness

Action Details:

Holland Elementary will provide opportunities for staff to engage in school-wide activities, incentives, and events to promote a sense of belonging.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• CC-SEL Staff Survey • Teacher Attendance • Memberships (Faculty Club/PTA) • SPSA Feedback • Site PLC Attendance • Classroom Observations • SSC	• All staff	• Ongoing - August to June

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Student Academics:

- Increasing challenging content through integrated reading, writing, listening, and speaking increasing academic discourse and universal response
- Increasing focus, coherence, and rigor and the use of the 8 mathematical practices
- Shared Vision of Effective Instruction (Instructional Practice Guide): High Expectations, Challenging Content, and Student Ownership
- Digital Literacy to enhance instruction, increase students time with technology, and online classroom assessments
- Assessments - classroom, district, state
- Professional Learning Communities
- District funded Instructional Coach to provide job embedded professional learning
- ILT members will analyze data, determine needs, plan for action, and engage in planning
- Analysis of student work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations
- Technology to support students & teachers (laptops/tablets, Promethean Boards, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology
- Supporting Inclusive Practices purpose is to increase mainstreaming time for SPED students, utilizing Universal Design of Learning (UDL) approach.
- Professional learning books with academic focus, behavioral strategies, and instructional strategies
- Lasik focus through the four domains of the DEI Framework: Cultural Proficiency, Culturally Proficient Practices, Multicultural Experiences, and Social Action
- Materials and supplies to support teacher professional learning, such as professional learning books

Student Centered and Real-World Learning:

- Teachers will receive information regarding district provided opportunities such as: field trips, career speakers, research ideas, technology
- Creating opportunities for students to experience and reflect on their own learning, taking ownership

Student Engagement:

- Teachers will receive updates and information regarding student engagement in the school and community

- Club Holland procedures and participation guidelines

- Review ATLAS entry procedures with teachers for positive behaviors and engagement activities

- Review and promote Extended Learning opportunities (Saturday Academy, Winter/Summer Session) and recruit teachers to both lead and/or teach during the offered sessions

- Substitutes for teachers for SSTs, IEPs, data chats, peer observation, and professional learning

- Policies and procedures for criteria for Awards

- Daily attendance procedures

- Tiered Levels of Response to Academics & Behaviors

- Social Emotional Learning

Staff Engagement:

- Morning Breakfast/Potluck

- Staff Treats throughout the year

- Participation in: Faculty Club, PTA, SSC, ILT, CCT

- Engage and promote Community Schools

- Open Communication

- Promote inclusivity

- Active participation in the decision-making process

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for area of staff connectedness.

2. As a site: What are planned actions to support this student group?

- Process for monitoring and goal setting at risk and/or LTEL's
- Academic Coach to support teachers in the area of integrated and designated ELD instruction
- Use of the EL Progress Monitoring through Ellevation to identify target students and their instructional needs
- Familiarize teachers with ELPAC domains
- Teachers to communicate with families regarding progress toward redesignation

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for area of staff connectedness.

2. As a site: What are planned actions to support this student group?

- Academic coach to support teachers with instructional strategies
- Process for progress monitoring and goal setting with students
- Staff as active participants in the decision making

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review
School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	89.23 %	94.3 %	2023-2024	96 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Quarterly Family Engagement Nights
- Parent Square communication via text, email, voice
- Electronic marquee to provide weekly information
- SSC/ELAC
- Parent Workshops with HSL
- Offer in-person or virtual parent meetings such as: IEP's, SST's, parent conferences, etc.
- Admin present and accessible daily at arrival and dismissal
- Various student/parent events, PTA breakfast, BTS Night, etc.
- Community Schools implementation

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Fall Family Survey:

- Parents feel they have opportunities to provide input at their child's school increased 6%
- Adults at my child's school treat me with kindness and respect increased 4%
- Families feel they are partners in making decisions at their child's school increased 8%
- Families feel they are a part of the school increased 10%
- Parent would like more academic updates regarding their child's progress
- Parent would like more opportunities to participate at their child's school as a family
- Parents would like more opportunities to meet with teacher regarding their child's progress

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We budgeted for an All 4 Youth Counselor to provide group counseling but were unable to fund due to FTA CBA for counseling services

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Restructure behavior MTSS

Due to site funding decrease and priority survey from staff, RCA position will be eliminated for the 24-25 school year - details can be found in Goal 3

Restructure how we handle chronic absenteeism and communicating with families after first 30 days of school if absences becomes a pattern

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Reviewed data throughout the year	Review SPSA budget items	Electronic survey for input and prioritize current funding
Review SPSA budget items	Solicited feedback from families through electronic and paper surveys to provide input for the upcoming school year/SPSA	Solicited ideas for changes to funding
Solicited feedback from families through electronic and paper surveys to provide input for the upcoming school year/SPSA		Electronic survey for input on FUSD goals and implementation at Holland
Specific Feedback included:	Specific Feedback included:	T-chart with ILT for input with action in current SPSA to reflect and make changes
- Increase communication re: student progress, behavior - Increase in person conferences with teachers - More opportunities to be partners in their child's education and family engagement events	- Increase communication re: student progress, behavior - Increase in person conferences with teachers - More opportunities to be partners in their child's education and family engagement events - Specific feedback regarding EL progress and gaps to support their child at home	Specific Feedback included: - How do we get more parents involved in helping not just participating? - Work with Community Schools partners to increase parent participation. - Supporting academics at home

Action 1

Title: Family Connectedness

Action Details:

Holland Elementary will provide opportunities for family participation and involvement in a variety of activities to promote a sense of belonging and ownership. As part of the Community Schools implementation plan, we will engage in community outreach and input from families to provided needed resources and supports.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
- Climate & Culture Family Survey (Fall & Spring) - Meeting Minutes (PTA/SSC/ELAC) - Parent Sign-in - Community Schools Meeting and Advisory Council	- Admin - Families - Staff - Community Schools Advisory Council	Ongoing - August to June

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Student Academics:

- Each teacher will provide a review of the EDUTEXT, Parent Square, and ATLAS Parent Portal during Back to School Night and fall Parent Conferences
- Holland families will be provided a Student/Parent Handbook at the beginning of the year and at enrollment for new students - electronically
- Title I Parent and Family Engagement Policy
- Staff, Student, Parent Compact
- Parent-Teacher conferences will be scheduled at the end of the first quarter
- Parents will receive student's assessment results following each assessment administration
- Teachers will review Ellevation platform, ELPAC results, and academic assessment results with parents and provide guidance on how to help students reach English language proficiency
- Translation services will be provided as needed
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and Parent Square reminders
- School website, Parent Square, and Facebook page informing parents of upcoming school events and activities
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS Parent Portal, EDUTEXT, and ISLP's
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year
- Community School work to support student academic needs through afterschool program, as grant allows
- Parents will also be invited to student celebrations/recognition assemblies and programs throughout the year
- Parent University will work in conjunction with Holland to offer on-going parent education provided by the district office
- Home School Liaison to provide parent workshops
- Spring Open House/Outdoor Spring Concert
- Parent Engagement Hour (Parent Coffee) to provide information and support for families and build relationships/communication between home and school
- Food and babysitting provided for families, as available
- Materials and supplies to support parent engagement, parenting classes, quarterly family engagement events, etc.
- The following will be provided to further support students and families:
  - Student Success Team (SST) Meetings
  - Individualized Educational Plan (IEP) Meetings for students identified with learning disabilities- annually
  - The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning- annually

Student Centered and Real-World Learning:

- Parents will be informed of opportunities for students to participate in district provided college and career readiness activities
- Parents will be informed of site provided career opportunities for students
- Parent Engagement Hour (Parent Coffee) to provide information for families

- Parent University to provide information to parents regarding educational opportunities for students

Student Engagement:

- Parents will be informed about various engagement/enrichment opportunities for students, such as Holland Hero
- Parents will be informed about opportunities for arts, activities, and athletics and give permission for students to participate
- Parents will be informed about educational study trips, provided by the district and by the site, and give permission for students to participate
- Calendar listing parent meetings will be distributed and/or posted electronically at the beginning of the year in the Parent Handbook, information posted on the Holland website, and in Parent Square
- Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies, and any other special events
- Parents will be informed of an opportunity for their child to participate in Saturday Academy (as provided by district office) to recover their absence
- Parents will be informed of Extended Learning opportunities such as: Winter/Summer Sessions

Family Engagement:

- District funded Home School Liaison (HSL) to support family outreach & communication
- Encourage family involvement through Social Media, Parent Square & School Website
- Families to receive information regarding Community Schools and resources available to support their family
- Quarterly Family Engagement Night
- Membership in: SSC/ELAC; PTA
- Encourage to attend virtually or in person: Parent Coffee, Parent University, Athletic Activities, Student Performances, Music Performances, Open House, Back to School Night, Awards Assemblies, IEP/SST's

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for area of family connectedness.

2. As a site: What are planned actions to support this student group?

- Families will be encouraged to attend and engage in school activities and events
- Involve parents in SST meetings to collaborate on supports needed
- Teachers will review Ellevation platform, ELPAC results, and academic assessment results with parents and provide guidance on how to help students reach English language proficiency.
- Parent education classes will be provided through HSL
- Translating services will be provided as needed

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups are in RED for area of family connectedness.

2. As a site: What are planned actions to support this student group?

- Families will be encouraged to attend and engage in school activities and events
- Involve parents in SST meetings to collaborate on supports needed
- Staff will support SWD and families through outreach, home visits and other related services
- Involve parents in IEP meetings to collaborate on supports needed
- Continue communication with families regarding student progress and address specific academic and SEL needs

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No incentives or food**	1,364.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Food	1,200.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for parent engagement and classes	1,050.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation food	1,200.00

$4,814.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0220 Holland Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No incentives or food**	7,385.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support instruction	8,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 2 Teaching Fellows to Support Reading Intervention	29,286.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for IEP's/SST's/Data chats/Peer observations	11,466.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: BrainPOP Combo Site License	3,891.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	37,394.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics to support Instruction	2,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		58,166.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Reflex/Frax Math Site License	4,795.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction	8,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 1 Teaching Fellow to support Math enrichment/intervention	14,643.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,046.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	8,736.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology to support instruction	7,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No incentives or food**	1,364.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Food	1,200.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for parent engagement and classes	1,050.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation food	1,200.00
							$212,622.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$46,035.00
Sup & Conc	7090	$144,555.00
LCFF: EL	7091	$22,032.00
Grand Total		**$212,622.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$207,808.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$4,814.00
Grand Total	**$212,622.00**

05/10/2024