


Holland Elementary

10621666006282

Principal's Name: Adele Stewart

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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District Goals	
<p>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.</p>	
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



<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Adele Stewart	X				
2. Chairperson - Taylor Freund		X			
3. Vice Chairperson - April Cardiel				X	
4. Secretary - Angela Hernandez		X			
5. DAC-DLAC - Maribel Gomez				X	
6. Paulette Clark		X			
7. Maria Landin			X		
8. Leticia Villanueva				X	
9. Cesar Vargas				X	
10. Jasmine Jackson				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
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	 <small>Adele Stewart (Mar 28, 2022 16:55 PDT)</small>	3/22/2022
SSC Chairperson	April Cardiel	 <small>April Cardiel (Mar 28, 2022 10:26 PDT)</small>	3/22/2022

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2022/23

Holland - 0220

ON-SITE ALLOCATION

3010	Title I	\$44,343 *
7090	LCFF Supplemental & Concentration	\$150,154
7091	LCFF for English Learners	\$25,600
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$82,079
TOTAL 2022/23 ON-SITE ALLOCATION		\$302,176

* 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	\$1,516
	Remaining Title I funds are at the discretion of the School Site Council	\$42,827
	Total Title I Allocation	\$44,343

Holland Elementary 2022-2023 - 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
i-Ready ELA D2 proficiency - percentage of students on/above	✓		26.53 %	2021-2022	31.53 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		19.64 %	2021-2022	24.74 %

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.

Key factors that contributed to the performance outcomes for i-Ready ELA & MATH include:

- Grade level PLCs planning on assessment, instruction, and intervention
- Utilization of GVC Wonders for Tier 1 and Tier 2 instruction
- Utilization of GVC Go! Math for Tier 1 and Tier 2 instruction
- Admin support of ILT, CCT, PLCs, and site professional learning in collaborative processes to support data analysis, instructional planning, and formal and informal observations
- Additional, daily 30 minutes of instruction to support students in all classes for Semester 1
- Parent updates on achievement results during SSC & ELAC, as well as through School Messenger
- Tier 2 instructional support for grades K-6 through California Teaching Fellows working in collaboration with intervention team
- Utilization of board adopted GVC for Special Day Classes (i.e. Unique, STAR,

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

i-Ready ELA & MATH D2 proficiency

Factors that may have contributed to the disproportionality for low performing student groups include:

- Inconsistent attendance due to pandemic health protocols requiring students to be quarantined
- Staff absences and vacancies due to pandemic health protocols
- Decrease of small groups for differentiated instruction due to health and safety protocols
- Reduced PL and PLC time due to pandemic concerns as per FTA and FUSD side agreements
- Students demonstrated decreased mastery in foundational reading skills due to distance learning
- Inconsistent use of math manipulatives and tools

Attendance

Pandemic health protocols required students to quarantine.

Wonder Works)

- Special education, general education teachers, admin, and support staff collaborate to reflect on student progress and identify supports through IEP meetings, SST meetings, and TST requests
- Tier 3 support provided by RSP teachers with push in and pull out support for identified students

- Students with Disabilities: 57.1% chronic (52/91 students)
- African American Students: 57.7% chronic (15/26 students)
- English Learners: 43.5% chronic (27/62 students)
- Hispanic: 49% chronic (118/241 students)
- Asian: 36.1% chronic (22/61 students)

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).

Due to the substitute shortage we were not able to provide sub coverage for teacher planning, peer observations, data chats, and professional learning opportunities
Parent events moved to fully virtual including SST/IEP/Family Engagement Nights, etc.
Reduced PL time due to CBA side letter

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 2022-23 SPSA.

Due to increased social emotional supports needed for students, Clinical Social Worker will be funded to support students, teachers, families
Recruitment of teachers to sub in the FUJD pool, specifically at Holland

Step 4: Educational Partner Involvement. Share the data 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:

Reviewed data throughout the year
Reviewed current SPSA budget items
Forms electronic survey to all Holland Families for input in SPSA

2 ELAC:

Parent outreach to EL families to participate in ELAC
Forms electronic survey to all Holland Families for input in SPSA

3 Staff:

Professional learning - collaboration with colleague to provide input on SPSA and changes needed for upcoming school year
Reviewed budget items/decisions on how to increase student supports
Forms electronic survey to all Holland Staff for input in SPSA

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:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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 Benchmark
- Kindergarten Foundational Skills Assessment - FSA
- iReady
- Fluency
- 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.

Grade Level Assessments:

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- RSP Teacher
- Certificated Tutor
- PLC teams
- Admin.

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 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 (a minimum of 3 per quarter for ELA)
- 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, Nearpod library, etc.
- Tier 3: Students in K-6 After 10-12 weeks of classroom Tier 1 and Tier 2 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, Certificated Tutor and support staff.
 - Certificated tutor funded to support Tier 2 & 3 reading intervention
 - 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. The focus will begin with our PK/TK/K students to create an exemplar program which can eventually progress school wide. SIP opportunities: Class meetings, Morning meetings, learning buddies, study trips, Holland Hero, Club Holland, lunch, PE, recess, Science
 - Professional learning and trainings for staff members to support inclusive practices
- Tier 1 & 2: Substitutes Salaries for teachers to attend professional learning opportunities & plan with PLC focused on student 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 2 & 3: Clinical Social Worker funded for 0.5 FTE to support students through MTSS (individual, group & parent outreach)
- Tier 1 & 2: Professional Learning Conferences for teachers to improve instruction
- 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
 - 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:

Provide English Learners with Tier 2 differentiated classroom instruction, based on ELA/ELD standards.

Interventions for EL students that are at risk and/or LTEL's (Long term English Learners)

Process for monitoring at risk and/or LTEL's

Specify enhanced services for low-performing student groups:

58% of our student population is Hispanic. In the area of ELA the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage

Ongoing progress monitoring by subgroup to ensure the progress of students aligns with our overall student population

Supports for Newcomers

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

Overall: 26.28% proficient in iReady Reading

- African American 16.67%
- Hispanic 27.71%
- White 18.0%
- Students w/disabilities 16.67%

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

- TK Benchmark
- Kindergarten Foundational Skills Assessment (FSA)
- iReady
- Common Formative Assessments
- Grades
- IEP goals and objectives
- Classroom observation feedback
- Instructional Practice Guide (IPG)
- PowerBi

Owner(s):

District Assessments:

- Teachers
- PLC teams
- Admin.

Grade Level Assessments:

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- RSP Teacher
- Certificated Tutor
- PLC teams
- Admin.

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 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 (a minimum of 3 per quarter for Math)
- 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, Nearpod library, etc.
- Tier 3: Students in K-6 After 10-12 weeks of classroom Tier 1 and Tier 2 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, Certificated Tutor and support staff.
 - 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. The focus will begin with our PK/TK/K students to create an exemplar program which can eventually progress school wide. SIP opportunities: Class meetings, Morning meetings, learning buddies, study trips, Holland Hero, Club Holland, lunch, PE, recess, Science
- Tier 1 & 2: Substitutes Salaries for teachers to attend professional learning opportunities & plan with PLC focused on student 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 2 & 3: Clinical Social Worker funded for 0.5 FTE to support students through MTSS (individual, group & parent outreach)
- Tier 1 & 2: Professional Learning Conferences for teachers to improve instruction
- 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:](#)

Provide English Learners with Tier 2 differentiated classroom instruction weekly, based on Math/ELD standards

Interventions for EL students that are at risk and/or LTEL's (Long term English Learners)

Process for monitoring at risk and/or LTEL's

Supports for Newcomers

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:](#)

58% of our student population is Hispanic. In the area of Math the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage

Ongoing progress monitoring by subgroup to ensure the progress of students aligns with our overall student population

Overall: 19.64% proficient in iReady Math

- African American 8.7%
- Hispanic 18.78%
- White 16.0%
- Students w/disabilities 10.53%

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 subgroup
- Common Formative Assessments
- Grades
- Ellevation reports
- IEP goals and objectives
- Classroom observation feedback
- Instructional Practice Guide (IPG)
- PowerBi

[Owner\(s\):](#)

District Assessments:

- Teachers
- PLC teams
- Admin.

Grade Level Assessments:

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- Certificated Tutor
- PLC teams
- EL Site Rep

[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 assessments
- Tier 1 & 2: Daily Integrated and Designated ELD instruction
- 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, Nearpod library, etc.
-
- Tier 2: Certificated Tutor to provide EL support and additional instruction to English Learners, as available
 - EL appropriate interventions based on data, language progress and academic achievement
- Tier 1 & 2: Substitutes Salaries for teachers to attend professional learning opportunities & plan with PLC focused on student achievement
- 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
- Resource Counseling Assistant (RCA) to provide social-emotional support for students. Students referred through teachers and administrators in collaboration. Alternative recess to support students for various needs
- Tier 2 & 3: Clinical Social Worker funded for 0.5 FTE to support students through MTSS (individual, group & parent outreach)
- Tier 1 & 2: Professional Learning Conferences for teachers to improve instruction
- 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, 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:](#)

Provide English Learners with Tier 2 differentiated classroom instruction, based on ELA/ELD standards.

[Specify enhanced services for low-performing student groups:](#)

58% of our student population is Hispanic. In the area of ELA and Math the percentage of EL students meeting or exceeding standards is as follows:

Interventions for EL students that are at risk and/or LTEL's (Long term English Learners)

Process for monitoring at risk and/or LTEL's

Supports for Newcomers

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

Use ELPAC Assessors for testing

EL students make up 22% of our student population

- Overall iReady Reading: 26.28%
- EL's 8.33%
- RFEP 42.86%
- Overall iReady Math: 19.64%
- EL's 11.86%
- RFEP 28.57%

Ongoing intervention and progress monitoring by student group to ensure the progress of our EL students aligns with our overall student population.

2022-2023 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	Teacher-Regu	Tutor	0.4375		42,030.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies **No food or incentives**	797.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for SST/IEP/Peer observ/Data chats	9,643.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	11,101.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	4,037.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs	2,000.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitute Salaries for PLC Professional Learning	6,508.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitute Salaries for Tech Training for Teachers (6)	2,893.00
G1A1	One-time School	Instruction	Ins Aide-Sub			Substitute Salaries for Classified - Professional Learning	1,613.00
G1A1	One-time School	Instruction	Bks & Ref			: BrainPop Combo Site License	3,515.00
G1A1	One-time School	Instruction	Bks & Ref			: NearPod Library Site License	950.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies **No food or incentives**	12,635.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology	16,963.00
G1A1	One-time School	Instruction	Direct-Graph			: Graphics	1,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows (3)	36,002.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,501.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translation Services for Families	2,093.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	3,241.00

\$159,522.00

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	✓		81.72 %	2021-2022	86.82 %

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.

Enrichment/Study Trips cancelled or postponed due to health & safety protocols
 Assemblies were not held due to health & safety protocols
 Sports events were cancelled due to pandemic

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

Classroom music limited to grades 2-3, 4-5-6 for select students
 Events and clubs planned canceled due to pandemic health protocols
 Elementary athletics were cancelled
 Low attendance rates affected 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).

Enrichment trips, assemblies, sports, clubs, events were cancelled or postponed due to health and safety protocols
 Some moved to virtual

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 2022-23 SPSA.

Provide both virtual and in person opportunities for our families
 Restructure current practices in order for participation to stay within the health and safety guidelines

Step 4: Educational Partner Involvement. Share the data 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:

Reviewed data throughout the year
 Reviewed current SPSA budget items
 Forms electronic survey to all Holland Families for input in SPSA

2 ELAC:

Parent outreach to EL families to participate in ELAC
 Forms electronic survey to all Holland Families for input in SPSA

3 Staff:

Professional learning - collaboration with colleague to provide input on SPSA and changes needed for upcoming school year
 Reviewed budget items/decisions on how to increase student supports
 Forms electronic survey to all Holland Staff for input in SPSA

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

- Teachers
- Admin

- Ongoing
- Quarterly review of engagement data

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
 - Ex. PK/TK/K - Community guest speakers, PG & E, Ambulance
 - Community outreach to Holland parents: recruit as guest speakers
 - Career Day and/or Speakers with a theme across the grade levels
 - Ex. Gr. 1-6 - First responders, blue collar workers, white collar workers, service, technical or skilled jobs, humanities

- Research Presentations
- Assemblies
- Various school events/activities
- Invite students to Extended School Year 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
- 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:

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

Specify enhanced services for low-performing student groups:

Student groups will be monitored to ensure all students are encouraged to attend and participate in the real-world learning experiences/career opportunities

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	✓		52.02 %	2021-2022	45 %
Suspension Rate - Semester 1	✓		6.54 %	2021-2022	5 %

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

- Communication and clarification of COVID quarantine protocols via School messenger, emails, texts, teacher communication, SSC, ELAC and PTA
- CWAS II focus on attendance calls for chronic absent students
- Home visits by Admin, CWASII and RCA

Suspension

- Behavior expectations presented in Fall and after Winter Break
- Consistently refer to Holland School Rules
- Utilization of Resource Counseling Assistant (RCA), Child Welfare and Attendance Specialist (CWAS II)
- All4Youth counseling support
- Inconsistent implementation of morning meetings, class meetings and Second Step curriculum

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

Attendance
 Pandemic health protocols required students to quarantine.

- Students with Disabilities: 57.1% chronic (52/91 students)
- African American Students: 57.7% chronic (15/26 students)
- English Learners: 43.5% chronic (27/62 students)
- Hispanic: 49% chronic (118/241 students)
- Asian: 36.1% chronic (22/61 students)

Suspension 6.4% (30/469)

- Hispanic: 6.64% (18/271)
- African American: 9.38% (3/32)
- Students w/disabilities 3.64% (4/110)
- White: 10.17% (6/59)

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).

Decrease in students engagement activities such as enrichment trips, athletics, clubs, etc. due to health & safety protocols

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 2022-23 SPSA.

Continue and/or increase:

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 - more consistent implementation
- RCA support
- CWASII support
- Emphasis on SEL this year
- Parent Communication increased
- Student input/buy in
- DEI/Cultural Proficiency: Patience/Empathy

Step 4: Educational Partner Involvement. Share the data 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:

Reviewed data throughout the year
Reviewed current SPSA budget items
Forms electronic survey to all Holland Families for input in SPSA

2 ELAC:

Parent outreach to EL families to participate in ELAC
Forms electronic survey to all Holland Families for input in SPSA

3 Staff:

Professional learning - collaboration with colleague to provide input on SPSA and changes needed for upcoming school year
Reviewed budget items/decisions on how to increase student supports
Forms electronic survey to all Holland Staff for input in SPSA

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
- Home Visits
- Student Engagement
- School Messenger
- PowerBi

Owner(s):

Attendance Data:

- Attendance Clerk
- Teachers
- Admin.
- CWASII
- Resource Counseling Asst.
- School Psychologist

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
- Student Valet/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
- Learning Buddies to take place once per month, across grade levels, to provide opportunities for student engagement and academic support with the focus on SEL - Social Emotional Learning
- Club Holland (2x per month, not publicized, to encourage daily 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 Child Welfare and Attendance Specialist.
- Supplemental Salaries for Attendance Clerk/Office Assistant to support attendance
- Resource Counseling Assistant to provide social-emotional support for students. Alternative recess to support students various needs
- Tier 2 Intervention Specialist (CWASII) (District funded 1.0 FTE) to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom and RCA 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
- Tier 2 & 3: Clinical Social Worker funded for 0.5 FTE to support students through MTSS (individual, group & parent outreach)
- Students will have an opportunity to participate in Saturday Academy (as provided by district office) to recover their absence
- Supplemental materials and supplies as needed

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

CWASII will support economically disadvantages students, English Learners and Foster students and their families through outreach, home visits and other related services

Average Daily Attendance

- Overall 86.32%
- African American 82%
- Hispanic 85.8%
- White 87.4%
- EL 87.5%
- SPED 82.7%

To address the high rate of absenteeism for our overall student groups we will increase services for Tier 2 intervention with the RCA and Tier 2 intervention specialist. Our Targeted Support team will meet bi weekly to specifically track progress of students that are chronically absent. Our Office Assistant will work collaboratively with our Tier 2 team to conduct home visits, track attendance and support families who have chronic absenteeism. They will provide resources to improve attendance.

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 components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success (3 Holland 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
- CC-SEL survey Gr. 4-6
- IEP goals/objectives/behavior plans
- Staff Survey
- Parent Surveys
- Student Success Team Meetings
- Student Behavior Plans and Informal Behavior Contracts
- Panorama (Culture and Climate website)
- PowerBi

Owner(s):

- Teachers
- Resource Counselor
- School Psychologist
- School Climate Team
- Admin.
- CWASII

Timeline:

- Ongoing beginning first day of school and continues through June
- Data reviewed monthly by Safe & Civil Schools 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
- Learning Buddies to take place once per month, across grade levels, to provide opportunities for student engagement and academic support with the focus on SEL - Social Emotional Learning
- 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
- Resource Counseling Assistant (RCA) to provide social-emotional support for students. Students referred through teachers and administrators in collaboration. Alternative recess to support students for various needs
- Tier 2 Intervention Specialist (CWASII) (District funded 1.0 FTE) to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom and RCA 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
- Tier 2 & 3: Clinical Social Worker funded for 0.5 FTE to support students through MTSS (individual, group & parent outreach)
- Identified students who are not responding to **universal supports** will participate in some or all of the following: referral to Resource Counseling assistant, 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
- Substitute salaries for Classified staff to participate in Professional Learning and to support student engagement activities

Specify enhanced services for EL students:

Identified students will participate in Tier 2 and 3 academic and behavior interventions

Specify enhanced services for low-performing student groups:

ATSI - Additional Target Support & Improvement - designation based on 2019-20 California Dashboard Data

	2019-20	2021-22 - PowerBi
Overall:	84/483 = 17.39	30/469= 6.4%
African Am:	16/33 = 48.48%	3/32 = 9.38%
White:	14/59 = 23.73%	6/59 = 10.17%
SPED:	20/110 = 18.18%	4/110 = 3.64%

Data shows that Holland has made significant improvements in suspension data when looking at current PowerBi, district data.

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
- RCA support
- CWASII support
- Emphasis on SEL this year
- Parent Communication increased
- Student input/buy in
- DEI/Cultural Proficiency: Patience/Empathy

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:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Engagement data
- CC-SEL survey data (Gr. 4-6)
- Back to School Night
- Open House
- Family Engagement Events
- Student Performances
- Awards Assemblies
- Events/Activities
- Classroom Observations - IPG

Owner(s):

- Teachers
- Admin.
- Office Manager
- Office Assistant
- Students

Timeline:

- Ongoing beginning first day of school and continues through June.
- Quarterly review of student engagement data
- Weekly updated Volunteer Applications

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 and Kindness postcards sent home to students bi-weekly/monthly
- Academic Scholar of the Day for 1 student (per classroom) who demonstrates exemplary academic participation (given daily)
- iReady goal setting and acknowledgement for students/classrooms that make growth
- Read Across America - Literacy Week
- Club Holland participation for all students to provide opportunities for engagement
- 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
- Learning Buddies to take place once per month, across grade levels, to provide opportunities for student engagement and academic support with the focus on SEL - Social Emotional Learning
- 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. The focus will begin with our TK/K students to create an exemplar program which can eventually progress school wide. SIP opportunities include: Class meetings, Morning meetings, learning buddies, study trips, Holland Hero, Club Holland, lunch, PE, recess, Science
- Students continuing to struggle with attendance and connectivity to school will be mentored and monitored by classroom teacher with the assistance of the HSL
- Resource Counseling Assistant to provide social-emotional support for students
- Tier 2 Intervention Specialist (CWASII) (District funded 1.0 FTE) to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom and RCA 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

- Tier 2 & 3: Clinical Social Worker funded for 0.5 FTE to support students through MTSS (individual, group & parent outreach)
- Staff members are offered supplemental contracts to provide activities and clubs, after school, as they are available
- Student Valet/Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Students will have an opportunity to participate in Saturday Academy (as provided by district office) to recover an absence or re-engage with school
- Extended Learning opportunities will be available for students during winter and summer sessions
- Substitute salaries for Classified staff to participate in Professional Learning and to support student engagement activities
- 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:

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:

Encourage student groups to participate in various engagement activities

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Supplemental Salaries for Clerical to support Attendance	1,963.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.4375	Fremont - 0.50 FTE G2A3, G3A2, G3A3 Holland - 0.50 FTE G3A1, G3A2, G5A1	64,097.00
G3A1	LCFF: EL	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.0625	Fremont - 0.50 FTE G2A3, G3A2, G3A3 Holland - 0.50 FTE G3A1, G3A2, G5A1	9,158.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	RCA	56,058.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	RCA	8,008.00

\$139,284.00

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	✓		93.32 %	2021-2022	96.42 %

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 to PLCs from admin
- Faculty Club establish and supported
- PL incorporate Connection before Content section to develop staff relationships and Cultural Proficiency
- Winter Potluck
- Breakfast Burritos for staff in collaboration with PTA
- Staff treats throughout the year
- 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.

Teaching (Classroom) Staff Racial/Ethnic Identity
30 teachers

- African American: 3%
- Asian and Pacific Islander: 13%
- Hispanic: 16%
- White: 65%
- Other: 3%

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).

Less PL/PLC due to FTAside letter
 Less in person professional learning
 Decrease in teacher attendance due to COMD-19 guidelines/quarantine protocols
 Less in person staff connectedness

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 2022-23 SPSA.

Increase staff connectedness activities both in person & virtual
Increase incentives for staff throughout the year
Provide opportunities for staff to connect off campus

Step 4: Educational Partner Involvement. Share the data 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:

Reviewed data throughout the year
Reviewed current SPSA budget items
Forms electronic survey to all Holland Families for input in SPSA

2 ELAC:

Parent outreach to EL families to participate in ELAC
Forms electronic survey to all Holland Families for input in SPSA

3 Staff:

Professional learning - collaboration with colleague to provide input on SPSA and changes needed for upcoming school year
Reviewed budget items/decisions on how to increase student supports
Forms electronic survey to all Holland Staff for input in SPSA

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

- CC-SEL Staff Survey
- Teacher Attendance
- Memberships (Faculty Club/PTA)
- SPSA Feedback
- Site PLC Attendance
- Classroom Observations

Owner(s):

- All staff

Timeline:

- Ongoing - August to June

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

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
- Substitutes for teachers for professional learning in support of academics and leading their professional learning community
- 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
- 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 & Learning Buddy 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
- Open Communication
- Promote inclusivity
- Active participation in the decision-making process

Specify Professional Development or Staff Services to support EL students:

Academic English Development through integrated and designated ELD
Use of the EL Goal Setting Report to identify target students and their instructional needs
Familiarize teachers with ELPAC domains

Specify Professional Development or Staff Services to support low-performing student groups:

Progress monitoring and analysis by student groups to identify site needs

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	✓		84.13 %	2021-2022	88.23 %

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.

- School Messengers sent out weekly to families either through phone, text or email
- Family Engagement Nights quarterly - Virtual
- School Site Council (SSC) meetings
- English Language Advisory Committee (ELAC) meetings held 1 per quarter
- Virtual IEP's/SST's
- Admin presence and availability daily at arrival and dismissal

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

- Family participation limited to online experiences due to pandemic health protocols
- Technology access (internet, device)

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).

Family participation and engagement limited to online participation due to health and safety protocols
 Week at a Glance not implemented consistently
 Classroom communication established

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 2022-23 SPSA.

Calendar events for the 2022-23 school year to include both virtual and in-person opportunities for families
Increase parent outreach - all staff
Clinical Social Worker to provide services for families
HSL to provide communication support and outreach

Step 4: Educational Partner Involvement. Share the data 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:

Reviewed data throughout the year
Reviewed current SPSA budget items
Forms electronic survey to all Holland Families for input in SPSA

2 ELAC:

Parent outreach to EL families to participate in ELAC
Forms electronic survey to all Holland Families for input in SPSA

3 Staff:

Professional learning - collaboration with colleague to provide input on SPSA and changes needed for upcoming school year
Reviewed budget items/decisions on how to increase student supports
Forms electronic survey to all Holland Staff for input in SPSA

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.

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 Parent Survey
- Meeting Minutes (PTA/SSC/ELAC)
- Parent Sign-in

- Admin
- Families
- Staff

Ongoing - August to June

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Student Academics:

- Each teacher will provide a review of the EDUTEXT & 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
- Parent and Family Engagement Policy
- Parent-Teacher conferences will be scheduled at the end of the first quarter
- Parents will receive student's test scores 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 School Messenger reminders
- School website, School Messenger, 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
- 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
- Spring Open House/Outdoor Spring Concert
- 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 Coffee to provide information for families
- Parent University to provide information to parents regarding educational opportunities for students

Student Engagement:

- Clinical Social Worker funded for 0.5 FTE to support students through MTSS (individual, group & parent outreach)
- 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 at the beginning of the year in the Parent Handbook, information posted on the Holland website, and in School Messengers
- 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:

- Clinical Social Worker funded for 0.5 FTE to support students through MTSS (individual, group & parent outreach)
- District funded Home School Liaison (HSL) to support family outreach & communication
- Encourage family involvement through Social Media, School Messenger & School Website (including Peachjar)
- 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 Direct Service and Opportunities for parents and families to support EL students:

- 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 as available
- Translating services will be provided as needed

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Involve parents in SST meetings to collaborate on supports needed
- Continue communication with families regarding student progress and address specific academic and SEL needs

2022-2023 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 Involvement **No food or incentives**	1,516.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meeting & Classes	655.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Food, Materials, Supplies	600.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation Food, Materials, Supplies	599.00

\$3,370.00

2022-2023 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	Teacher-Regu	Tutor	0.4375		42,030.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies **No food or incentives**	797.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for SST/IEP/Peer observ/Data chats	9,643.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	11,101.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	4,037.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs	2,000.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitute Salaries for PLC Professional Learning	6,508.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitute Salaries for Tech Training for Teachers (6)	2,893.00
G1A1	One-time School	Instruction	Ins Aide-Sub			Substitute Salaries for Classified - Professional Learning	1,613.00
G1A1	One-time School	Instruction	Bks & Ref			: BrainPop Combo Site License	3,515.00
G1A1	One-time School	Instruction	Bks & Ref			: NearPod Library Site License	950.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies **No food or incentives**	12,635.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology	16,963.00
G1A1	One-time School	Instruction	Direct-Graph			: Graphics	1,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows (3)	36,002.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,501.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translation Services for Families	2,093.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	3,241.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Supplemental Salaries for Clerical to support Attendance	1,963.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupl-Reg	Clinical School Social Worker	0.4375	Fremont - 0.50 FTE G2A3, G3A2, G3A3 Holland - 0.50 FTE G3A1, G3A2, G5A1	64,097.00
G3A1	LCFF: EL	Attendance & Social Work Services	Crt Pupl-Reg	Clinical School Social Worker	0.0625	Fremont - 0.50 FTE G2A3, G3A2, G3A3 Holland - 0.50 FTE G3A1, G3A2, G5A1	9,158.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	RCA	56,058.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	RCA	8,008.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **No food or incentives**	1,516.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meeting & Classes	655.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Food, Materials, Supplies	600.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation Food, Materials, Supplies	599.00

\$302,176.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$44,343.00
Sup & Conc	7090	\$150,154.00
LCFF: EL	7091	\$25,600.00
One-time School	7099	\$82,079.00
Grand Total		\$302,176.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$159,522.00
G3 - Increase student engagement in their school and community	\$139,284.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,370.00
Grand Total	\$302,176.00