

**Holland Elementary**

10621666006282

Principal's Name: Adele Stewart

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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<b>District Goals</b>	
<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**


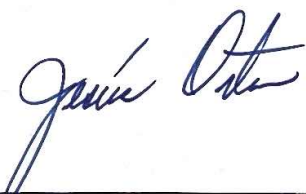
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 student groups 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 (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.</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 rewritten 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	<b>X</b>				
2. Chairperson - Jesus Ortuno		<b>X</b>			
3. Vice Chair – Taylor Thompson Hall		<b>X</b>			
4. Secretary – Carianne McElrath		<b>X</b>			
5. Cathleen Wharton			<b>X</b>		
6. PAC Rep - April Cardiel				<b>X</b>	
7. Emily Gray				<b>X</b>	
8. Ana Sosa				<b>X</b>	
9. Easter Curry				<b>X</b>	
10. Taylor Cantrell				<b>X</b>	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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
<b>Principal</b>	Adele Stewart		4/1/2025
<b>SSC Chairperson</b>	Jesus Ortuno		4/1/2025

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

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

FY 2025/26

Holland - 0220

**ON-SITE ALLOCATION**

3010	Title I	\$44,988 *
7090	LCFF Supplemental & Concentration	\$139,728
7091	LCFF for English Learners	\$27,258

**TOTAL 2025/26 ON-SITE ALLOCATION** \$211,974

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,304
Program Budget	\$43,684
Total Title I Allocation	<u>\$44,988</u>

**ESSA Assistance Status: Not Identified for Assistance**

## Holland Elementary 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

**School Quality Review**

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		36.4 %	2023-2024	41.4 %
SBAC ELA - Average distance from standard	✓	-54 pts	-72.1 pts	2023-2024	-57.1 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-74.5 pts	2023-2024	-59.5 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓	-56 pts	-75.3 pts	2023-2024	-60.3 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓	-67 pts	-96.5 pts	2023-2024	-81.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	28 %	22.1 %	2023-2024	27.1 %
SBAC Math - Average distance from standard	✓	-48 pts	-59.7 pts	2023-2024	-44.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	28 %	24.6 %	2023-2024	29.6 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

There is a large number of students not on grade level in the area of ELA and Math.

There is a high number of EL students that are considered Long-term EL students.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Students are not accessing grade level text on a regular basis
- Students are not writing daily and for a purpose at their grade level
- Students not mastering foundational skills in the primary grades, ex. phonemic awareness
- Limited professional learning time for teachers
- Inconsistent designated and integrated ELD instruction for our English Learners

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Reading intervention for students not on grade level

- MTSS: small group instruction to support gaps in student performance and ongoing progress monitoring
- Intervention specific to student need

Professional learning for teachers

Increase task alignment to standard, rigor and productive talk

Strategic planning for designated ELD instruction based on individual student need

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: English Language Arts

Partially Implemented

Teaching Fellows to support academic interventions for students through MTSS was fully implemented supporting students Gr. 1-6 daily for small group instruction.

Professional learning books were purchased to support planning and instruction. Books, such as decodable readers, purchased to support small group, differentiated instruction.

TK, K and Gr. 1 teachers receive Professional learning and foundational skills strategies through the Regional Literacy Plan.

This action is considered partially implemented as there is a need for more consistent implementation of FIAB's and IAB's in Gr. 3-6 throughout the year and there needs to be more frequent and consistent progress monitoring to guide instruction in all grade levels.

### Action 2: Mathematics

Fully Implemented

Certificated Tutor and Teaching Fellow to support academic interventions for students through MTSS was fully implemented supporting students Gr. 1-6 daily for small group instruction.

Reflex-FRAX Math Site license purchased and utilized by students in Gr. 3-6 to support Math instruction.

Action 3: English Learners (EL's)

Partially Implemented

Professional learning provided to support designated and integrated ELD instruction.  
Professional learning books purchased to support teachers in planning instruction to meet the diverse needs of their EL students.  
ELPAC assessors provided support for ELPAC testing and materials & technology was purchased to support ELD instruction.  
Instructional Coach provided long-term EL students (LTEL) with designated instruction.  
This action is partially implemented as there is still inconsistency with small group designated ELD instruction in every classroom.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: English Language Arts

Partially Effective

Comparing SBAC data from 2023 to 2024, we showed an overall increase of 1% proficiency in ELA. Although our percentage increased school wide, our distance from standards (DFS) showed a decrease of 5.7 points in ELA  
Looking at our iReady results comparing D2 from 2023-24 to 2024-25, we increased 1%.  
SWD decreased in proficiency in ELA by 4.9% and -18.1 points DFS  
SED increased in proficiency in ELA by 2.7% however -5.5 points DFS

Action 2: Mathematics

Partially Effective

Comparing SBAC data from 2023 to 2024, we showed an overall increase of 3.6% proficiency in Math. Although our percentage increased school wide, our distance from standards (DFS) showed a decrease of 0.8 points in Math.  
Looking at our iReady results comparing D2 from 2023-24 to 2024-25, we increased 3%. In the past, Math iReady has been a good indicator as to how our students perform on SBAC.  
SWD increased in proficiency in Math by 2.6% and increased DFS by 2.2 points.  
SED increased in proficiency in Math by 2.9% however -1.0 points DFS

Action 3: English Learners (EL's)

Partially Effective

Comparing SBAC data from 2023 to 2024, our English learners showed an overall increase in proficiency in ELA of 3.7% and an increase of 9.4 points DFS.  
Comparing SBAC data from 2023 to 2024, our English learners showed an overall increase in proficiency in Math of 3.7% and an increase of 2.4 points DFS

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue to strengthen our current actions to support our literacy program, including professional learning opportunities.

We will continue our MTSS small group intervention with Certificated tutor and teaching fellows for ELA and Math, however we plan to progress monitor and track data consistently. We need to ensure that students are matched with the correct intervention and track their progress regularly.

Classroom teachers need to frequently and consistently use data to determine small group differentiated instruction to support individual student needs for ELA, Math, and Designated ELD.

Increase use of math tools for conceptual understanding.

**Section D: 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.

**SSC:**

The SSC requests to continue Reading and Math intervention and to fund the Certificated Tutor to support and guide the teaching fellows. Fund CT and TF's. They appreciate the cost effectiveness of the TF's.

**ELAC:**

- Provide more practice for EL students to improve in ELA and Math through digital literacy
- Provide Certificated Tutor and Teaching Fellow to provide EL students with enrichment opportunities in math
- Teacher professional learning conferences and training to improve their instructional strategies to reach EL and GE students

**Action for EL Learners:**

- Targeted and small group instruction provided to EL students
- Teachers to receive professional learning to improve instruction and support for EL Learners
- Teachers to communicate more regarding their students' academic progress

**Staff:**

Staff would like to continue to fund Certificated Tutor and Teaching Fellows to support MTSS small group instruction. Staff ranked the following budget priorities in order of most needed: 1. Materials and Supplies 2. Certificated Tutor 3. Teaching Fellows 4. FRAX-REFLEX Math Site License 5. Phonics for Reading Intervention books 6. Brain POP Site license

**Action 1 :**

## 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.

Goal: By June 2025 Holland Elementary will decrease the distance from meeting standards in ELA from -72.1 to -57.1 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 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 students with disabilities, 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 students with disabilities 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, inclusive practices, and behavioral strategies
- 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 1: Substitute Salaries and Supplemental Contracts for teacher planning days as a PLC (1 per semester)
- 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: Teaching Fellows to support EL students through afterschool tutoring
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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- Daily Designated and Integrated ELD from classroom teacher
- Tier 2 differentiated classroom instruction, based on ELA/ELD standards
- Consistent use of academic discourse, talk moves, and language frames
- Continue Professional Learning for teachers to support instruction
- Monitoring and goal setting at risk and/or LTEL's
- Supports for Newcomers
- Academic Coach to support English Learners with designated ELD instruction Gr. 4-6, specifically Long-Term EL's (LTEL)
- Computer programs such as BrainPOP
- Use ELPAC data in Ellevation to monitor and identify EL's academic progress and needs
- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population
  - Overall: 22.1% proficient ELA SBAC 2024
  - Overall -78 points DFS (distance from standard)
  - EL's 12.5% and -100 DFS (32 EL students total Gr. 3-6)

## Student Groups

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

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Hispanic (HI):**

- Teaching Fellows to support MTSS differentiated small group instruction for reading invention alongside RSP team
- Student groups not showing adequate progress will receive small group intervention, progress will be monitored, tracked and supports will be provided based on instructional gaps
- PLC Planning Days (1 per semester)
- Agenda books for students in Gr. 4-6 to support instruction and organization

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

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Hispanic (HI):**

- Certificated Tutor to support MTSS and train teaching fellows to better support instruction
- Teaching Fellow to support students in the area of Math instruction
- Digital literacy programs such as site licenses for BrainPOP, etc.
- Substitute Salaries for SST's/IEP's/Peer observations/Data Chats
- PLC Planning Days (1 per semester)
- Professional learning for paraprofessionals to support students in the classroom
- Technology and material and supplies to support instruction
- Teaching Fellows to support EL students through afterschool tutoring

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

**Students with Disabilities (SWD):**  
**Socio-economically Disadvantaged (SED):**  
**Hispanic (HI):**

- Increase differentiated small group instruction by teachers to match student needs
- Increase in frequent, ongoing progress monitor and tracking low performing student groups
- After school tutoring to support EL students
- Data Chats with teachers to discuss ways to address the needs of our SWD in a timely manner
- Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classrooms

## Progress Monitoring: Outcomes

Reasoning for using this action     Strong Evidence     Moderate Evidence     Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Classroom observations utilizing the FUSD IPG for teacher feedback.</p> <p>Outcomes measure by walkthrough data focused on school focus areas and IPG. 70% of classroom observations will show implementation of foundational skills lessons.</p> <p>Outcomes monitored by Principal, VP, and teachers.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>District benchmark</p> <ul style="list-style-type: none"> <li>• iReady</li> <li>• FIAB's/IAB</li> <li>• Gr. 1 - regional assessment</li> </ul> <p>Outcomes measure by growth from assessment D1-D2 and through iReady Personalized learning lessons. 40% of students meeting their stretch growth will increase by 12% compared to previous year.</p> <p>Outcomes measured by teachers, grade level PLC's, and Admin.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>SBAC Results: decrease the distance from meeting standards in ELA from -72.1 points to -57.1 points.</p> <p>Outcomes measured by growth from DFS.</p> <p>Outcomes monitored by Principal, VP, and teachers.</p>

### Action 2 :

## 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.

By June 2025, Holland Elementary will decrease distance from standards in Mathematics from -59.7 to -44.7 as measured by the Smarter Balanced Summative Assessment (SBAC).

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

- 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 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 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 students with disabilities, 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 students with disabilities 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, inclusive practices, and behavioral strategies
- 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 1: Substitute Salaries and Supplemental Contracts for teacher planning days as a PLC (1 per semester)
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Daily Designated and Integrated ELD from classroom teacher
- Tier 2 differentiated classroom instruction, based on Math/ELD standards
- Consistent use of academic discourse and vocabulary
- 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
- Computer programs such as REFLEX/FRAX Math
- Use ELPAC data in Ellevation to monitor and identify EL's academic progress and needs
- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population
  - Overall: 24.6% proficient MATH SBAC 2024
  - Overall -66 points DFS (distance from standard)
  - EL's 12.5% and -97 DFS (32 EL students total Gr. 3-6)

## Student Groups

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

**Socio-economically Disadvantaged (SED):**

**Hispanic (HI):**

- Technology and Materials and supplies to support Math instruction
- PLC Planning Days (1 per semester)
- Agenda books for students in Gr. 4-6 to support instruction and organization

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

**Socio-economically Disadvantaged (SED):**

**Hispanic (HI):**

Certificated Tutor to support MTSS and train teaching fellow to better support instruction

- Teaching Fellow to support students in the area of Math instruction
- Digital Literacy programs, such as site licenses for Reflex/FRAX Math, etc.
- Substitute Salaries for SST's/IEP's/Peer Observations/Data Chats
- PLC Planning Days (1 per semester)
- Technology and materials and supplies to support instruction

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

**Socio-economically Disadvantaged (SED):  
Hispanic (HI):**

Increase differentiated small group instruction by teachers to match student needs

- Increase in frequent, ongoing progress monitoring and tracking low performing student groups
- After school tutoring as staff and funds are available
- Data Chats with teachers to discuss ways to address the need of our low performing students in a timely manner
- Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classrooms

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Outcomes measure by walkthrough data focused on school focus areas and IPG. 70% of classroom observations will show implementation of mathematical practices.

Outcomes monitored by Principal, VP, and teachers.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

District benchmark

- iReady
- FIAB's/IAB

Outcomes measure by growth from assessment D1-D2 and through iReady Personalized learning lessons. 40% of students meeting their stretch growth in Math will increase by 12% compared to previous year.

Outcomes measured by teachers, grade level PLC's, and Admin.

**Long-Term (Change in Condition)**  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

SBAC Results: decrease the distance from meeting standards in Math from -59.7 points to -44.7 points.

Outcomes measured by growth from DFS.

Outcomes monitored by Principal, VP, and teachers.

### Action 3 :

## 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.

Goal: By June 2025 Holland Elementary will increase the number of students improving at least one ELPI level from 36.4% to 37.5%

Goal: By June 2025 Holland Elementary will decrease the distance from meeting standards (for our EL students) in ELA from -100 to -85 as measured by the Smarter Balanced Summative Assessment (SBAC).

Goal: By June 2025 Holland Elementary will decrease the distance from meeting standards (for our EL students) in Math from -97 to -82 as measured by the Smarter Balanced Summative Assessment (SBAC).

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

- 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 with classroom teacher
- Tier 1 & 2: Academic Coach to provide ELD instruction during reading intervention for students needing additional support, specifically Long-Term EL's (LTEL)
- 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 1: Substitute Salaries and Supplemental Contracts for teacher planning days as a PLC (1 per semester)
- 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 & 2: Teaching Fellows to support EL students through afterschool tutoring
- 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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

- Daily Designated and Integrated ELD from classroom teacher
- Tier 2 differentiated classroom instruction, based on ELD standards
- Ongoing Professional Learning for teachers
- Consistent use of academic discourse, talk moves, and language frames
- Supports for Newcomers

## Student Groups

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

- Teaching Fellows to support MTSS differentiated small group instruction for reading invention alongside RSP team
- Student groups not showing adequate progress will receive small group intervention, progress will be monitored, tracked and supports will be provided based on instructional gaps
- PLC Planning Days (1 per semester)

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

- Certificated Tutor to support MTSS and train teaching fellows to better support instruction
- Teaching Fellow to support students in the area of Math instruction
- Digital literacy programs such as site licenses for BrainPOP, etc.
- Substitute Salaries for SST's/IEP's/Peer observations/Data Chats
- Professional learning for paraprofessionals to support students in the classroom
- Technology and material and supplies to support instruction
- PLC Planning Days (1 per semester)
- Teaching Fellows to support EL students through afterschool tutoring

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

- Increase differentiated small group instruction by teachers to match student needs
- Increase in frequent, ongoing progress monitor and tracking low performing student groups
- After school tutoring for EL students
- Data Chats with teachers to discuss ways to address the needs of our EL students in a timely manner
- Increased use of strategic and intentional teaching strategies and lesson structures that will support EL's in the general education classrooms

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Classroom observations utilizing the FUSD IPG for teacher feedback.</p> <p>Outcomes measure by walkthrough data focused on school focus areas and IPG. 70% of classroom observations will show implementation of strategies to support English Learners.</p> <p>Outcomes monitored by Principal, VP, and teachers.</p>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>District benchmark</p> <ul style="list-style-type: none"><li>• iReady</li><li>• FIAB's/IAB</li><li>• Gr. 1 - regional assessment</li></ul> <p>Outcomes measure by growth from assessment D1-D2 and through iReady Personalized learning lessons. 40% of students meeting their stretch growth in ELA and Math will increase by 12% compared to previous year.</p> <p>Outcomes measured by teachers, grade level PLC's, and Admin.</p>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>By June 2025 Holland Elementary will increase the number of students improving at least one ELPI level from 36.4% to 37.5%</p> <p>Goal: By June 2025 Holland Elementary will decrease the distance from meeting standards (for our EL students) in ELA from -100 to -85 as measured by the Smarter Balanced Summative Assessment (SBAC).</p> <p>Goal: By June 2025 Holland Elementary will decrease the distance from meeting standards (for our EL students) in Math from -97 to -82 as measured by the Smarter Balanced Summative Assessment (SBAC).</p> <p>Outcomes measured by growth from DFS.</p> <p>Outcomes monitored by Principal, VP, and teachers.</p>

# 2025-2026 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-Subs			Substitute Salaries for teachers for mid year planning . G1A2,3 *No IEPs or 504s*	2,319.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental salaries for teacher for BOY planning. G1,A2,3 *No IEPs or 504s*	5,165.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental salaries for teachers for mid year planning. G1A2,3 *No IEPs or 504s*	2,162.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Agendas for students in Gr. 4-6 to support instruction. G1A2,3	800.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies *No Food or Incentives*	3,218.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (2) to support academics - MTSS	30,020.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for IEP/data chats/peer observations. G1A2; G4A1; G5A1	10,304.00
G1A1	Sup & Conc	Instruction	Bks & Ref			BrainPOP site license to support instruction	4,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies G1A2,3; G2A1; G3A1,2,3; G4A1; G5A1	17,700.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repairs G1A2,3	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support instruction G1A2; G3A1; 2,3	2,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support afterschool tutoring specifically for EL's G1A2,3	6,992.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3475	SSC approved January 2025	41,705.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Reflex/FRAX Math site license to support instruction	3,597.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Certificated STRS-3101 @19.100 % (\$9,466) for Long Vang ID 1029966. Split funded between 7090 & 7091	7,519.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction G1A1,3	5,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support academics - MTSS	15,010.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0900	SSC approved January 2025	10,801.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Certificated STRS-3101 @19.100 % (\$9,466) for Long Vang ID 1029966. Split funded between 7090 & 7091	1,947.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies G1A1,2; G2A1; G3A1,2,3; G4A1; G5A1	10,283.00

# 2025-2026 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
G1A3	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction G1A1,2	3,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	3,604.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies for EL Students	535.00

**\$190,181.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90 %	89.4 %	2024-2025	92 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the 2024-25 Climate and Culture survey, Holland is showing 89% favorable in student-centered/real-world experiences domain, which is a 4% increase from the Spring 2024 survey. Trend data shows that the fall surveys are more favorable than the spring within the same domain.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Not enough opportunities for student involvement due to lack of coaches/sponsors for clubs and programs
- Parents not wanting to send students on trips out of town

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase extracurricular activities
- More career opportunities for students of all ages
- Recruit staff and schedule student-centered events and clubs throughout the year
- Parent informational meetings to discuss the opportunities and student participation in real-world learning experiences
- Allocate site funds for more teacher and/or classified supplemental contracts to facilitate clubs and student engagement opportunities

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Career Opportunities

Partially Implemented

- Field trips were implemented at all grade levels. Not all parents felt comfortable with their student leaving campus
- Events and club opportunities, including Crochet, and Student Leadership were provided
- Weekly classroom music and performance groups (Choir, Recorders, String, and Band) were provided. Music performance groups are limited to grades 5-6
- After school sports opportunities were provided, but were only available to grades 5 and 6 (other than Cross Country which is grades 3-6)
- The ASP program was available for all students and real-world learning experiences were provided by outside vendors (including cooking, nutrition, gardening, and STEM activities)
- Holland Hero students of the month are announced the last day of the month and students are honored during their lunchtime
- Technology was implemented to prepare students for workplace competencies
- Partially implemented due to not all grades having opportunities for afterschool activities and we committed to other career events that were not offered due to lack of staff sponsorship

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Career Opportunities

Partially Effective

Although there is an 89% favorable response and an increase of 4% from the previous survey, students would like more opportunities to participate in various afterschool engagement opportunities.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will increase the number of activities available for students to choose from
- Recruit staff and community members who are willing to provide/supervise activities
- We will utilize the district funded HSL to make contact with families to discuss the importance of students participating in real-world learning experiences
- Utilize Prop 28 funds for afterschool arts opportunities

**Section D: 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.

**SSC:**

SSC reviewed parent and staff survey results on 1/29/25 and made the following recommendations: Continue actions as funds allow and recruit staff to offer afterschool activities

**ELAC:**

Increase enrichment study trips and college and career readiness opportunities provided to students

Provide career opportunities through Career Speakers, assemblies, field trips and various school activities

**Staff:**

Staff provided input and recommendations through a Forms survey. Recommendations included: increase opportunities for students. More equitable opportunities for music with all grades. Increase Art Integration time with teacher, using Prop 28 funds.

**Action 1 :**

## Career Opportunities

**Action Details:**

Holland Elementary will provide a wide array of opportunities for students to participate in real-world learning experiences and gain an awareness of career possibilities.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

- 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
- .5 FTE Arts Integration Teacher to provide instruction through Prop 28 funding
- 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
- Continue to implement technology to prepare students for workplace competencies
- Professional learning on digital literacy/standards
- Materials, supplies and incentives to support career awareness activities

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

Staff, including Home School Liaison, will support English Learners and families through outreach, home visits and other related services. These students will be encouraged to attend and participate in the real-world learning experiences and career awareness opportunities. Student engagement data of EL students will be monitored for disproportionality.

## Student Groups

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

Title 1 funds are not used to support this action

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

- Site licenses such as Brain Pop and Reflex/FRAX Math are purchased to support student engagement.
- Substitutes for SST meetings and Data Chats
- Rewards/incentives for student engagement
- Materials and supplies to support student engagement activities

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

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

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed at each semester for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Responses on the Climate and Culture Surveys will increase by 3% compared to last year.

Outcomes measured through Panorama.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		37.9 %	2023-2024	32.9 %
Chronic Absenteeism - (Asian)	✓		20.6 %	2023-2024	15 %
Suspension Rate	✓	3 %	7.6 %	2023-2024	5 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓		7.6 %	2023-2024	5 %
Suspension Rate - (Students w/ Disabilities)	✓		8.5 %	2023-2024	5 %
Suspension Rate - (White)	✓		21.6 %	2023-2024	16.6 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, chronic absenteeism has decreased over the last 3 years. To date our chronic absenteeism is 31.8% compared to 35.16% (2023-24) and 36.1% (2022-23). Identified student group is Asian currently 12.5% chronically absent (6 students).

Suspensions have increased over the last year. Identified student groups are SED, SWD and White.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- SWD are frequently absent
- Families that are severally chronically absent continue to be chronically absent despite attendance meetings, incentives, Tier 2 support, etc.
- High percentage of students exposed to trauma
- Low participation at attendance meetings
- Inconsistent implementation of SEL and strategies to support more intense behaviors
- Lack of Tier 1 structures and building relationships with students (specifically with Tier 2 or 3 behaviors)

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Parent Meetings specifically for SWD to promote attendance awareness
- Attendance Awareness at Back to School Night and provide parents with an attendance tracking form
- Continue parent attendance meetings, home visits and incentives with OA and HSL
- Increase adult supervision in common areas
- Professional learning on SEL strategies to promote positive behavior
- Professional learning for strategies to support Tier 2 & 3 behaviors
- Tracking implementation of Second Step
- Music opportunities are not equitable, providing services for all grade levels

### Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Attendance

Fully Implemented

We implemented a school wide attendance program that included awesome attendance awards, Club Holland participation, incentives with OA and HSL.

Action 2: Suspensions

Partially Implemented

We continue to implement a tiered level of response to behavior however the number of students with Tier 3 behaviors has increased. Students come with a lack of social skills and coping strategies. We need to consistently implement Morning Meetings and Second Step lessons, monitor implementation and effectiveness, and provide feedback.

Action 3: Engagement

Fully Implemented

Students participated and were involved in a variety of activities including arts integration, music, athletics, enrichment trips, afterschool activities, and school wide events.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Attendance

Effective

Chronic absenteeism decreased overall in the past 3 years. Decreasing from 36.1% in 2022-23 to 31.8% currently. Our identified student group (Asian) is currently 12.5% chronically absent. (6 students).

Action 2: Suspensions

Partially Effective

The suspension rate increased from 12.66% in 2022-23 to 15.49% in 2023-24.

Action 3: Engagement

Effective

Based on the Climate and Culture school survey 83% of students rated positively for student engagement.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- TST meeting will focus on attendance and HSL and OA will be included in these meetings
- TST meeting will focus on suspensions and Tier II Intervention Specialist will be included in these meetings
- Provide PL focused on intensive behaviors and strategies to support students more effectively
- Track implementation of Second Step and provide feedback based on implementation and behavior trends by grade level/classroom
- Increase afterschool activities/club for all students
- Fund additional Noon Time Assistant (NTA) to support supervision of students during recess and lunch

**Section D: 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.

SSC:

SSC reviewed parent and staff survey results and made the following recommendations: continue actions as funds are available

ELAC:

- Enrichment opportunities through activities such as Holland Hero and Club Holland
- Provide SEL support to students with a Tier II Intervention Specialist to show students how to use SEL strategies and monitor students' progress

Staff:

Staff review of SPSA feedback included:  
Continue with engagement opportunities  
Increase providing strategies to decrease misbehaviors/suspensions - job embedded PL  
Increase assemblies for students

## Action 1 :

### 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 (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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Ongoing progress monitoring by student groups to ensure the progress of students aligns with our overall student population
- Provide services through our Intervention Specialist II (IS2)
- Our Targeted Support team will meet bi weekly to specifically track progress of EL 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 EL students

### Student Groups

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

**Socio-economically Disadvantaged (SED):**

**Asian (AS):**

Title 1 funds are not used to support this action.

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

**Socio-economically Disadvantaged (SED):**

**Asian (AS):**

- Site licensing such as Reflex/FRAX/Math and BrainPOP to support student engagement and promote attendance
- Substitutes for SST meetings
- Rewards and Incentives for student attendance
- Materials and supplies to support attendance

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

**Socio-economically Disadvantaged (SED):**

**Asian (AS):**

- Continue current actions to encourage improved attendance

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Principal, VP, Teachers and TST.

Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate by semester compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Principal, VP, Teachers and TST.

Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate from this year to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Principal, VP, Teachers and TST.

## Action 2 :

### 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- School expectations including, Guidelines for Success and Holland's 3 School Rules, will be reviewed through a variety of forms.
- 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, and line procedures
- Teachers and staff members on Climate and Culture Team will analyze SEL survey data and determine next steps
- Club Holland (not publicized, to encourage daily attendance)
- Behavior contracts with incentives/rewards implemented with students needing additional SEL support to promote positive behavior
- Fund additional Noon Time Assistant (NTA) to support supervision of students during recess and lunch
- 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: ISET, 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Ongoing progress monitoring by student groups to ensure the progress of students align with our overall student population
- Provide services through IS2
- Our Targeted Support team will meet bi weekly to specifically track progress of EL students that have high suspension rates
- Continue providing supports through MTSS and SST's

### Student Groups

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

- Title 1 funds are not used to support this action

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

- Substitutes for SST meetings
- Rewards and Incentives for student engagement and promoting positive behaviors
- Funding additional Noon-time assistant to support supervision of students during recess and lunch
- Materials and supplies to support positive student behaviors

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

- Continue current actions to encourage positive school behavior
- Increase Professional learning to provide teachers with strategies to support Tier 2 and 3 behaviors
- Refer students with Tier 3 behaviors to ISET in a more timely manner, 6 weeks after BSP is implemented
- Professional learning on entering behaviors in ATLAS in a more timely, consistent manner

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in suspensions monthly compared to last year.</p> <p>Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.</p> <p>Outcomes monitored by Principal, VP, TST and CCT.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in suspensions by semester compared to last year.</p> <p>Outcomes measure by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.</p> <p>Outcomes monitored by Principal, VP, TST and CCT.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in suspensions overall from last year to this year.</p> <p>Outcomes measure by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.</p> <p>Outcomes monitored by Principal, VP, TST and CCT.</p>

**Action 3 :**

**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.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

- 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) and included in a weekly drawing
- 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
- 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
- Student will receive instruction on school wide behavioral expectations through a variety of formats
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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- 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

## Student Groups

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

Title 1 funds are not used to support this action.

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

- Site licensing such as Reflex/FRAX Math and BrainPOP to support student engagement
- Substitutes for SST meetings
- Rewards and Incentives for student engagement
- Materials and supplies to support engagement activities

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

- Continue current actions to encourage student engagement and increase family attendance for afterschool events
- Increase student engagement opportunities
- Increase student assemblies

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Increase number of students participating in events.

Increase number of students entered using the ATLAS engagement tool.

Outcomes measured by monthly CCT meetings to review/analyze engagement data by school and grade level.

Outcomes monitored by Principal, VP and CCT.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Increase percentage of students positively rating student engagement. Increase from 83% (Fall 2024) to 85% (Fall 2025).

Outcomes measured by CCT meetings to review/analyze Panorama data.

Outcomes monitored by Principal, VP and CCT.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Increase percentage of students positively rating student engagement. Increase from 83% (Fall 2024) to 87% (Spring 2026).

Outcomes measured by CCT meetings to review/analyze Panorama data.

Outcomes monitored by Principal, VP and CCT.

## 2025-2026 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
G3A2	Sup & Conc	Other Pupil Services	Mat & Supp			: Additional NTA to support supervision of students during recess and lunch.  Budget: 030-7090-0220-1110-3900-2910 - expenditure transfer per State & Federal/Fiscal	10,138.00

**\$10,138.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	94 %	89.9 %	2024-2025	92 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Need for increase in staff voice in decision making practices so all staff feels valued.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited professional learning meeting time for certificated staff
- Inequitable site professional learning time (certificated vs. classified)

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Strategically plan quarterly classified professional learning opportunities
- Continue to provide opportunities for all staff to voice input through surveys, committees and feedback forms
- Continue to leverage leadership decision making utilizing Climate and Culture Team, ILT, and SSC to identify areas where growth can occur
- Climate and Culture Team will survey staff so they have full buy in with staff connectedness events
- Continue to provide updates to staff by principal to keep staff connected

**Section B:** Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Connectedness

Partially Implemented

Due to a decrease in professional learning time, less time was spent on gathering staff voice in the decision making process.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Connectedness

Partially Effective

Partially effective as data shows the same results of 90% from 2023 to 2024.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Increase opportunities for all staff to engage in the decision making process
  - Schedule quarterly PL for classified staff to increase their voice
- Training for teachers in PLC+ structures and implementation
- Differentiated professional learning opportunities

**Section D: 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.

SSC:

Getting input from all stakeholders to ensure everyone's voice is heard.

Continue actions in SPSA as funds allow

ELAC:

- Teacher professional learning opportunities to improve their instruction and support student learning
- Technology provided to students to support them during instruction

Staff:

Staff made the following recommendations:  
Professional learning for classified staff  
Staff Potluck quarterly

## Action 1 :

### Staff Connectedness

#### Action Details:

Holland Elementary will provide opportunities for staff to engage in school-wide activities to promote a sense of belonging and provide opportunities for all staff to be a part of the decision making process.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

#### 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 (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:

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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 reclassification

## Student Groups

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

- Teaching Fellows to support teachers and students through MTSS
- Materials and supplies to support instruction
- PLC Planning Days (1 per semester)

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

- Certificated Tutor and teaching fellow to support teachers and students with math intervention/enrichment - MTSS
- Supplemental planning and substitute release time for planning and backwards mapping
- Site licenses such as BrainPOP and Reflex/FRAX Math
- Substitutes for SST's/IEP's/peer obs./data chats
- Materials, supplies and graphics to support instruction

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

- Professional learning opportunities for staff
- Opportunities for staff voice in decision making process

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

We will measure the effectiveness of professional learning around foundational skills, strategic differentiated instruction, and the Coaching Cycle during the first semester.

Outcomes measure with iReady D1 and D2 administrations. There will be a 3% increase of students who met 40% or above stretch growth.

Outcomes monitored by Principal, VP, Academic Coach, and teachers.

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall to Spring Climate and Culture survey.

Outcomes measured by staff survey results in the organizational domain. There will be an increase in 1.1% favorable.

Outcomes monitored by Principal, VP, and CCT.

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

We will see an increase in the Fall Climate and Culture staff survey from last year to this year.

Outcomes measured by staff survey results in the organizational domain. There will be an increase in 2% favorable.

Outcomes monitored by Principal, VP, and CCT.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

### G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Substitute salaries (3 teachers) for SPSA writing & input	772.00
G4A1	Sup & Conc	Instruction	Direct-Maint			: Facility Improvement to support teachers/staff and instruction	5,000.00

**\$5,772.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	96 %	97 %	2024-2025	98 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

We have had a challenge getting parents to come to meetings to provide input, such as SSC. Families are more likely to attend fun events than meetings regarding their child's progress.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Not all of our parents are able to take the time to attend events due to work and family conflicts.
- Not all parents access Parent Square and other forms of communication to keep abreast of current events.
- Not all parents are comfortable using technology to support communication.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase positive contacts home.
- Increase parent outreach by teachers regarding student's academic progress throughout the year.
- Offer more compatible time frames and virtual options for specific meeting.
- Offer parent trainings with HSL to provide opportunities to train and support technology needs for connecting with school.

### Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Connectedness

Fully Implemented

We provide multiple opportunities for parent to participate in family events, parents classes and business meetings however we still do not have as much participation as we want.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Connectedness

Effective

The Fall Climate & Culture family survey shows that 97% of parent feel engaged. We have multiple opportunities for parents to be engaged on campus, however, participation is still low, especially for business meetings. We will continue to increase parent recruitment.

### Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will strengthen our efforts to increase parent participation by providing more positive contacts home and more opportunities for parent to connect with the HSL to support technology usage.

### Section D: 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.

SSC:

- Positive phone calls home
- Updates on academic performance by teacher
- Continue to communicate events/meetings
- Continue current actions as funds are available

ELAC:

- Translation services provided during meetings and conferences to communicate students' academic progress
- Continue Parent Engagement Hour with HSL as they receive important about different topics

Staff:

Staff provided input and recommendations through SPSA hard copy and Forms survey. Recommendations included: Continue to communicate family engagement opportunities.

Increase parent events, ex. Movie Night, Family Book Club

## Action 1 :

### Family Connectedness

#### Action Details:

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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 provide needed resources and supports.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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#### 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, and EDUTEXT
- 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
- 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 and any other special events
- 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, and IEP/SST's

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Families will be encouraged to attend and engage in school activities and events
- 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
- HSL and EL Site Rep will work with EL families

## Student Groups

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

- Materials and Supplies to support parent classes
- DailyPlanners as a means of communication between school and home

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

- Materials and Supplies to support parent classes
- Mileage reimbursement for HSL to conduct home visits
- Food provided for parent classes
- Substitute Salaries for IEP days

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

- Parent Classes provided by district funded HSL
- Opportunities for parents to attend Goal 2 enrichment trips
- SST meetings to address the needs of our low performing groups
- Ensure consistent communication with all parents
- Increasing opportunities for parent engagement during and after school hours
- Community School partnership
- Teachers to share student data/academic performance regularly

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

We will see an increase in attendance at the Title 1 Parent Meeting/Back to School Night and at Parent Conferences.

Outcomes measured by attendance rosters. There will be a 5% increase in attendance as compared to last year.

Outcomes monitored by Principal, VP, and teachers.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

We will see an increase from Fall to Spring Climate and Culture survey.

Outcomes measure by family engagement domain. There will be an increase of 1.1% favorable.

Outcomes monitored by Principal, VP, and teachers.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

We will see an increase from Fall to Spring Climate and Culture survey.

Outcomes measure by family engagement domain. There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, and teachers.

## 2025-2026 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 (required) **No food or incentives**	1,304.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation food for meetings & classes	1,200.00
G5A1	LCFF: EL	Instruction	Direct-Graph			: Graphics for parent communication & classes. G1A3	1,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting provided for parent meetings & classes. G1A3	1,179.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation food G1A3	1,200.00

**\$5,883.00**

# 2025-2026 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-Subs			Substitute Salaries for teachers for mid year planning . G1A2,3 *No IEPs or 504s*	2,319.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental salaries for teacher for BOY planning. G1,A2,3 *No IEPs or 504s*	5,165.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental salaries for teachers for mid year planning. G1A2,3 *No IEPs or 504s*	2,162.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Agendas for students in Gr. 4-6 to support instruction. G1A2,3	800.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies *No Food or Incentives*	3,218.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (2) to support academics - MTSS	30,020.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for IEP/data chats/peer observations. G1A2; G4A1; G5A1	10,304.00
G1A1	Sup & Conc	Instruction	Bks & Ref			BrainPOP site license to support instruction	4,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies G1A2,3; G2A1; G3A1,2,3; G4A1; G5A1	17,700.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repairs G1A2,3	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support instruction G1A2; G3A1; 2,3	2,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support afterschool tutoring specifically for EL's G1A2,3	6,992.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3475	SSC approved January 2025	41,705.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Reflex/FRAX Math site license to support instruction	3,597.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Certificated STRS-3101 @19.100 % (\$9,466) for Long Vang ID 1029966. Split funded between 7090 & 7091	7,519.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction G1A1,3	5,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support academics - MTSS	15,010.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0900	SSC approved January 2025	10,801.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Certificated STRS-3101 @19.100 % (\$9,466) for Long Vang ID 1029966. Split funded between 7090 & 7091	1,947.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies G1A1,2; G2A1; G3A1,2,3; G4A1; G5A1	10,283.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction G1A1,2	3,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	3,604.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies for EL Students	535.00
G3A2	Sup & Conc	Other Pupil Services	Mat & Supp			: Additional NTA to support supervision of students during recess and lunch.	10,138.00

G3A2		Other Pupil Services	Mat & Supp	Budget: 030-7090-0220-1110-3900-2910 - expenditure transfer per State & Federal/Fiscal	10,138.00
G4A1	Sup & Conc	Instruction	Teacher-Subs	Substitute salaries (3 teachers) for SPSA writing & input	772.00
G4A1	Sup & Conc	Instruction	Direct-Maint	: Facility Improvement to support teachers/staff and instruction	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent participation (required) **No food or incentives**	1,304.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent Participation food for meetings & classes	1,200.00
G5A1	LCFF: EL	Instruction	Direct-Graph	: Graphics for parent communication & classes. G1A3	1,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp	Babysitting provided for parent meetings & classes. G1A3	1,179.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	Parent Participation food G1A3	1,200.00
					<b>\$211,974.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$44,988.00
Sup & Conc	7090	\$139,728.00
LCFF: EL	7091	\$27,258.00
<b>Grand Total</b>		<b>\$211,974.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$190,181.00	
G3 - Increase student engagement in their school and community	\$10,138.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,772.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,883.00	
<b>Grand Total</b>		<b>\$211,974.00</b>