

Holland Elementary

10621666006282

Principal's Name: Adele Stewart

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Adele Stewart	X				
2. Chairperson - Cristina Rivera				X	
3. Martha Bisel		X			
4. Jesus Ortuno		X			
5. Carianne McElrath		X			
6. Charmayne Mack			X		
7. Taylor Cantrell				X	
8. Easter Curry				X	
9. April Cardiel				X	
10. Luis Castellanos				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Holland Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Adele Stewart		3/24/2026
SSC Chairperson	Cristina Rivera		3/24/2026

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

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

FY 2026/27

Holland - 0220

ON-SITE ALLOCATION

3010	Title I	\$46,782 *
7090	LCFF Supplemental & Concentration	\$131,328
7091	LCFF for English Learners	\$24,380

TOTAL 2026/27 ON-SITE ALLOCATION

\$202,490

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,356
Program Budget	\$45,426
Total Title I Allocation	\$46,782

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Holland Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		9.4 %	2024-2025	20 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		52.3 %	2024-2025	60 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		45.2 %	2025-2026	60 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		46.8 %	2025-2026	60 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		46.8 %	2025-2026	57 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		58.3 %	2025-2026	68 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		31.5 %	2025-2026	42 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		57.1 %	2025-2026	67 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		49.4 %	2025-2026	60 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		63.8 %	2025-2026	74 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		61.2 %	2025-2026	70 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		20.2 %	2025-2026	27 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-57.1 pts	-57 pts	2024-2025	-42 pts	↑
Goal 1	SBAC ELA - Average distance from standard (English Learner)		-71.9 pts	2024-2025	-56 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		27.6 %	2024-2025	38 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-44.7 pts	-53.4 pts	2024-2025	-38 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		26.9 %	2024-2025	31.9 %	↑

Goal 2	Chronic Absenteeism - (English Learner)		23.4 %	2024-2025	13 %	↓
Goal 2	Chronic Absenteeism - (Hispanic)		41.7 %	2024-2025	25 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	32.9 %	24.5 %	2025-2026	19 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	98 %	100 %	2025-2026	100 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	92 %	88 %	2025-2026	90 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		85 %	2025-2026	90 %	↑
Goal 2	Suspension Rate - (English Learner)		6.1 %	2024-2025	5 %	↓
Goal 2	Suspension Rate - (Hispanic)		8 %	2024-2025	5 %	↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)	5 %	8 %	2024-2025	5 %	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)	5 %	10.7 %	2024-2025	6 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	5 %	3.9 %	2025-2026	3.5 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

POP 1: There is a large number of students not on grade level in the area of ELA and Math

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

POP 2: There is a high number of students that are chronically absent

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

POP 1:

- There is not enough time spent on vertical articulation
- Teachers don't have the depth of knowledge regarding priority standards
- Tasks and materials are not aligned to the grade level standard
- Higher level DOK is not being utilized

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

POP 2:

- Behaviors that lead to suspensions impact attendance
- Due to emotional reasons parents are allowing students to choose to stay home
- Not all parents understand the impact of absences on academics

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.

POP 1:

- Strategic professional learning for teachers
 - Including using SBAC resources (blueprints, content explorer, designated supports, etc.)
- Professional learning for paraprofessionals to support instruction
- 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

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.

POP 2:

- Improve behaviors that lead to suspension
- Educating parents on support that is available at school when students are emotional
- Educating parents on negative impact of absences on academics
- Informing parents of Independent Study option when traveling out of town/country

Section B: Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

English Language Arts

Partially Implemented

Actions were partial implemented, as goal setting was not implemented in all classrooms
We need to use goals from SPSA to monitor throughout the year with staff

Mathematics

Partially Implemented

Actions were partial implemented, as goal setting was not implemented in all classrooms
We need to use goals from SPSA to monitor throughout the year with staff
Math tools not fully utilized for conceptual understanding

English Learners (EL's)

Fully Implemented

Actions were fully implemented and significant growth was obtained

Career Opportunities

Partially Implemented

Actions were partially implemented as they were time consuming and lack of staff support

Attendance

Partially Implemented

Actions were partially implemented as not all actions were communicated well to staff and families. Ongoing data needs to be monitored and analyzed.

Suspensions

Fully Implemented

Actions are fully implemented, however all classrooms have various levels of consistency with higher level of structure

Engagement

Fully Implemented

Actions are fully implemented but all are not valued so will be changed for the upcoming year.

Staff Connectedness

Fully Implemented

Actions are fully implemented to meet desired outcome

Family Connectedness

Fully Implemented

Actions are fully implemented to meet desired outcome

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

English Language Arts

Effective

We met the district goal of increasing DFS: Holland increased +16 points DFS and increased 6% proficiency

Mathematics

Partially Effective

We increased +6 pts DFS and increased 2% - did not meet district goal of +15 DFS

English Learners (EL's)

Effective

52.3% of EL students increased at lease one ELPI level

Career Opportunities

Partially Effective

Not measurable using district data

Attendance

Partially Effective

Chronic Absenteeism for Semester 1 decreased to 24.5% as compared to last year overall

Suspensions	Partially Effective
Suspensions for Semester 1 have decreased to 3.9% as compared to over 8% previous year	
Engagement	Effective
85% percent favorable in student health & wellness domain	
Staff Connectedness	Effective
88% percent favorable in staff culture domain	
Family Connectedness	Effective
100% percent favorable in family engagement domain	

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.

Restructure our attendance approach
Strategically plan PL based on teacher knowledge of standards, implementation, and progress monitoring

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:	ELAC:	Staff:
Reflected on current SPSA High priority was Certificated tutor, teaching fellows and additional NTA Families completed SPSA survey to provide input for upcoming school year	Reflected on current SPSA High priority was Certificated tutor, teaching fellows (specifically for afterschool ELD support), and professional learning support for teachers, specifically to support EL students during ELA block	Staff provided input on current actions and budget priorities and suggested modifications and adjustments for the upcoming school year. Priorities included site licenses, certificated tutor, teaching fellows, planning time through supplemental and sub release

Families completed SPSA survey to provide input for upcoming school year



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Language Arts

Action Details

Literacy Intervention

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 address each students' individual needs through a lens of equity and inclusion.

Goal: By June 2026 Holland Elementary will decrease the distance from meeting standards in ELA from -57 DFS to -42 as measured by the Smarter Balanced Summative Assessment (SBAC).

June 2027 data will be established once SBAC 2026 results come in

Direct Instructional Services

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, professional learning communities, 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 and data chats (peer observations with Academic Coach supporting)
- 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, attendance, 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.

- 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 (RFEP and EL progress monitoring)
- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population
 - Overall: 27.6% proficient ELA SBAC 2025
 - Overall -57 points DFS (distance from standard)
 - EL's -71.9 DFS SBAC 2025

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

Asian (AS):

- 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?

Asian (AS):

Students with Disabilities (SWD):

English Learner (EL):

- Certificated Tutor to support MTSS and train teaching fellows to better support instruction
- Teaching Fellow to support students
- 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?

Asian (AS):

Students with Disabilities (SWD):

English Learner (EL):

- 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- 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: Parent Coffee, Parent University, Parent-Teacher Conferences, Back to School Night, Open House, Awards, and IEP/SST's

Professional Learning

Describe Professional Learning related to this action.

Strategic Focus:

- Priority Standards
- Teacher Clarity
- Vertical Articulation
- Progress monitor and goal setting
- Academic vocabulary

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence ☒ Strong 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.

Classroom observations utilizing site focus area

Outcomes measure by walkthrough data focused on school focus areas and site based tracking system. 80% of classroom observations will show tasks aligned to grade level standards.

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
- Gr. 1 - regional assessment

Outcomes measure by growth from assessment D1-D2 and through iReady Personalized learning lessons. 46.8% of students meeting their stretch growth will increase by 10% 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 ELA from -57 points to -42 points.

Outcomes measured by growth from DFS.

Outcomes monitored by Principal, VP, and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Mathematics

Action Details

Early Literacy

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 address each students' individual needs through a lens of equity and inclusion.

By June 2026, Holland Elementary will decrease distance from standards in Mathematics from -53.5 to -38 as measured by the Smarter Balanced Summative Assessment (SBAC).

June 2027 data will be established once SBAC 2026 results come in

Direct Instructional Services

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, professional learning communities, 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 (RFEP and EL progress monitoring)
- Ongoing progress monitoring by student group to ensure the progress of students aligns with our overall student population
 - Overall: 26.9% proficient MATH SBAC 2025
 - Overall -53.4 points DFS (distance from standard)

Student Groups

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

Students with Disabilities (SWD):

Asian (AS):

- 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?

Students with Disabilities (SWD):

Asian (AS):

- 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?

Students with Disabilities (SWD):

Asian (AS):

- 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- 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: Parent Coffee, Parent University, Parent-Teacher Conferences, Back to School Night, Open House, Awards, and IEP/SST's

Professional Learning

Describe Professional Learning related to this action.

Strategic Focus:

- Priority Standards
- Teacher Clarity
- Vertical Articulation
- Progress monitor and goal setting
- Academic vocabulary

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

Classroom observations utilizing site focus area

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.

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.

Outcomes measure by walkthrough data focused on school focus areas and site based tracking system. 80% of classroom observations will show tasks aligned to grade level standards.

Outcomes monitored by Principal, VP, and teachers.

District benchmark

- iReady
- FIAB's/IAB

Outcomes measure by growth from assessment D1-D2 and through iReady Personalized learning lessons. 61.2% of students meeting their stretch growth in Math will increase by 10% compared to previous year.

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

SBAC Results: decrease the distance from meeting standards in Math from -53.4 points to -38 points.

Outcomes measured by growth from DFS.

Outcomes monitored by Principal, VP, and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Salaries for Semester 2 Planning G1A2 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	4,656.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries for Semester 1 Planning G1A2 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,749.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Agenda books for students in Gr. 4-6 G1A2	800.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies G1A2 **No Food or Incentives**	775.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (2) to support academics/MTSS	32,446.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation Title 1: required G1A2 **No Food or Incentives**	1,356.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for IEP's/data chat G1A2 **Budget lines for personnel include salaries and related benefits	9,549.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for SPSA work G1A2, G2A1, G2A2, G2A3 **Budget lines for personnel include salaries and related benefits	835.00
G1A1	Sup & Conc	Instruction	Bks & Ref			BrainPOP Combo Site License G2A3	4,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies G1A2, G2A1, G2A2, G2A3	30,626.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology G1A2, G2A3	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repair G1A2	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics to support instruction. Graphics Dept closing, moved from object 5725 to 5899. G1A2, G2A1, G2A2, G2A3	2,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation food G1A2, G2A1	600.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors **Budget lines for personnel include salaries and related benefits	3,926.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies G1A2, G2A1, G2A2, G2A3	1,848.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support afterschool tutoring specifically for EL's G1A2	3,881.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			TBD : Graphics for parent communication & classes. Graphics closing, moved from object 5725 to 5899. G1A2, G2A1, G2A2, G2A3	1,000.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting provided for parent meetings & classes G1A2 **Budget lines for personnel include salaries and related benefits	390.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation food G1A2, G2A1	1,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3475	Certificated Tutor to Support Math Intervention/Enrichment Will add to Holland Goal 1 - Action 2 after January 28th as per directions **Budget lines for personnel include salaries and related benefits	47,625.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Reflex/FRAX Math Site License	4,197.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow (1) to support academics/MTSS	15,718.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0900	Certificated Tutor to Support Math Intervention/Enrichment Will add to Holland Goal 1 - Action 2 after January 28th as per directions **Budget lines for personnel include salaries and related benefits	12,335.00

\$192,812.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Attendance

Action Details

Life Skills

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

Direct Instructional Services

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
- Inform families of the importance through school attendance, ie. PSA video with students
- 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
- 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
- Inform parents of Short Term Independent Study option when absent for travel

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):
Hispanic (HI):
English Learner (EL):
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?

White (WH):
Students with Disabilities (SWD):
Socio-economically Disadvantaged (SED):
Hispanic (HI):
English Learner (EL):
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?

White (WH):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

Socio-economically Disadvantaged (SED):

Asian (AS):

- Reorganize current actions to encourage improved attendance
- Restructure actions to support attendance and communication with families

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- 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: Parent Coffee, Parent University, Parent-Teacher Conferences, Back to School Night, Open House, Awards, and IEP/SST's

Professional Learning

Describe Professional Learning related to this action.

Strategic Focus:

- Teacher Clarity
- Progress monitor and goal setting
- Universal communication with staff regarding importance of parent communication

Proaress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Suspensions

Action Details

Life Skills

Holland Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil Schools components.

Direct Instructional Services

- 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 for staff, students and families
 - 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?

Hispanic (HI):
White (WH):
Students with Disabilities (SWD):
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?

Hispanic (HI):
Asian (AS):
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
- Curriculum to support SEL instruction

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

Hispanic (HI):

Asian (AS):

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
- Utilize Community School & Stronger Connections grant money to support playground expectations as available
- 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Quarter 1 parent conference
- Increase parent communication for repeated behaviors
- Parent communication for positive behaviors
- Parent classes to support positive student outcomes

Professional Learning

Describe Professional Learning related to this action.

- Strategies to support Tier 2 and 3 behaviors
- Entering behaviors in ATLAS in a more timely, consistent manner
- MTSS for levels of misbehaviors and supports available
- Revisit STOIC, Class Meetings, Olweus Bullying, Second Step at BOY

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 suspensions monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, student groups, teacher, and area of incidents.

Outcomes monitored by Principal, VP, TST 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.

Decrease in suspensions by semester compared to last year.

Outcomes measure by monthly meetings to review/analyze suspension data by school, grade level, student groups, teacher, and area of incidents.

Outcomes monitored by Principal, VP, TST 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.

Decrease in suspensions overall from last year to this year.

Outcomes measure by monthly meetings to review/analyze suspension data by school, grade level, student groups, teacher, and area of incidents.

Outcomes monitored by Principal, VP, TST and CCT.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Engagement

Action Details

Life Skills

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.

Direct Instructional Services

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
- 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
- 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.

- 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- At Back to School Night encourage parents to sign up for Parent Square
- Communication using Parent Square for school wide events for families
- Communication from teachers regarding student activities that occur during the school day such as Holland Hero, Club Holland, Safety Patrol, etc.

Professional Learning

Describe Professional Learning related to this action.

- Inform staff of student events and opportunities available
- Recruit staff to support the events
- Committee sign-ups

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

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 85% (Spring 2026) to 90% (Spring 2027).

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 85% (Spring 2026) to 90% (Spring 2027).

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

Outcomes monitored by Principal, VP and CCT.

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

Outcomes monitored by Principal, VP and CCT.

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

Outcomes monitored by Principal, VP and CCT.

Holland Elementary 2026-2027 - SPSA Draft Edits

Action

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28 - Arts Integration

Action Details

Health & Wellness

Holland Elementary ensures that all students in TK–6 are actively engaged in standards-based arts integration aligned to California content standards. Through purposeful collaboration between classroom teachers and art teacher, students will experience meaningful instruction in visual and performing arts that connects directly to English language arts, mathematics, science, and social studies.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

- Supports classroom teacher by integrating art activities that are standards aligned
- Classroom materials and supplies will be purchased to support arts integration
- Curriculum materials that align with standards
- Organizes art showcases for family events
- Coordinates classroom presentations

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.

- Provides opportunities for students to practice their speaking and listening EL standards
- Provides visuals for students to deepen their understanding and knowledge of subject presented

Student Groups

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

No Title 1 funds will be used for this action.

Prop 28 funds will be used as available.

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

No 7090/7091 funds will be used for this action.

Prop 28 funds will be used as available.

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

Actions include all student groups

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Art events to showcase student work including:

- Parent Coffee
- Open House
- Family Engagement Night
- Art Hop

Professional Learning

Describe Professional Learning related to this action.

- Job embedded professional learning with teachers during classroom art instruction
- Collaborates with classroom teacher to plan standards based art integration lessons

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

Increased Student Engagement

- Students will be actively engaged creating art projects aligned to standards
- Engagement will be measure by teacher observation, student attendance and final art projects
- Engagement will be monitored by arts integration and classroom teacher

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.

Improved Student Focus and Growth Mindset

- Students demonstrate greater ability to concentrate, follow multi-step directions, and understand the value of effort
- Student focus will be measured by teacher observation, student attendance, and reduction in behavior incidents
- Student focus will be monitored by arts integration and classroom teacher

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.

Enhanced School Culture and Climate

- Holland will foster a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride
- Student will embrace challenges as they persevere through challenging tasks
- School culture and climate will be measured through school climate survey, student attendance and family engagement data
- Monitored by site administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Other Pupil Services	Oth Cls-Sub			Additional NTA to support student safety **Budget lines for personnel include salaries and related benefits	9,678.00

\$9,678.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0220 Holland Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0220	1110	1000	1120	Teacher-Subs					G1A1	Substitute Salaries for Semester 2 Planning G1A2 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	4,656.00
060	3010	0220	1110	1000	1160	Teacher-Supp					G1A1	Supplemental Salaries for Semester 1 Planning G1A2 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,749.00
060	3010	0220	1110	1000	4200	Bks & Ref					G1A1	Agenda books for students in Gr. 4-6 G1A2	800.00
060	3010	0220	1110	1000	4300	Mat & Supp					G1A1	Materials & Supplies G1A2 **No Food or Incentives**	775.00
060	3010	0220	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : Teaching Fellows (2) to support academics/MTSS	32,446.00
060	3010	0220	1110	2495	4300	Mat & Supp					G1A1	Parent Participation Title 1: required G1A2 **No Food or Incentives**	1,356.00
030	7090	0220	1110	1000	1110	Teacher-Regu	Tutor	T004	Vang, Long	0.3475	G1A2	Certificated Tutor to Support Math Intervention/Enrichment Will add to Holland Goal 1 - Action 2 after January 28th as per directions **Budget lines for personnel include salaries and related benefits	47,625.00
030	7090	0220	1110	1000	1120	Teacher-Subs					G1A1	Substitute Salaries for IEP's/data chat G1A2 **Budget lines for personnel include salaries and related benefits	9,549.00
030	7090	0220	1110	1000	1120	Teacher-Subs					G1A1	Substitute Salaries for SPSA work G1A2, G2A1, G2A2, G2A3 **Budget lines for personnel include salaries and related benefits	835.00
030	7090	0220	1110	1000	4200	Bks & Ref					G1A1	BrainPOP Combo Site License G2A3	4,500.00
030	7090	0220	1110	1000	4200	Bks & Ref					G1A2	: Reflex/FRAX Math Site License	4,197.00
030	7090	0220	1110	1000	4300	Mat & Supp					G1A1	Materials & Supplies G1A2, G2A1, G2A2, G2A3	30,626.00
030	7090	0220	1110	1000	4400	Nc-Equipment					G1A1	Technology G1A2, G2A3	4,000.00
030	7090	0220	1110	1000	5110	Subagreements					G1A2	California Teaching Fellows Foundation : Teaching Fellow (1) to support academics/MTSS	15,718.00
030	7090	0220	1110	1000	5723	Direct-Maint					G1A1	Technology Repair G1A2	2,000.00
030	7090	0220	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics to support instruction. Graphics Dept closing, moved from object 5725 to 5899. G1A2, G2A1, G2A2, G2A3	2,000.00
030	7090	0220	1110	2495	4300	Mat & Supp					G1A1	Parent Participation food G1A2, G2A1	600.00
030	7090	0220	1110	3900	2920	Oth Cls-Sub					G2A2	Additional NTA to support student safety **Budget lines for personnel include salaries and related benefits	9,678.00
030	7090	0220	1110	1000	1110	Teacher-Regu		T004	Vang, Long	0.0000	G1A1		0.0000

030	7091	0220	4760	1000	1110	Teacher-Regu	Tutor	T004	Vang, Long	0.0900	G1A2	Certificated Tutor to Support Math Intervention/Enrichment Will add to Holland Goal 1 - Action 2 after January 28th as per directions **Budget lines for personnel include salaries and related benefits	12,335.00
030	7091	0220	4760	1000	1160	Teacher-Supp					G1A1	ELPAC assessors **Budget lines for personnel include salaries and related benefits	3,926.00
030	7091	0220	4760	1000	4300	Mat & Supp					G1A1	: Materials & Supplies G1A2, G2A1, G2A2, G2A3	1,848.00
030	7091	0220	4760	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : Teaching Fellows to support afterschool tutoring specifically for EL's G1A2	3,881.00
030	7091	0220	4760	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics for parent communication & classes. Graphics closing, moved from object 5725 to 5899. G1A2, G2A1, G2A2, G2A3	1,000.00
030	7091	0220	4760	2495	2960	Oth Cis-Supp					G1A1	Babysitting provided for parent meetings & classes G1A2 **Budget lines for personnel include salaries and related benefits	390.00
030	7091	0220	4760	2495	4300	Mat & Supp					G1A1	Parent Participation food G1A2, G2A1	1,000.00
													\$202,490.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,782.00
Sup & Conc	7090	\$131,328.00
LCFF: EL	7091	\$24,380.00
Grand Total		\$202,490.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$192,812.00
G2 - The Whole Child (SEL and Engagement)	\$9,678.00
Grand Total	\$202,490.00