

Holland Elementary

10621666006282

Principal's Name: Adele Stewart

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

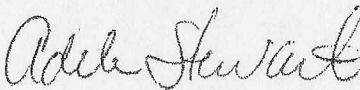

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Adele Stewart	X				
2. Chairperson - Laura Espinoza				X	
3. Nancy Montanez		X			
4. Trisha Griffin		X			
5. Julie Hohenbrink		X			
6. Carrie Koop			X		
7. Librada Sanchez				X	
8. Maria Marquez				X	
9. Selena Gonzales				X	
10. Ernest Rangel				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>4-23-15</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Adele Stewart		March 14, 2017
SSC Chairperson	Laura Espinoza		March 14, 2017

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

Holland Elementary

Title I School

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Holland - 0220

ON-SITE ALLOCATION

3010	Title I	\$38,799 *
7090	LCFF Supplemental & Concentration	\$143,208
7091	LCFF for English Learners	\$32,385
TOTAL 2017/18 ON-SITE ALLOCATION		\$214,392

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$729
Remaining Title I funds are at the discretion of the School Site Council	\$38,070
Total Title I Allocation	\$38,799

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	53/68	N/A ³	20.16%	20.60%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	25/68	N/A ³	19.37%	23.31%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	57/66	N/A ³	13.43%	15.94%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	61/68	0.00% ⁴	54.30%	63.69%	50.65%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	18/63	N/A ⁶	12.64%	46.15%	2.20%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	26/63	N/A ⁶	28.74%	60.26%	18.68%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	56/67	N/A ⁷	N/A ⁷	15.52%	29.61%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	23/67	N/A ⁸	N/A ⁸	24.62%	33.63%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	62/68	11.96%	21.05%	9.88%	11.63%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	55/68*	27.40%	17.57%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	57/68	32.10%	48.00%	47.95%	39.47%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	59/68	94.30%	93.57%	93.91%	94.57%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	57/69	17.79%	21.38%	20.80%	15.99%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	36/68	N/A ¹⁰	N/A ¹⁰	37.13%	38.27%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	52/69	14.12%	0.19%	0.18%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	55/68	13.15%	13.38%	11.99%	7.68%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	68/68	0.00%	0.00%	0.54%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	7/67	21.47%	65.06%	93.38%	85.89%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	20/68	N/A ¹³	N/A ¹³	74.67%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	50/69	N/A ¹³	N/A ¹³	61.13%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	48/68	N/A ¹³	N/A ¹³	56.22%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	31/68	N/A ¹³	N/A ¹³	71.52%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: adele.stewart - 03/04/2017

Save

Holland Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	20.6	30	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	29.53	38	Family Foundation Services
3751 - Students scoring maximum on the Math and ELA	1.1	10	California Teaching Fellows Foundation
3158 - Students with a D or F on their report card	50.98	40	Family Foundation Services

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

ELA: 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 such as deployment through ELA Response to Intervention model (CHARGER Time), based on the assessed needs and extra support in phonemic awareness, phonics, fluency, vocabulary, foundational reading skills, and reading comprehension 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, every day. 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 reading level, as reflected through multiple reading measures.

SMART Goals

By May 2018, the number and percentage of Gr. 3-6 students scoring standard met or standard exceeded in ELA will increase from 20.60% to 30%, as evidenced by SBAC results.

By May 2018, the percentage of Gr. 1-6 students scoring Standard Met or Standard Exceeded in ELA will increase from 29.53% to 38%, as evidenced by ELA Common Formative Assessments.

(2016-17 Holland Overall Interim #1 = 17.83% Overall Interim #2 = 28.83%)

By May 2018, the percentage of Kindergarten students mastering ELA standards will increase from 1.10% (22.9% on track) to 23%, as evidenced by Kindergarten assessment. (KAIG/KIDS)

By May 2018, the percentage of Gr. 2-6 students receiving a 'D' or 'F' will decrease from 50.98% to 40%, as evidenced by quarterly report cards.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- TK - DRDP
- Kindergarten Assessment
- BAS & Fluency Quarterly (1st Grade)
- DRP (2nd – 6th)
- Interim Assessment administration
- Language Arts Grades
- Common Formative Assessments
- DIBELS – Intervention Progress Monitoring
- EDUTEXT
- AC Team Collaboration with Hoover Region
- ILT – Learning by Doing by DuFour, Eaker and Many
- PL books with teaching and behavioral strategies
- AC agendas focused on classroom foundations and the 4 grounding questions
- Classroom observation feedback based on classroom foundations and instructional tenets
- Instructional Practice Guide (IPG)

Owner(s):

District Assessments:

- Teachers
- AC teams
- Admin.

Grade Level Assessments:

- Teachers
- AC teams
- Admin.

Progress Monitoring:

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

Timeline:

District Assessments:

- Quarterly

Grade Level Assessments:

- Weekly

Progress Monitoring:

- Every 6 weeks
- Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Each teacher will provide a review of the EDUTEXT & Parent Portal during Back to School Night and fall Parent Conferences
- Holland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students
- Staff/Student/Parent Compact
- Parent-Teacher conferences will be scheduled at the end of the first quarter
- Each teacher will specifically review each student's reading levels and scores at the fall parent conference
- Parents will receive student's test scores following each assessment administration
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders
- Monthly newsletter & school website informing parents of upcoming school events and activities
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EDUTEXT, and ISLP's
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, school website, and School Messenger
- Parents will also be invited to student celebrations/recognition assemblies and programs throughout the year
- Parent University will work in conjunction with Holland to offer on-going parent education provided by the district office
- Spring Open House
- Parents will collaborate with the school through the use of student agendas/planners, grades 4-6
- Monthly Parent Coffee to provide information and support for families and build

Describe Related Professional Learning:

- Increasing challenging content with integrated reading, writing, listening, and speaking
- Provide continued development of CC Standards and strategies in order to increase Depth of Knowledge (DOK) in all content areas
- Alignment of the State Standards with integration of thinking skills
- Alignment of classroom grades and formal assessments
- Consistency of grading schoolwide, specifically D's and F's (alignment of when students receive a zero)
- Digital Literacy with the support of a college based tutor contracted through California Teaching Fellows
- Assessments
- Accountable Communities
- Analysis of student work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations
- Substitutes and/or supplemental contracts for teachers for instructional planning
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their accountable community
- Hoover Region will continue to collaborate during Buyback Days
- PL books with teaching and behavioral strategies
- SST referral process

relationships/communication between home and school

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

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Quality first teaching, based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative assessments
- Classroom magazine subscriptions to support the individualized needs of students to improve reading skills and comprehension and allow for annotation of text
- Increase digital literacy of students in alignment with the Technology standards
- All students in grades TK-6 will participate in intervention/enrichment 4 days per week for 50 minutes each day. The site-wide deployment will utilize teachers, RSP staff, along with the certificated tutor, and college based tutor/s contracted through California Teaching Fellows
- Additional rotations are provided for identified students that are at risk
- After 10-12 weeks of intervention, students are referred for SST to determine Tier 2 and Tier 3 intervention supports
- School Psychologist funded for 0.1 FTE (1/2 day/week) to support Rti, consultation related to behavioral strategies, and the SST process
- On site counseling services to provide social-emotional support for select students as needed and referred in order to positively impact student achievement
- 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
- Sensory tools to support behavior and attention to learning
- Technology to support student reading and assessment program (laptops/tablets, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Provide English Learners with differentiated instruction weekly, based on ELA/ELD standards. Instruction provided by site funded Certificated Tutor

Holland Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	1 Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3750				\$ 34,165.00
1	1	1 LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.0625				\$ 5,693.00
1	1	1 Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for SST's/IEP's/Peer observations SPSA 1, 2		\$ 3,894.00
1	1	1 Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute Salaries for AC planning		\$ 2,325.00
1	1	1 Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Salaries for AC planning		\$ 3,967.00
1	1	1 Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental Salaries for SSC Action 1, 2		\$ 733.00
1	2	2 Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Family Foundation Services	Counseling Services (24 hr/wk) Actions 1, 2, 4, 5		\$ 35,600.00
1	1	1 Sup & Conc	Instruction	Non Capitalized Equipment				Technology		\$ 8,825.00
1	1	1 Title 1 Basic	Instruction	Non Capitalized Equipment				Technology Action 1, 2, 4		\$ 13,675.00
1	1	1 Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Two Teaching Fellows for Reading Intervention		\$ 16,241.00
1	1	1 Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	One Teaching Fellow to support technology & academics		\$ 8,587.00
1	1	1 Title 1 Basic	Instruction	Books & Other Reference				Agendas and Planners Gr. 4-6		\$ 1,000.00
1	1	1 Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies Action 1, 2		\$ 13,768.00
1	1	1 Title 1 Basic	Instruction	Materials & Supplies				DIBELS		\$ 500.00
1	1	1 Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				Counseling Evaluation Fee 2% required		\$ 912.00
1	1	1 Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics Action 1, 2, 6		\$ 1,000.00
1	1	1 Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology Repairs		\$ 2,000.00
								Total		\$ 152,885.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	23.31	30	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	33.63	38	Family Foundation Services
3158 - Students with a D or F on their report card	50.98	40	Family Foundation Services
3752 - Students scoring maximum on the KAIG in Math	7.69	15	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

MATH: 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, every day. 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.

SMART Goals

By May 2018, the number and percentage of Gr. 3-6 students scoring standard met or standard exceeded in Math will increase from 23.31% to 30%, as evidenced by SBAC results.

By May 2018, the percentage of Gr. 1-6 students scoring Standard Met or Standard Exceeded in Math will increase from 33.63% to 38%, as evidenced by Math Common Formative Assessments.

(2016-17 Holland Overall Interim #1 = 28.33% Overall Interim #2 = 33.63%)

By May 2018, the percentage of Gr. 2-6 students receiving a 'D' or 'F' will decrease from 50.98% to 40%, as evidenced by quarterly report cards.

By May 2018, the percentage of Kindergarten students mastering Math standards will increase from 7.69% (25.3% on track) to 30%, as evidenced by Kindergarten assessment. (KAIG/KIDS)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Kindergarten Assessment
- Interim Assessment administrations
- Common Formative Assessments
- Grades
- EDUTEXT
- AC Team Collaboration with Hoover Region
- ILT – Learning by Doing by DuFour, Eaker and Many
- AC agendas focused on classroom foundations and the 4 grounding questions
- Classroom observation feedback based on classroom foundations and instructional tenets
- Instructional Practice Guide (IPG)

Owner(s):

District Assessments:

- Teachers
- AC teams
- Admin.

Grade Level Assessments:

- Teachers
- AC teams
- Admin.

Progress Monitoring:

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

Timeline:

District Assessments:

- Quarterly

Grade Level Assessments:

- Weekly

Progress Monitoring:

- Every 6 weeks
- Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Each teacher will provide a review of the EDUTEXT & Parent Portal during Back to School Night and fall Parent Conferences
- Holland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students
- Staff/Student/Parent Compact
- Parent-Teacher conferences will be scheduled at the end of the first quarter
- Each teacher will specifically review each student's mathematics levels and scores at the fall parent conference
- Parents will receive student's test scores following each assessment administration
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders
- Monthly newsletter & school website informing parents of upcoming school events and activities
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EDUTEXT, and ISLP's
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, school website, and School Messenger
- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year
- Parent University will work in conjunction with Holland to offer on-going parent education provided by the district office
- Spring Open House
- Parents will collaborate with the school through the use of student agendas/planners, grades 4-6
- Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school

Describe Related Professional Learning:

- Increasing focus, coherence, and rigor
- Provide continued development of CC Standards and strategies in order to increase Depth of Knowledge (DOK) in all content areas
- Increasing the use of the 8 mathematical practices
- Ensuring conceptual understanding of mathematics, procedural skill and fluency, and application
- Alignment of classroom grades and formal assessments
- Consistency of grading schoolwide, specifically D's and F's (alignment of when students receive a zero).
- Digital Literacy
- Assessments
- Accountable Communities
- Analysis of student work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations
- Substitutes and/or supplemental contracts for teachers for instructional planning
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their accountable community
- Hoover Region will continue to collaborate during Buyback Days
- PL books with teaching and behavioral strategies
- SST referral process

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

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Quality first teaching, based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative assessments
- Increase digital literacy of students in alignment with the Technology standards
- Students will be referred for Student Success Team, when necessary, to determine Tier 2 and Tier 3 intervention supports
- School Psychologist funded for 0.1 FTE (1/2 day/week) to support behavioral strategies and the SST process
- On site counseling services to provide social-emotional support for select students as needed and referred in order to positively impact student achievement
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, manipulatives, and other associated items to support math instruction and program needs
- Sensory tools to support behavior and attention to learning
- Technology to support online adapted learning and student performance in math (laptops/tablets, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	11.63	20	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

EL: Holland Elementary will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated English Language Development. Designated ELD instructional time will be provided through RTI deployment, along with Integrated ELD classroom instruction.

SMART Goals

By May 2018, the number and percentage of English Learner students redesignated will increase from 11.63% to 20%, as evidenced by FUSD redesignation criteria.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- ELPAC - EL Assessment
- Disaggregated BAS/DRP data by EL subgroup
- Disaggregated Interim Assessment data by EL subgroup
- Common Formative Assessments
- Grades
- EL Goal Setting Report
- AC Team Collaboration with Hoover Region
- ILT – Learning by Doing by DuFour, Eaker and Many
- Professional reading books with instructional & behavioral strategies
- AC agendas focused on classroom foundations and the 4 grounding questions
- Classroom observation feedback based on classroom foundations and instructional tenets
- Instructional Practice Guide (IPG)

Owner(s):

- District Assessments:
- Teachers
 - AC teams
 - Admin.
- Grade Level Assessments:
- Teachers
 - AC teams
 - Admin.
- Progress Monitoring:
- Teachers
 - Certificated Tutor
 - AC teams
 - EL Site Rep

Timeline:

- District Assessments:
- Quarterly
- Grade Level Assessments:
- Weekly
- Progress Monitoring:
- Every 6 weeks
 - Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

- Teachers will review EL Goal Setting Report, ELPAC, 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 and as available
- On-site counseling services to provide social-emotional support for select students as needed and referred
- Parent University will work in conjunction with Holland to offer parent education classes provided by the district
- Teachers will provide a review of the EDUTEXT and 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
- Staff/Student/Parent Compact
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders
- Parent-Teacher conferences will be scheduled at the end of the first quarter
- Monthly newsletter and school website informing parents of upcoming school events and activities
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year
- Parents will be invited to student celebrations/recognition assemblies, programs throughout the year
- Spring Open House
- Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Home School Liaison to provide information and support for families and build relationships/communication between home and school
- Support teachers in utilizing EL Goal Setting Report to identify target students and their instructional needs
- Continue development and support with progress monitoring and identification of potential at-risk and long term EL students
- Provide training in Integrated and Designated ELD instructional strategies and best practices
- ELPAC assessment
- Academic English Language Development through integrated and designated ELD
- Deconstructing ELD standards and alignment with ELA standards
- PL books with teaching and behavioral strategies

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

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- EL students will participate in Integrated and Designated ELD instruction
- Conduct data Chats with targeted students
- Teachers will review the EL Goal Setting Report, ELPAC, and academic assessment results with students, set goals, and monitor progress
- Teachers will provide integrated ELD throughout the day in every lesson/content area
- Certificated Tutor to provide EL support and instruction to English Learners
- EL students participating in ELPAC will have focused intervention throughout the year with the focus on ELD/ELA standards
- ELPAC assessors will be provided for individual student assessment in listening and speaking
- LTEL students will be referred for SST meetings as needed
- Classroom materials and supplies for EL's, including visual aids, charts, notebooks, paper, pencils, pens, markers, crayons, manipulatives, and other associated items to support ELD instruction and intervention program needs

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Provide English Learners with differentiated instruction weekly, based on ELA/ELD standards. Instruction provided by site funded Certificated Tutor

- Sensory tools to support behavior and attention to learning.
- Books - reading materials to support EL students in their primary language or to support EL students with language acquisition
- Technology—technology to support EL students, such as tablets/laptops, speakers, computer programs, smartboards/ebeams, and other associated technology to support ELD instruction

Holland Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Babysitting for Parent Classes/SSC/ELAC	\$ 698.00
3	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Extra Time				Translation Services/HSL	\$ 2,001.00
3	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors	\$ 1,200.00
3	1	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies	\$ 1,324.00
3	1	LCFF: EL	Parent Participation	Materials & Supplies				Parent Participation Food	\$ 700.00
3	2	LCFF: EL	Guidance & Counseling Services	Sub-agreements for Services			Family Foundation Services	Counseling Services	\$ 10,000.00
								Total	\$ 15,923.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	17.78	12	Family Foundation Services
48 - Attendance rate	94.56	97	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

ATTENDANCE: Holland Elementary will implement a school wide attendance program, utilizing incentives to promote perfect attendance both in the classroom and with individual students.

SMART Goals

By May 2018, the number and percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from 17.78% to 12%, as evidenced by A1 Attendance meetings and ATLAS attendance report and dashboard.

By May 2018, Holland's ADA Attendance rate will increase from 94.56% to 97%, as evidenced by ATLAS reports and SQII indicators.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Daily Attendance Report
- ATLAS Attendance Data
- Attendance Administrator Meetings – A1
- Home Visits
- Student Engagement – Goal 2 activities

Owner(s):

Attendance Data:

- Attendance Clerk
- Teachers
- Admin.
- Home School Liaison

Parent Meetings:

- Attendance Clerk
- Admin.
- Home School Liaison

Timeline:

- Ongoing, beginning first day of school and continues through June 2018.
- A1 meetings held bi-weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Holland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment

Describe Related Professional Learning:

- Review policies and procedures for attendance program and awards assemblies

for new students

- Staff/Student/Parent Compact
- Parents will be provided information related to how to access the ATLAS parent portal and EDUTEXT
- Parents are invited to attend Attendance conferences in an effort to improve attendance and support parents
- Teachers will review individual students' attendance and academic progress at the fall parent conference
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EDUTEXT, and ISLP's
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Title One Parent Meeting and Back to School Night will be scheduled in August, with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders
- Monthly calendar informing parents of upcoming school events and activities
- Holland Website updated to inform parents of important information and events.
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year
- Parents will be invited to student celebrations/recognition assemblies, programs throughout the year
- Parent University will work in conjunction with Holland to offer on-going parent education classes provided by the district office
- Spring Open House
- Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Home School Liaison to provide information and support for families and build relationships/communication between home and school
- Utilize School Messenger to promote attendance
- New implementation of reward system for parents based on their child's attendance and their participation in school events. "Block H" points can be earned by parents for their participation in school events, parent classes, and student attendance. Perfect Attendance of their children will be rewarded the most points. Reward will be a quarterly field trip for the parents

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will have the opportunity to earn the monthly Holland Hooray, a school-wide incentive program which promotes three or less absences and/or tardies
- Awards and incentives to encourage attendance
- Students receiving perfect attendance each quarter will be invited to a special event, such as an "Ice Cream" party
- Awards Assemblies
- Student Valet/Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Weekly Class Meetings and/or Second Step lessons
- Implementation of school-wide anti-bullying (Olweus) program
- Club Holland – school-wide incentive program that promotes attendance and supports students in feeling connected to school
- 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, HSL, and

- Review policies and procedures for daily attendance
- Review policies and procedures for office health referrals
- Update staff on attendance rates
- Review process for referring families to HSL for parent outreach and home visits
- Review and refine Holland Hooray participation guidelines (based on behavior and attendance)
- SST referral process

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

CWAS/HSL's will support economically disadvantaged students, English Learners and Foster students and their families through outreach, home visits and other related services

teachers

- The “Chronic” absenteeism is addressed through home visits, scheduled A1 meetings, and consultation with the Child Welfare and Attendance Specialist.
- On site counseling services to provide social-emotional support for select students as needed and referred

Holland Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.0625			\$ 1,795.00
4	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			\$ 10,769.00
4	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.1000		Additional Psychologist time for Sarah Belt 1046299 0.1 FTE = 1/2 day	\$ 14,030.00
4	2	Sup & Conc	Parent Participation	Other Classified-Supplemental				Babysitting for Parent Classes/SSC/ELAC	\$ 698.00
4	2	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental Salaries - Safe & Civil Actions 4, 5, 6	\$ 828.00
4	2	Title 1 Basic	Instruction	Instr Aide-Supplemental				Classified Supplemental Salaries - Safe & Civil Actions 4, 5, 6	\$ 174.00
4	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Mileage for home visits	\$ 100.00
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent Participation Food SPSA 4, 6	\$ 1,000.00
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Block H - Parent Participation	\$ 4,000.00
4	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation \$729 required	\$ 729.00
4	2	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies Action 4, 5, 6	\$ 11,461.00
Total									\$ 45,584.00

Action # 5

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	6.62	4	Family Foundation Services

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

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

SMART Goals

By May 2018, the number and percentage of students who have been suspended will decrease from 6.62% to 4%, as evidenced by ATLAS reports.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Classroom/Office Referrals
- Weekly Suspension Data
- MAC/CHAMPS Implementation
- ATLAS misbehavior & positive behavior entries
- Class Meetings – Quarterly documentation of implementation
- Second Step/OLWEUS
- Student Engagement – GOAL 2 activities
- Club Holland data
- Holland Hooray data
- SEL survey
- Student Survey (Gr. 4-6)
- Staff Survey
- Student Success Team Meetings
- Student Behavior Plans and Informal Behavior Contracts
- Tableau (Culture and Climate website)

Owner(s):

- Teachers
- Counselor
- School Climate Team
- Admin.

Timeline:

- Ongoing beginning first day of school and continues through June 2018.
- Data reviewed monthly by Safe & Civil Schools Team

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Holland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students
- Staff/Student/Parent Compact
- Parent contact encouraged with Level 2 behaviors and required with Level 3 behaviors
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Parent University will work in conjunction with Holland to offer on-going parent education classes provided by the district office
- Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Home School Liaison to provide information and support for families and build relationships/communication between home and school

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- All students will receive continued effective implementation of CHAMPS, Second Step, Class Meetings, Olweus
- Holland Hero – Student of the Month – to honor students demonstrating a Character Counts pillar of the month
- All classrooms will implement Class Meetings and/or Second Step lessons weekly
- Implement Safe and Civil Schools initiatives as deemed necessary by the team, such as cafeteria, playground, restrooms, recess, lines
- Implement school wide anti-bullying program, Olweus
- Monthly Holland Hooray for students with three office referrals or less
- Behavior contracts with incentives/rewards implemented with struggling students to promote positive behavior
- Students to be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- On site counseling services to provide social-emotional support for select students as needed and referred
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to SST
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school culture
- Sensory tools to support behavior and attention to learning.

Describe Related Professional Learning:

- Holland Discipline: Rules/Expectations for school-wide implementation.
 - Tiered Levels of response to behavior
 - Second Step
 - Class Meetings
 - Olweus
 - MAC
 - CHAMPS
 - ATLAS data entry for positive behaviors and misbehaviors
 - Positive Behavior Assemblies
- Social-Emotional Presentations by site Counselor and Safe & Civil Schools Team
- Safe and Civil School Training for team members and NTA's
- Training for teachers to enter data on ATLAS for positive behaviors and misbehaviors
- Tough Kids PL book - strategies for off task or non-compliant students
- Level 1 strategies from Safe & Civil Schools Module D
- SST referral process

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership. HSL will support students and their families through outreach, home visits and other related services. Identified students will participate in Tier II and III academic and behavior interventions.

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	86.4	95	Family Foundation Services

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

ENGAGEMENT: Holland Elementary will provide a wide array of opportunities for students to participate in arts, activities, and athletics and for parents to be involved with the school.

SMART Goals

By May 2018, the number and percentage of unique students who are engaged in any Goal 2 activities will increase from 86.40% to 95%, as evidenced by ATLAS/SQII Goal 2 reports.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- GOAL 2 – Engagement data
- Approved Volunteer Applications
- Responses on School Climate Surveys for parents and students
- Parent attendance (documented through sign-in sheets) throughout the school year:
- Back to School Night
- Open House
- Parent Conference
- ELAC/SSC attendance/agendas/minutes
- PTA
- Parent Coffee
- Parent University Courses
- Family Engagement Events
- Student Performances
- Awards Assemblies
- Events/Activities

- Teachers
- Admin.
- HSL
- Office Manager
- Office Assistant

- Ongoing beginning first day of school and continues through June 2018.
- Quarterly review of student engagement data
- Weekly updated Volunteer Applications

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be informed about Holland Hooray, Holland Hero, and Club Holland opportunities for students
- Parents will be informed about opportunities for students to participate during morning and lunch recess in designated activities
- 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
- Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Home School Liaison to provide information and support for families and build relationships/communication between home and school
- Calendar listing parent meetings will be distributed at the beginning of the year in the Parent Handbook, in the monthly newsletter, or the Holland website, and in School Messengers throughout the year
- Staff/Student/Parent Compact
- Parent University will work in conjunction with Holland to offer on-going parent education classes provided by the district office
- A minimum of 4 SSC/ELAC/PTA meetings will be scheduled throughout the year
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders
- Parent teacher conferences will be scheduled at the end of the first quarter and all parents will be encouraged to attend
- Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly awards assemblies, and other special events
- New implementation of reward system for parents based on their child's attendance and their participation in school events. "Block H" points can be earned by parents for their participation in school events, parent classes, and student attendance. Perfect Attendance of their children will be rewarded the most points. Reward will be a quarterly field trip for the parents

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Holland Hero – Student of the Month – to honor students demonstrating the Character Counts pillar of the month
- Weekly rewards for students who demonstrate Random Acts of Kindness.
- Club Holland participation for all students to provide opportunities to be engaged in arts, activities, and athletics
- Monthly Holland Hooray for students making good choices and having good attendance
- Assemblies, presentations, and Goal 2 enrichment trips to foster school participation and interest
- All students will have the opportunity to earn awards and incentives to encourage attendance and academic success
- Students receiving perfect attendance each quarter will be invited to a special event such as an "Ice Cream" party
- Recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities
- Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member

Describe Related Professional Learning:

- Teachers will receive updates and information regarding parent outreach efforts and calendars
- Teachers will receive updates and information regarding student engagement
- Review Holland Hooray, Club Holland, and Holland Hero procedures and participation guidelines
- Review procedure for teachers for ATLAS entries for positive behaviors (such as Holland Hero) and engagement activities (such as study trips)
- Student Engagement (Goal 2 Activities)
- Review Goal 2 Student Engagement participation (from ATLAS reports), each semester, with staff

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.

- On-site counseling services to provide social-emotional support for select students as needed and referred
- Student Valet/Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Materials, supplies, awards, and incentives to support engagements

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0220 Holland Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Salaries for AC planning	2,325.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Salaries for AC planning	3,967.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Salaries for SSC Action 1, 2	733.00
1	1	Title 1 Basic	Instruction	Bks & Ref			Agendas and Planners Gr. 4-6	1,000.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies Action 1, 2	13,768.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: DIBELS	500.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology Action 1, 2, 4	13,675.00
1	1	Title 1 Basic	Instruction	Direct-Graph			Graphics Action 1, 2, 6	1,000.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375		34,165.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST's/IEP's/Peer observations SPSA 1, 2	3,894.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology	8,825.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Two Teaching Fellows for Reading Intervention	16,241.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : One Teaching Fellow to support technology & academics	8,587.00
1	1	Sup & Conc	Instruction	Direct-Maint			: Technology Repairs	2,000.00
1	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Services (24 hr/wk) Actions 1, 2, 4, 5	35,600.00
1	1	Sup & Conc	Guidance & Counseling Services	Direct-Other			: Counseling Evaluation Fee 2% required	912.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.063		5,693.00
3	1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,324.00
3	1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,200.00
3	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for Parent Classes/SSC/ELAC	698.00
3	1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation Food	700.00
3	2	LCFF: EL	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Services	10,000.00
3	1	LCFF: EL	Attendance & Social Work Service	ClS Sup-Ext			Translation Services/HSL	2,001.00
4	2	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Salaries - Safe & Civil Actions 4, 5, 6	828.00
4	2	Title 1 Basic	Instruction	Ins Aide-Sup			Classified Supplemental Salaries - Safe & Civil Actions 4, 5, 6	174.00
4	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation \$729 required	729.00
4	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for home visits	100.00
4	2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Action 4, 5, 6	11,461.00

4	2	Sup & Conc	Parent Participation	Oth Cls-Supp		Babysitting for Parent Classes/SSC/ELAC	698.00
4	2	Sup & Conc	Parent Participation	Mat & Supp		: Block H - Parent Participation	4,000.00
4	2	Sup & Conc	Parent Participation	Mat & Supp		Parent Participation Food SPSA 4, 6	1,000.00
4	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.100 Additional Psychologist time for Sarah Belt 1046299 0.1 FTE = 1/2 day	14,030.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.063	1,795.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375	10,769.00
							\$214,392.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$38,799.00
Sup & Conc	7090	\$143,208.00
LCFF: EL	7091	\$32,385.00
Grand Total		\$214,392.00

Domain Totals	Budget Totals
Academic	\$123,208.00
SEL / Culture & Climate	\$91,184.00
Grand Total	\$214,392.00