

Holland Elementary

10621666006282

Principal's Name: Adele Stewart

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
Plan Partnership	<i>Assurances for Targeted Support and Improvement Schools (TSI)</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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 - Maria Cabrera				X	
3. Vice Chair - Maribel Gomez				X	
4. Secretary - Jennifer Movey		X			
5. Christian Dunn		X			
6. Carrie Koop		X			
7. Armida Zertuche			X		
8. Laura Espinoza				X	
9. Norma Rubio				X	
10. Elena Chavez				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 4.17.18 .

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		3.19.19
SSC Chairperson	Maria Cabrera		3-19-19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Holland - 0220

ON-SITE ALLOCATION

3010	Title I	\$37,788 *
7090	LCFF Supplemental & Concentration	\$151,077
7091	LCFF for English Learners	\$25,527
		\$214,392
TOTAL 2019/20 ON-SITE ALLOCATION		\$214,392

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,206
Remaining Title I funds are at the discretion of the School Site Council	\$36,582
Total Title I Allocation	\$37,788

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Holland Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	21.773 %	0 %	2017-2018	7 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.221 %	25.652 %	2017-2018	32.652 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30.894 %	24.454 %	2017-2018	31.454 %
SBAC ELA Distance from Level 3 (Hispanic)		-66.5 pts	2017-2018	-51.5 pts
SBAC Math Distance from Level 3 (Hispanic)		-65.5 pts	2017-2018	-50.5 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

2018-19 Interim 2 results: ELA 32.6% overall

Tier 3 instruction is more strategic during reading intervention. We are implementing Wonder Works to align with classroom instruction and CCSS.

Implementation of Tier 3 focuses on gaps in literacy and grade level standards.

DIBELS results show an increase in reading fluency. During the 2018-19 school year, students in Tier 3 are monitored in Reading Intervention through DIBELS, BPST, and Wonders diagnostic assessments. Friday meetings with Intervention team to analyze progress and discuss next steps.

Implementation of GVC.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Holland's significant subgroups include: Hispanic, EL

In the area of ELA the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage.

In the area of ELA the percentage of EL students score 7% below our overall percentage.

Key factors are reading intervention for ALL students, including EL and Hispanic.

Library after school tutoring with focus on foster youth, EL & SED students.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Holland's significant subgroups include: Hispanic, EL

In the area of MATH the percentage of Hispanic students meeting or exceeding standards is comparable to

2018-19 Interim 2 results: MATH 37.2% overall

Focus of PL has been based on student ownership and thinking routines. Specifically in Math with challenging content, conceptual understanding and higher level problem solving.

Implementation of GVC

EL Reclassification Rate (All grade levels)

2017-18 redesignation rate was 16.3%

Current Reclassification Rate is 20.3% for 2017-18. Goal to increase by 5%.

Friday interventions to include the use of Certificated Tutor with Long-term EL students to provide instruction based on ELPAC assessment results and CCSS.

SBAC ELA Distance from Level 3 (Hispanic)

68% of our student population is Hispanic.

SBAC ELA Distance from Level 3 (Hispanic) currently -66.5% for 2017-18. We will decrease to -51.5% for 2018-19.

Tier 3 instruction is more strategic during reading intervention. We are implementing Wonder Works to align with classroom instruction and CCSS. Will focus on specific Hispanic subgroup.

Implementation of Tier 3 focuses on gaps in literacy and grade level standards.

DIBELS results show an increase in reading fluency. During the 2018-19 school year, students in Tier 3 are monitored in Reading Intervention through DIBELS, BPST, and Wonders diagnostic assessments. Friday meetings with Intervention team to analyze progress and discuss next steps.

Implementation of GVC.

SBAC Math Distance from Level 3 (Hispanic)

68% of our student population is Hispanic.

SBAC MATH Distance from Level 3 (Hispanic) currently -65.5% for 2017-18. We will decrease to -50.5% for 2018-19.

Focus of PL has been based on student ownership and thinking routines. Specifically in Math with challenging content, conceptual understanding and higher level problem solving. Will focus on specific Hispanic subgroup.

Implementation of GVC.

the overall percentage.

In the area of MATH the percentage of EL students meeting or exceeding standards is significantly below all other students, 12.5%.

Friday intervention for EL students needs to be implemented.

EL Reclassification Rate (All grade levels)

Certificated tutor to push in during Math instruction for long-term EL students when available.

SBAC ELA Distance from Level 3 (Hispanic)

68% of our student population is Hispanic. In the area of ELA the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage.

Key factors are reading intervention for ALL students, including Hispanic.

SBAC Math Distance from Level 3 (Hispanic)

68% of our student population is Hispanic.

In the area of MATH the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage.

Key factors are reading intervention for ALL students, including Hispanic.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Items funded from Title 1:

- Supplemental Salaries/Substitute Salaries for AC planning
- Family Foundations Counseling Services

- California Teaching Fellows

These items have had positive impact on student achievement and we found the increase from 2 days paid AC planning to 3 days also had a positive affect this year. This allowed more time to be spent during AC meetings weekly to look at student data and plan next steps for intervention.

One Teaching Fellow to support Reading Intervention. Tier 3 instruction is crucial for struggling students and impact on early intervention is crucial.

Technology is now in all classrooms Gr. 1-6 with a one to one ratio. The expenditure of tablets have assisted with students working daily on reading, Math and assessments, Implementation of technology had had a positive impact on testing.

Family Foundation Counseling Services provided to students to support their social emotional needs so they can focus on their academics.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

After looking at the data we need to continue to provide RTI to ALL students, specifically our 68% Hispanic population. Meeting monthly to progress monitor and make instructional decisions based on the data.

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

1 SSC:

Approved to continue supports for teacher planning - agreed to keep 3 planning days.

Budget Priorities:

Sub days for teacher planning

Resource Counseling Assistant

Continue to fund Certificated Tutor

Continue to fund a counselor with researching for a Social Worker for the following year

Continue to fund additional time for School Psychologist

Add Life Science parenting classes for 10 sessions.

2 ELAC:

ELAC and SSC have merged.

3 Staff:

Staff input from Lead Teachers.

Staff input from each certificated staff regarding specifics of site plan. Each AC submitted a copy of 2018-19 SPSA reviewed and changes/input/suggestions were made for the upcoming school year.

Re-structure Tier 3 for Grades 1 & 2 to include students close to meeting standards, using Wonder Works.

CT, 1 teaching fellows for reading intervention Tier 3

Resource Counseling Assistant has shown a positive impact on student behavior and academics.

Family Foundations 2 days.

Continue to fund Certificated Tutor

Fund Resource Counseling Assistant

Continue with District funded Campus Safety Assistant

Continue to fund additional time for School Psychologist

Action 1

Title: English Language Arts

Action Details:

Holland Elementary will implement a comprehensive reading support program with school-wide strategies to improve Foundational Reading Skills and comprehension of complex text. We will provide differentiated reading interventions such as deployment through ELA Response to Intervention model (T3 - Tier 3), 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, 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 reading level, as reflected through multiple reading measures.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- PK- DRDP
- TK Benchmark
- Kindergarten Assessment
- BAS & Fluency Quarterly (1st Grade)
- DRP (2 – 6)
- 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
- Twice per year

Grade Level Assessments:

- Weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

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

- Quality first teaching, based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative assessments
- Daily Tier 1 ELA instruction on grade level (120 min includes whole and small group for differentiation)

- Create, administer, and monitor common formative assessments between district interim assessments
- Include IAB's for Standards based support for SBAC in Grades 3-6
- Increase digital literacy of students in alignment with the Technology standards
- Kindergarten students will participate in intervention/enrichment utilizing teachers through the Library Grant.
- All students in grades 1-4 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. Second Semester, Kindergarten students will participate in intervention/enrichment along with grades 1-4.
 - Additional rotations are provided for identified students that are at risk
 - After 10-12 weeks of classroom Tier 2 intervention and Tier 3 intervention (T3), students are referred for SST to determine additional intervention supports needed
- All students in grades 5-6 will participate in intervention/enrichment, throughout the week, through differentiated instruction based on their assessed needs (Tier 2 intervention). RSP identified students will receive Tier 3 instruction with RSP teacher & aides
- RSP caseload students identified on unit based CFA results to include in analysis and next steps
- RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed, based on formative assessments
- Goal setting by grade level, by classroom teacher, including SPED teachers on Interim and SBAC assessments. Goal setting should to include targeted student groups.
- Supporting Inclusive Practices purpose is to increase mainstreaming time for SPED students, utilizing Universal Design of Learning (UDL) approach. UDL aims to provide all students equitable access to succeed, regardless of how they learn. Inclusion is a bridge for our SPED students to have the opportunity to learn with their General Education peers. The focus will begin with our TK/K students to create an exemplar program which can eventually progress school wide. SIP opportunities include: Class meetings, Morning meetings, learning buddies, study trips, Holland Hooray, Holland Hero, Club Holland, lunch, PE, recess, Science
- Professional learning and trainings for staff members to support inclusive practices
- AC teams will continue to improve instructional supports and provide intervention through the RTi process
- Teaching Fellows work in conjunction with Resource teacher and Certificated Tutor to provide additional interventions, specifically to identify EL students, foster youth, and economically disadvantaged.
- School Psychologist funded for 0.1 FTE (1/2 day/week) to support Rti, consultation related to behavioral strategies, and the SST process
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades TK-6. Students referred through teachers and administrators in collaboration. Alternative recess to support students for various needs
- On site counseling services to provide social-emotional support for select students as needed and referred in order to positively impact student achievement
- After school tutoring for select students through the Extended Learning After School Library Program for identified students (Foster Youth, EL's & Economically disadvantaged)
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs, and allow for annotation of text
- Graphics posters and materials to support instruction.
- Sensory tools to support 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 enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

68% of our student population is Hispanic. In the area of ELA the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage.

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.

Explain the 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 on 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. Babysitting provided.
- 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
- Parenting Classes through Life Science provided to focus on parenting skill.
- 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. Babysitting and food provided.

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

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

Describe Professional Learning related to this action:

- Increasing challenging content through 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 classroom grades and formal assessments
- Consistency of grading school wide, specifically D's and F's (alignment of when students receive a zero)
- Digital Literacy to enhance instruction, increase students time with technology, and online classroom assessments
- Data Analysis aligned to online classroom assessments and district assessments
- Assessments - classroom, district, state
- 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 based on regional and site needs with teacher input
- PL books with academic focus, behavioral strategies, and instructional strategies
- SST referral process

or mental disability which limits learning- annually

Action 2

Title: Mathematics

[Action Details:](#)

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

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	--	---	---

Explain the Progress Monitoring and data used for this Action

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

- TK Benchmark
- Kindergarten Assessment
- Interim Assessment administrations
- Common Formative Assessments
- Grades
- EDUTEXT
- ACTeam 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
- Twice per year

Grade Level Assessments:

- Weekly

Progress Monitoring:

- Every 2- 6 weeks
- Quarterly

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

- Quality first teaching, based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative assessments
- Daily Tier 1 Math instruction on grade level (90 min includes whole and small group for differentiation)
- Create, administer, and monitor common formative assessments between district interim assessments
- Include IAB's for Standards based support for SBAC in Grades 3-6
- Increase digital literacy of students in alignment with the Technology standards
- Kindergarten students will participate in intervention/enrichment utilizing teachers through the Library Grant.
- Supporting Inclusive Practices purpose is to increase mainstreaming time for SPED students, utilizing Universal Design of Learning (UDL) approach. UDL aims to provide all students equitable access to succeed, regardless of how they learn. Inclusion is a bridge for our SPED students to have the opportunity to learn with their General Education peers. The focus will begin with our TK/K students to create an exemplar program which can eventually progress school wide. SIP opportunities include: Class meetings, Morning meetings, learning buddies, study trips, Holland Hooray, Holland Hero, Club Holland, lunch, PE, recess, Science
- Professional learning and trainings for staff members to support inclusive practices
- 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
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades TK-6. Students referred through teachers and administrators in collaboration. Alternative recess to support students for various needs.
- 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
- Graphics posters and materials to support instruction.
- 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 enhanced services for EL students:

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

Explain the 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 on 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. Babysitting provided.
- 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
- Parenting Classes through Life Science provided to focus on parenting skill.
- 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. Babysitting and food provided.

The following will be provided to further support students and families:

Specify enhanced services for low-performing student groups:

68% of our student population is Hispanic. In the area of Math the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage.

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

Describe Professional Learning related to this action:

- 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 school wide, specifically D's and F's (alignment of when students receive a zero).
- Digital Literacy to enhance instruction, increase students time with technology, and online classroom assessments
- Data analysis aligned to online classroom assessments and district assessment
- Assessments - classroom, district, state
- 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 academic focus, behavioral strategies, and instructional strategies

- 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

Action 3

Title: English Learners (EL's)

[Action Details:](#)

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

Designated ELD will be provided during Tier 2 differentiated instruction.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ELPAC- EL Assessment
- Disaggregated BAS/DRP data by EL subgroup
- Disaggregated Interim Assessment data by EL subgroup
- Common Formative Assessments
- Grades
- EL Goal Setting Report
- ACTeam 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
- Twice per year

Grade Level Assessments:

- Weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

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

- 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
- Leaders and teachers need to ensure daily implementation and monitoring of integrated and designated ELD instruction for EL students
- Certificated Tutor to provide EL support and additional instruction to English Learners, as available
- 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
- After school tutoring for select students through the Extended Learning After School Library Program for identified students (Foster Youth, EL's & Economically disadvantaged)
- Supporting Inclusive Practices purpose is to increase mainstreaming time for SPED students, utilizing Universal Design of Learning (UDL) approach. UDL aims to provide all students equitable access to succeed, regardless of how they learn. Inclusion is a bridge for our SPED students to have the opportunity to learn with their General Education peers. The focus will begin with our TK/K students to create an exemplar program which can eventually progress school wide. SIP opportunities include: Class meetings, Morning meetings, learning buddies, study trips, Holland Hooray, Holland Hero, Club Holland, lunch, PE, recess, Science
- Professional learning and trainings for staff members to support inclusive practices
- 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
- Graphics posters and materials to support instruction.
- 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, including maintenance and repair of technology

Specify enhanced services for EL students:

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

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

Use ELPAC Assessors for testing.

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

- 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
- Resource Counseling Assistant to provide social-emotional support as needed and referred. Alternative recess for students as needed
- 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. Babysitting will be provided
- 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 on 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. Babysitting provided
- Parents will be invited to student celebrations/recognition assemblies, programs throughout the year
- Spring Open House

Specify enhanced services for low-performing student groups:

68% of our student population is Hispanic. In the area of ELA and Math the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage.

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

Describe Professional Learning related to this action:

- 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 academic focus, behavioral strategies, and instructional strategies

- Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school, babysitting and food provided
- Site funded Home School Liaison to provide information and support for families and build relationships/communication between home and school

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Salaries for AC Planning	5,552.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Salaries for AC Planning - Summer	4,810.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies - No Food/Incentives	1,533.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 1 Teaching Fellow for RTI	9,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		37,970.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST/IEP/data chats	4,624.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	14,262.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625		6,327.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Title 1: Parent Participation -required - No Food/Incentives	1,206.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	432.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,200.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation Food	600.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Translation Services	500.00

\$96,016.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	74.792 %	2017-2018	81.792 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

All events are entered in Goal 2 ATLAS on a regular basis

All students have an opportunity to participate in Club Holland based on attendance only.

Students in Gr. 4-6 have an opportunity to participate in sports.

Students in Gr. 4-6 have an opportunity to participate in cheer leading.

Will increase after school arts/activities/athletics by having classified staff teach after school clubs of their choice with supplemental contracts.

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

Goal 2 Participation Rate

All students have an opportunity to participate regardless of ethnicity, so disproportionality is not a factor for any significant subgroups. Engagement opportunities are during the school day, as well as after school.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All students have an opportunity to participate in Goal 2 activities. These activities are all entered on ATLAS under engagements. Courses are created quarterly and for each sports season.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Data does not reflect the actual students participating in Goal 2 activities. Will work with Goal 2 office to determine misalignment.

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

1 SSC:

Continue to increase opportunities for students to participate in after school opportunities. Added Folklorico Dancing for primary and intermediate students.

2 ELAC:

SSC/ELAC merged

3 Staff:

Continue Club Holland, Holland Hero, Holland Hooray

Need to clarify data entry for engagements - if attendance is not taken for each event. Data is misaligned and does not reflect actual participation rate.

Positive feedback for including classified staff in teaching opportunities for after school clubs.

Library grant - after school tutoring Gr. K-6

Action 1

Title: Engagement

[Action Details:](#)

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.

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

Explain the Progress Monitoring and data used for this Action

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

- 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 events include:
- 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
- Block H participation rate

Owner(s):

- Teachers
- Admin.
- HSL
- Office Manager
- Office Assistant
- Students during Clubs

Timeline:

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

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

- Holland Hero – Student of the Month – to honor students demonstrating the Character Counts pillar of the month
- 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
- Red Ribbon Week activities to align with Halloween to support student connectedness along with Drug Awareness, ex: "Super Hero", "Pajama Day".
- 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, positive behaviors, and academic success
- Students receiving perfect attendance each quarter will be invited to a special event such as an "Ice Cream" party or extra recess
- Recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities. Spirit Club, consisting of students, will generate ideas ex. rewards for class wearing the most Holland colors on Fridays
- Weekly Class meetings for all students to promote social-emotional awareness and provide strategies to engage in positive peer relationships
- Morning Meetings to support students and staff in building relationships so they feel connected to school, which will increase their sense of belonging
- Learning Buddies to take place 1-2 times per month, across grade levels, to provide opportunities for student engagement and academic support with the focus on SEL - Social Emotional Learning
- Supporting Inclusive Practices purpose is to increase mainstreaming time for SPED students, utilizing Universal Design of Learning (UDL) approach. UDL aims to provide all students equitable access to succeed, regardless of how they learn. Inclusion is a bridge for our SPED students to have the opportunity to learn with their General Education peers. The focus will begin with our TK/K students to create an exemplar program which can eventually progress school wide. SIP opportunities include: Class meetings, Morning meetings, learning buddies, study trips, Holland Hooray, Holland Hero, Club Holland, lunch, PE, recess, Science
- Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member
- Resource Counseling Assistant to provide social-emotional support for students

- On-site counseling services to provide social-emotional support for select students as needed and referred
- Classified staff members to provide activities and clubs, after school, for select students with supplemental contracts
- After school tutoring for select students through the Extended Learning After School Library Program for identified students (Foster Youth, EL's & Economically disadvantaged)
- Student Valet/Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Students will have an opportunity to participate in Saturday Academy (as provided by district office) to recover an absence or re-engage with school
- Materials, supplies, awards, and incentives to support engagements
- Technology to support student engagement (laptops/tablets, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify enhanced services for EL students:

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

Explain the 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. Babysitting and food provided
- 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, monthly newsletter on 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. Babysitting will be provided.
- Parenting Classes through Life Science provided to focus on parenting skills and student and parent engagement
- A minimum of 4 SSC/ELAC/PTA meetings will be scheduled throughout the year, babysitting will be provided.

Specify enhanced services for low-performing student groups:

68% of our student population is Hispanic. In the area of ELA and Math the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage. Ongoing progress monitoring by subgroup to ensure the progress of our Hispanic students aligns with our overall student population.

Describe Professional Learning related to this action:

- 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
- Review and promote Saturday Academy and recruit teachers to both lead and/or teach during the offered sessions

- 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
- Continue 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
- Parents will be informed of an opportunity for their child to participate in Saturday Academy (as provided by district office) to recover an absence or re-engage with school

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for Parent classes/SSC	500.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Block H Parent Participation	1,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation Food	600.00
G2A1	Sup & Conc	Parent Participation	Cons Svc/Oth			Life Science : Parenting Classes from Life Science	1,500.00

\$3,600.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	10.571 %	96.774 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	95.082 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	91.803 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Exposure to Careers - 3rd Grade All students participated in Bricks for Kids, Fresno Art Museum</p> <p>Exposure to Careers - 4th Grade All students attended Fresno Police Department.</p> <p>Exposure to Careers - 6th Grade All students attended College Campus Tour.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 3rd Grade No disproportionality as all students had opportunities to participate.</p> <p>Exposure to Careers - 4th Grade No disproportionality as all students had opportunities to participate.</p> <p>Exposure to Careers - 6th Grade No disproportionality as all students had opportunities to participate.</p>
--	--

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Data does not align with actual student participation. ALL students participated in these events.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Investigate misalignment with data as all students participate.

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

1 SSC: Parents appreciate the additional opportunities for their children to participate in field trips.	2 ELAC: SSC/ELAC merged	3 Staff: Continue to explore ways to expose students to careers, example Career Day
--	---------------------------------------	---

Action 1

Title: Career Opportunities

[Action Details:](#)

Holland Elementary will provide a wide array of opportunities for students to demonstrate the character and competencies for workplace success.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

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

[Timeline:](#)

- Goal 2 - Engagement data
- Events/Activities

- Teachers
- Admin.
- Resource Counseling Assistant
- HSL

- Ongoing
- Quarterly review of engagement data

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

- Students will have opportunities to participate in district provided enrichment study trips and college and career readiness opportunities, such as:
 - TK/Kindergarten - Grade 2:
 - Storyland
 - Zoo

- Planetarium
- Grade 3:
 - Bricks for Kids
 - Scout Island
 - Fresno Art Museum
- Grade 4
 - Monterey Bay Aquarium
 - Fresno Police Department
 - Fresno Philharmonic
- Grade 5
 - Academy of Science
 - Arts, Drama, Musical
- Grade 6:
 - College Campus Tour
 - 6th Grade Camp
- Expose students to a variety of career opportunities through:
 - Field trips
 - Career Speakers
 - Ex. PK/TK/K - Community guest speakers, PG & E, Ambulance
 - Career Day and/or Speakers with a theme across the grade levels
 - Ex. Gr. 1-6 - First responders, blue collar workers, white collar workers, service, technical or skilled jobs, humanities
 - Research Presentations
 - Assemblies
 - Various school events/activities
- Invite students to Extended School Year to participate in the CTE - Career Technical Education - program for grades 3-5
- Continue to implement technology to prepare students for workplace competencies
- Develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities
- Technology to support students to explore career opportunities (laptops/tablets, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

68% of our student population is Hispanic. In the area of ELA and Math the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage.

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

- Parents will be informed of opportunities for students to participate in district provided college and career readiness activities.
- Parents will be informed of career opportunities for students
- Monthly Parent Coffee to provide information for families, babysitting and food provided

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

Describe Professional Learning related to this action:

- Teachers will receive information regarding:
 - District provided opportunities
 - Field Trips
 - Career speakers
 - Research ideas
 - Technology
- Engagements will be entered in ATLAS

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	17.895 %	20.665 %	2017-2018	18.665 %
Suspensions Per 100	13.58 %	17.882 %	2017-2018	16.882 %
Chronic Absenteeism (Hispanic)		20.7 %	2017-2018	18.7 %
Suspension Rate (Hispanic)		10.7 %	2017-2018	7.7 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Factors contributing:

- Club Holland, Holland Hooray focused on attendance as a reward.
- Block H for parent participation and points earned for their child's attendance.
- CWA/HSL home visits
- Saturday Academy to recover absences

Suspensions Per 100

- Increase in student incentives.
- Tough kids PL for strategies to increase positive interactions.
- Holland Hero, Holland Hooray, incentives for students
- Saturday Academy to re-engage students in school

Chronic Absenteeism (Hispanic)

- Professional Learning focused on SEL

Suspension Rate (Hispanic)

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

Chronic Absenteeism

Chronic Absenteeism: Over the past three years data is as follows:

Overall: 2016-17: **17.5%** 2017-18: **16.1%** 2018-19: **13.6%**

Decrease from 18.6 to 13.9 for Hispanic students, decrease from 5.8 to 3.2 for EL students, Decrease from 29.0 to 23.8 for SPED students. Generally our SPED students have the highest rate of absences due to health and transportation.

Suspensions Per 100

Suspensions per 100 students

Overall: 2016-17: **12.61%** 2017-18: **18.17%** 2018-19: **13.75%**

Hispanic: 2016-17: **12.09%** 2017-18: **20.34%** 2018-19: **14.19%**

SPED: 2016-17: **16.95%** 2017-18: **16.67%** 2018-19: 20.65%

Grades K, 2, 5 & 6 have the highest suspension rate

Kinder: 10.7% Grade 2: 11.25% Grade 5: 13.11% Grade 6: 50%

Chronic Absenteeism (Hispanic)

Chronic Absenteeism: Over the past three years data is as follows:

Overall: 2016-17: **17.5%** 2017-18: **16.1%** 2018-19: **13.6%**

Decrease from 18.6 to 13.9 for Hispanic students.

Professional Learning focused on SEL

Suspension Rate (Hispanic)

Suspensions per 100 students

Overall: 2016-17: **12.61%** 2017-18: **18.17%** 2018-19: **13.75%**

Hispanic: 2016-17: **12.09%** 2017-18: **20.34%** 2018-19: **14.19%**

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Family Foundations Counseling Services
- Resource Counseling Assistant

Family Foundation Counseling Services provided to students to support their social emotional needs so they can focus on their academics. Increased time for the 2019-20 school year to two full days.

Resource Counseling Assistant was not hired until October 2018. We will start the 2019-20 school year in August which will positively impact student supports immediately.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As a result of data analysis changes to this goal include: staff mentoring with targeted students in the area of attendance and suspensions to increase student connectedness and academic achievement.

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

1 SSC:

Block H
School Smarts PTA program was implemented through district funds for the 2018-19 school year
More activities for students.
Added an AWESOME attendance award for students with 1-2 absences based on an illness.

2 ELAC:

SSC/ELAC merged

3 Staff:

Perfect attendance treat can include extra recess
Safe & Civil team to provide more feedback throughout the year by using the rubric for Common areas.

Action 1

Title: Attendance

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

- 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
- CWA
- Resource Counseling Asst.
- Counselor
- School Psychologist

Parent Meetings:

- Attendance Clerk
- Admin.
- Home School Liaison

Timeline:

- Ongoing, beginning first day of school and continues through June 2019.
- A1 meetings held bi-weekly

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

- All staff members will be paired with student/s to provide supports to match the assessed need of that student. Staff members will meet with the select student/s multiple times throughout the week to build relationships and support them in their academics, attendance, behavior, etc. Strategies such as the 2 x 10 can be used to meet with the student for 2 minutes every day for 10 days to provide consistency
- 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 or extra recess
- 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 for all students to promote social-emotional awareness and provide strategies to engage in positive peer relationships
- Morning Meetings to support students and staff in building relationships so they feel connected to school, which will increase their sense of belonging
- Learning Buddies to take place 1-2 times per month, across grade levels, to provide opportunities for student engagement and academic support with the focus on SEL - Social Emotional Learning
- 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 teachers
- The “Chronic” absenteeism is addressed through home visits, scheduled A1 meetings, and consultation with the Child Welfare and Attendance Specialist.
- Resource Counseling Assistant to provide social-emotional support for students throughout the day in grades TK-6. Alternative recess to support students various needs
- On site counseling services to provide social-emotional support for select students as needed and referred
- School Psychologist funded for 0.1 FTE (1/2 day/week) to support Rti, consultation related to behavioral strategies, and the SST process
- Students will have an opportunity to participate in Saturday Academy (as provided by district office) to recover their absence

Specify enhanced services for EL students:

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

Explain the 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
- 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. Babysitting provided.
- Parents will be invited to student celebrations/recognition assemblies, programs throughout the year

Specify enhanced services for low-performing student groups:

68% of our student population is Hispanic. Our overall chronic absenteeism rate is 19.2% and for Hispanic subgroup chronic absenteeism rate is 20.7%.

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

Describe Professional Learning related to this action:

- Review policies and procedures for attendance program and awards assemblies
- 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)
- Review and promote Saturday Academy and recruit teachers to both lead and/or teach during the offered sessions.
- SST referral process

- Parent University will work in conjunction with Holland to offer on-going parent education classes provided by the district office. Babysitting provided
- Spring Open House
- Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school. Babysitting and food provided
- Home School Liaison to provide information and support for families and build relationships/communication between home and school
- Utilize School Messenger to promote attendance
- Continue 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
- Parents will be informed of an opportunity for their child to participate in Saturday Academy (as provided by district office) to recover their absence
- Community Resources
 - Counseling/Mental Health
 - Housing, food, etc.

Action 2

Title: Suspensions

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Classroom/Office Referrals
- 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
- Parent Surveys
- Student Success Team Meetings
- Student Behavior Plans and Informal Behavior Contracts
- Tableau (Culture and Climate website)

Owner(s):

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

Timeline:

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

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

- All staff members will be paired with student/s to provide supports to match the assessed need of that student. Staff members will meet with the select student/s multiple times throughout the week to build relationships and support them in their academics, attendance, behavior, etc. Strategies such as the 2 x 10 can be used to meet with the student for 2 minutes every day for 10 days to provide consistency
- 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 to promote social-emotional awareness and provide strategies to engage in positive peer relationships
- Morning Meetings to support students and staff in building relationships so they feel connected to school, which will increase their sense of belonging
- Learning Buddies to take place 1-2 times per month, across grade levels, to provide opportunities for student engagement and academic support with the focus on SEL - Social Emotional Learning
- Implement Safe and Civil Schools initiatives as deemed necessary by the team, such as cafeteria, playground, restrooms, recess, lines
- Implement school wide anti-bullying program, Olweus
- Teachers and staff members on Campus Culture and ILT are a PLC and need to be included in analyzing CFA/Interim/Survey data on an ongoing basis and problem solve actions to address student needs.
- 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

- Resource Counseling Assistant to provide social-emotional support for students throughout the day in grades TK-6. Alternative recess to support students various needs.
- On site counseling services to provide social-emotional support for select students as needed and referred
- School Psychologist funded for 0.1 FTE (1/2 day/week) to support Rti, consultation related to behavioral strategies, and the SST process
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to Resource Counseling assistant, referral to on site counselor, discipline referrals, Behavior Support Plan (BSP) , implementation of behavioral interventions, and/or referral to SST
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, Tier 3 intervention through district office, BSPII, 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

Specify enhanced services for EL students:

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

HSL will support students and their families through outreach, home visits and other related services.

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

Explain the 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. Babysitting and food provided
- Home School Liaison to provide information and support for families and build relationships/communication between home and school
- Community Resources
 - Counseling/Mental Health Services
 - Housing, food, etc.

Specify enhanced services for low-performing student groups:

68% of our student population is Hispanic.

Overall suspension rate for students with at least one suspension is 8.8% and for our Hispanic students is 10.7%.

In the area of ELA and Math the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage.

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

Cross Functional Pivot Team to work in tandem with site team on root cause analysis and determine area of focus.

Based on this data, enhanced services include: Morning meetings, learning buddies, weekly class meetings/second step and staff mentoring (see Direct Instructional services).

Describe Professional Learning related to this action:

- Holland Discipline: Rules/Expectations for school-wide implementation.
 - Tiered Levels of response to behavior
 - Second Step Class Meetings
 - Morning Meetings
 - Learning Buddies
 - Staff Mentoring
 - Olweus
 - MAC
 - CHAMPS
 - ATLAS data entry for positive behaviors and misbehaviors
 - Positive Behavior Assemblies
- Social-Emotional Presentations by site Resource Counselor, Family Foundations 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 Modules
- SST referral process
- Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
 - Additional resources will be available in a “menu of options” for the site team to access to support areas of focus.
 - Professional learning for site leaders and teachers focused on TSI identified student group.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.0625		2,089.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		12,537.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations Counseling	14,687.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations Counseling	7,982.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000		14,954.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		58,596.00
G4A2	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations Counseling	3,931.00

\$114,776.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0220 Holland Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Salaries for AC Planning	5,552.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Salaries for AC Planning - Summer	4,810.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies - No Food/Incentives	1,533.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 1 Teaching Fellow for RTI	9,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		37,970.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST/IEP/data chats	4,624.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	14,262.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625		6,327.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Title 1: Parent Participation -required - No Food/Incentives	1,206.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	432.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,200.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation Food	600.00
G1A3	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext			Translation Services	500.00
G2A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for Parent classes/SSC	500.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Block H Parent Participation	1,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation Food	600.00
G2A1	Sup & Conc	Parent Participation	Cons Svc/Oth			Life Science : Parenting Classes from Life Science	1,500.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.0625		2,089.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		12,537.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations Counseling	14,687.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations Counseling	7,982.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000		14,954.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		58,596.00
G4A2	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations Counseling	3,931.00

\$214,392.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,788.00
Sup & Conc	7090	\$151,077.00
LCFF: EL	7091	\$25,527.00
Grand Total		\$214,392.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$96,016.00
G2 - All students will engage in arts, activities, and athletics	\$3,600.00
G4 - All students will stay in school on target to graduate	\$114,776.00
Grand Total	\$214,392.00