

Holland Elementary

10621666006282

Principal's Name: Adele Stewart

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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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


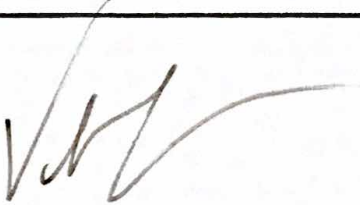
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Adele Stewart	X				
2. Chairperson – Venescha Plascencia				X	
3. Vice Chair – Christian Dunn		X			
4. Secretary – Jennifer Movey		X			
5. DELAC/DAC- Maribel Gomez				X	
6. Carrie Koop		X			
7. Jennifer Garcia			X		
8. Amber Mangiarelli				X	
9. Elena Chavez				X	
10. Ana Rios				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date: 4/17/2018.

Required Signatures

School Name: Holland Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Adele Stewart		4/22/2020
SSC Chairperson	Venescha Plascencia		4/22/2020

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 2020/21

Holland - 0220

ON-SITE ALLOCATION

3010	Title I	\$43,248 *
7090	LCFF Supplemental & Concentration	\$149,046
7091	LCFF for English Learners	\$22,098
TOTAL 2020/21 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	\$1,224
Remaining Title I funds are at the discretion of the School Site Council	\$42,024
Total Title I Allocation	\$43,248

Holland Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.652 %	27.397 %	2018-2019	34.397 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.454 %	26.267 %	2018-2019	33.267 %
SBAC ELA Distance from Level 3 (African American)		-54.1 pts	2018-2019	-39.1 pts
SBAC Math Distance from Level 3 (African American)		-101.5 pts	2018-2019	-86.5 pts
SBAC ELA Distance from Level 3 (White)		-31.9 pts	2018-2019	-16.9 pts
SBAC Math Distance from Level 3 (White)		-51.3 pts	2018-2019	-36.3 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)

- Standards are being taught to T1 through Wonders
- CLEVER is being used to teach the gap skills that they need
- Students are provided Tier 3 intervention for additional help w/ RSP teacher and CT
- MTSS framework
- IAB's/RIAB's for standards based support for SBAC in Gr. 3-6

Quantitative Data

- iReady data shows we are making gains in ELA between iReady 1 and 2 of 15% which puts us on track to reach 32% by SBAC. (#1 – 14%, #2 – 29%)
- SBAC 2016-17 25.2
- SBAC 2017-18 25.7
- SBAC 2018-19 27.4 60/219 students

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)

- Hispanic is a significant subgroup with 26% of our Hispanic proficient whereas 27% of the student population overall. No Disproportionality noted for significant subgroups
- Asian population (24 students) is 41% proficient compared to 27% overall, however, this is not a significant subgroup.
- SPED and EL's had a significant decline in SBAC

Factors include attendance rates of our students with special needs and lack of specific intervention focused on long term EL students.

SBAC ELA Distance from Level 3 (African American)

Overall 27.4% (219 students)

African American 25% (16 students)

SBAC ELA (percentage)

	2016-17	2017-18	2018-19
District	33.4	36.8	37.9
Site	25.2	25.7	27.4 60/219
Grade 3	14.5	26.3	39 24/61
Grade 4	29.5	23.6	25 14/55
Grade 5	35.6	20.3	20 10/45
Grade 6	19.6	32.2	22.2 12/58

Qualitative Data

- PLC minutes reflect teacher’s time for planning, analyzing data and reteaching for students.
- 3 PLC planning days are provided to support planning and data analysis
- 1 day August Supplemental Pay
- 2 days sub release for Quarter 2 & 3

SBAC ELA Distance from Level 3 (African American)

Overall 27.4% (219 students)

African American 25% (16 students)

SBAC ELA Distance from Level 3 (White)

Overall 27.4% (219 students)

White 29.2% (23 students)

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

Formative assessments to see if kids got it. Tier 1 instruction for modeling and Guided practice. Digital literacy for practice. Inclusive practices are working with support. IAB’s are great because they are SBAC aligned. SST’s for extra support. We have manipulatives for support. Graphic posters are a great visual. Pull-out/push in support for RSP kids/Tier 3. AC teams monitoring the progress of students.

- **Quantitative Data** Examples: Number of students served and student gains/progress, Pretest/Post-test data, Benchmark results, Curriculum embedded assessments, and/or Standardized tests
- Pre and Post tests in GoMath. iReady results show that we are on track according to our goal setting of 32% for SBAC.

Tier 1 Standard View I-Ready Math (percentage)

	iReady#1	iReady#2	iReady#3
Overall	9	25	
Kinder	—	36	
Grade 1	2	16	

SBAC ELA Distance from Level 3 (White)

Overall 27.4% (219 students)

White 29.2% (23 students)

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

Hispanic students are a significant sub group at 145 students. 25.5% meet standards in SBAC as opposed to the overall 26.3%. This doesn’t show a disproportionality.

SBAC Math Distance from Level 3 (African American)

Overall 26.3% (219 students)

African American 6.3% (16 students)

SBAC Math Distance from Level 3 (White)

Overall 26.3% (219 students)

White 26.1% (23 students)

Grade 2	3	22
Grade 3	11	31
Grade 4	20	27
Grade 5	6	20
Grade 6	14	26

SBAC MATH (percentage)

	2016-17	2017-18	2018-19
District	23.9	26.9	29.8
Site	23.9	24.5	26.3 57/220
Grade 3	27.3	31.6	41 25/61
Grade 4	27.9	25.5	22.9 14/55
Grade 5	22.0	16.9	25 11/46
Grade 6	17.6	24.1	13.2 7/58

Qualitative Data Examples: Feedback/Survey, Notes and minutes, and/or Observations We track our students with our AC teams. Using student binders. Asian and white populations successful. 25.5% of Hispanic students met standards compared to 26% overall.

SBAC Math Distance from Level 3 (African American)

Overall 26.3% (219 students)

African American 6.3% (16 students)

SBAC Math Distance from Level 3 (White)

Overall 26.3% (219 students)

White 26.1% (23 students)

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

ELA - None

Math - Push in Math support by CT for identified students

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.

None

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:

Add Tier 2 Intervention Specialist
Discontinue Family Foundations
Continue RCA and CT
Discontinue HSL

2 ELAC:

ELAC and SSC are merged

3 Staff:

Input from ILT, PLC, all teachers
Discontinue planning days with sub release/supplemental
Add Tier 2 Intervention Specialist
Continue CT, Psych time, RCA
Discontinue HSL, teaching fellow, Family Foundations

Action 1

Title: English Language Arts

Action Details:

Holland Elementary will implement a comprehensive reading support program with school-wide strategies to improve Foundational Reading Skills and comprehension of complex text. We will provide differentiated reading interventions (MTSS), based on the assessed needs and extra support in phonemic awareness, phonics, fluency, vocabulary, foundational reading skills, reading comprehension and writing strategies. Using the instructional tenets as our guide, we will promote a culture of learning with high expectations, challenging content, and ownership for all students, everyday. Language Arts instruction for all students will align with common core teaching strategies and encompass all content areas to support an increase in students at or above the state standards as measured through multiple reading assessments. We will target our low performing sub-group (white students) due to high suspension rate which would impact their ELA and Math performance. (ATSI) We will target our low performing sub-group (African American students) due to a high rate of absenteeism which would impact their ELA and Math performance. (ATSI)

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
- iReady
- Fluency
- Language Arts Grades
- Common Formative Assessments
- DIBELS – Intervention Progress Monitoring
- EDUTEXT
- PLC Team Collaboration with Hoover Region
- ILT– Learning by Doing byDuFour, Eaker and Many
- PL books with teaching and behavioral strategies
- PLC 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
- PLC teams
- Admin.

Grade Level Assessments:

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

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

Timeline:

District Assessments:

- Quarterly
- Three times per year

Grade Level Assessments:

- Weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

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

- 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 (a minimum of 3 per quarter for ELA)
- Include IAB's and FIAB'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
- Students K-6: After 10-12 weeks of classroom Tier 1 and Tier 2 instruction and intervention, students not making adequate progress will be referred for an SST to determine additional supports needed
- Identified students (RSP and students referred through the SST process) in Grades 1-6 will participate in Tier 3 intervention, 4 days per week for 50 minutes each day with the RSP teacher and support staff using various models. This model will allow students to receive individualized supports without missing core instruction. Second Semester, Kindergarten students will participate in intervention/enrichment along with grades 1-6
- Tier 3 site-wide deployment will utilize teachers, RSP staff, and certificated tutor. During Tier 3 intervention, teachers will focus on skills based on the assessed needs of their students and grade level
- Using the MTSS framework, the intervention team will meet every 6-8 weeks to evaluate students' progress and additional supports needed. The intervention team will collaborate with GE Teachers to discuss progress of students
- Goal setting:
 - School wide goals for iReady and SBAC will be established
 - PLC's will set goals based on CFA's, iReady, and SBAC for Gr. 3-6
 - Teachers will set goals for their own classroom

- Students, using a data binder, will set goals, collect artifacts and monitor their own progress
- Supporting Inclusive Practices purpose is to increase mainstreaming time for SPED students, utilizing Universal Design of Learning (UDL) approach. UDL aims to provide all students equitable access to succeed, regardless of how they learn. Inclusion is a bridge for our SPED students to have the opportunity to learn with their General Education peers. The focus will begin with our PK/TK/K students to create an exemplar program which can eventually progress school wide. SIP opportunities include: Class meetings, Morning meetings, learning buddies, study trips, Holland Hero, Club Holland, lunch, PE, recess, Science
- Professional learning and trainings for staff members to support inclusive practices
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS framework
- School Psychologist funded for 0.1 FTE (1/2 day/week) to support MTSS, consultation related to behavioral strategies, and the SST process
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades 1-6. Students referred through teachers and administrators in collaboration. Alternative recess to support students for various needs. Second Semester, Kindergarten students will participate along with grades 1-6
- Tier 2 Intervention Specialist site funded for 0.5 FTE (District funded 0.5 FTE) to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom and RCA interventions. They will determine and prescribe targeted intervention strategies based on individual student need
- 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 Tier 2 differentiated classroom instruction weekly, based on ELA/ELD standards.

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
- Parent and Family Engagement Policy
- Parent-Teacher conferences will be scheduled at the end of the first quarter

Specify enhanced services for low-performing student groups:

62.5% of our student population is Hispanic. In the area of ELA the percentage of Hispanic students meeting or exceeding standards is comparable to the overall percentage.

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

To address the high suspension rate for our white student subgroup we will increase services for Tier 2 intervention with the RCA and Tier 2 intervention specialist. Our Targeted Support team will meet bi weekly to specifically track progress of this subgroup. (ATS)

To address the high rate of absenteeism for our African American student subgroup we will increase services for Tier 2 intervention with the RCA and Tier 2 intervention specialist. Our Targeted Support team will meet bi weekly to specifically track progress of this subgroup. Our Office Assistant will work collaboratively with our Tier 2 team to track attendance and support families who have chronic absenteeism. They will provide resources to help improve attendance. (ATS)

Describe Professional Learning related to this action:

- Increasing challenging content through integrated reading, writing, listening, and speaking
- Provide continued development of state 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)

- 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
- 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
- Spring Open House
- Parent Coffee to provide information and support for families and build 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

- 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
- Professional Learning Communities
- Analysis of student work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations
- Substitutes for teachers for professional learning
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their professional learning 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

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. We will target our low performing sub-group (white students) due to high suspension rate which would impact their ELA and Math performance. (ATSI) We will target our low performing sub-group (African American students) due to a high rate of absenteeism which would impact their ELA and Math performance. (ATSI)

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

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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 (a minimum of 3 per quarter for Math)
- Include IAB's and FIAB'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.
- Identified students (RSP and students referred through the SST process) in Grades 1-6 will participate in Tier 3 Math intervention, as appropriate, with the RSP teacher and support staff using various models. This model will allow students to receive individualized supports without missing core instruction.
- Supporting Inclusive Practices purpose is to increase mainstreaming time for SPED students, utilizing Universal Design of Learning (UDL) approach. UDL aims to provide all students equitable access to succeed, regardless of how they learn. Inclusion is a bridge for our SPED students to have the opportunity to learn with their General Education peers. The focus will begin with our TK/K students to create an exemplar program which can eventually progress school wide. SIP opportunities include: Class meetings, Morning meetings, learning buddies, study trips, Holland Hero, Club Holland, lunch, PE, recess, Science
- Professional learning and trainings for staff members to support inclusive practices
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS framework
- School Psychologist funded for 0.1 FTE(1/2 day/week) to support MTSS, consultation related to behavioral strategies and the SST process
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades 1-6. Students referred through teachers and administrators in collaboration. Alternative recess to support students for various needs. Second semester, Kindergarten students will participate along with grades 1-6
- Tier 2 Intervention Specialist site funded for 0.5 FTE (District funded 0.5 FTE) to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom and RCA interventions. They will determine and prescribe targeted intervention strategies based on individual student need
- 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:

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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):

Specify enhanced services for low-performing student groups:

62.5% 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.

To address the high suspension rate for our white student subgroup we will increase services for Tier 2 intervention with the RCA and Tier 2 intervention specialist. Our Targeted Support team will meet bi weekly to specifically track progress of this subgroup. (ATSI)

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Describe Professional Learning related to this action:

- Each teacher will provide a review of the EDUTEXT & Parent Portal during Back to School Night and fall Parent Conferences
- Holland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students
- Parent and Family Engagement Policy
- Parent-Teacher conferences will be scheduled at the end of the first quarter
- 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
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- Parent University will work in conjunction with Holland to offer on-going parent education provided by the district office
- Spring Open House
- Parent Coffee to provide information and support for families and build relationships/communication between home and school

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- 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

- Increasing focus, coherence, and rigor
- Provide continued development of state 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 skills, 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
- Professional Learning Communities
- Analysis of student work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations
- Substitutes for teachers for professional learning
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their professional learning community
- Hoover Region will continue to collaborate during Buyback Days
- PL books with academic focus, behavioral strategies, and instructional strategies
- SST referral process

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: <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

- ELPAC- EL Assessment
- Disaggregated iReady data by EL subgroup
- Common Formative Assessments
- Grades
- EL Goal Setting Report
- PLCTeam Collaboration with Hoover Region
- ILT– Learning by Doing by DuFour, Eaker and Many
- Professional reading books with instructional & behavioral strategies
- PLC 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
- PLC teams
- Admin.

Grade Level Assessments:

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

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

Timeline:

District Assessments:

- Quarterly
- Three times per year

Grade Level Assessments:

- Weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

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

- EL students will participate in Integrated and Designated ELD instruction
- Teachers will 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
- Translation services will be provided as needed and as available
- Supporting Inclusive Practices purpose is to increase mainstreaming time for SPED students, utilizing Universal Design of Learning (UDL) approach. UDL aims to provide all students equitable access to succeed, regardless of how they learn. Inclusion is a bridge for our SPED students to have the opportunity to learn with their General Education peers. The focus will begin with our TK/K students to create an exemplar program which can eventually progress school wide. SIP opportunities include: Class meetings, Morning meetings, learning buddies, study trips, Holland Hero, Club Holland, lunch, PE, recess, Science
- Professional learning and trainings for staff members to support inclusive practices for students
- 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
- Tier 2 Intervention Specialist to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom and RCA interventions. They will determine and prescribe targeted intervention strategies based on individual student need
- 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
- Parent and Family Engagement Policy
- 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
- 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
- Parent Coffee to provide information and support for families and build relationships/communication between home and school

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
- PL books with academic focus, behavioral strategies, and instructional strategies

2020-2021 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-Regu	Tutor	0.3125	Certificated Tutor for Reading Intervention and EL support	33,471.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Salaries for PLC Professional Learning	4,160.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **NO FOOD OR INCENTIVES**	3,393.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.0625	Certificated Tutor for Reading Intervention and EL support	6,694.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for SST's/IEP's/Peer Observations/Data Chats	6,298.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	7,174.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625	Certificated Tutor for Reading Intervention and EL support	6,694.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translation Services	1,010.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,094.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology	5,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,200.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation Food	600.00

\$89,788.00

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	81.792 %	31.858 %	2018-2019	38.858 %

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

Quantitative Data increased our LRE (mainstreaming) times for students on IEPs (self-contained)

Qualitative Data students participate in Clubs as earned, awards assemblies, red ribbon week, special assemblies (DUDE be nice), leadership "Motivational Monday" – tunnel of high-5s and morning announcement, recess activities by leadership (music on Wednesdays), enrichment field trips, face painting on game days (leadership), learning buddies, 5th/6th grade science, Staff-Shout Outs

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

Goal 2 Participation Rate

All engagement indicators are allowed for all students. Holland Hooray an earned activity by having good attendance and behaviors.

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

Added 5th/6th grade student Leadership team with focus on Kindness, RCA adult leader, and a teacher support staff

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.

Add Tier 2 Intervention Specialist

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 current engagements for students and parents

2 ELAC:
Merged with SSC

3 Staff:
Add Tier 2 Intervention Specialist
Continue Student Leadership that was added in November 2019

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

Owner(s):

- Teachers
- Admin.
- 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, demonstrating appropriate behavior, to provide opportunities for engagement in arts, activities, and athletics and rewarding students for their positive

behaviors

- 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 receive an ice cream ticket to be redeemed during lunch recess
- Recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities. Student Leadership will generate ideas ex. Motivational Monday, music at recess, face painting on game days
- 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 Hero, Club Holland, lunch, PE, recess, Science
- Students continuing to struggle with attendance and connectivity to school will be mentored and monitored by classroom teacher, as needed
- Resource Counseling Assistant to provide social-emotional support for students
- Tier 2 Intervention Specialist site funded for 0.5 FTE (District funded 0.5 FTE) to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom and RCA interventions. They will determine and prescribe targeted intervention strategies based on individual student need
- Staff members are offered supplemental contracts to provide activities and clubs, after school, as they are available
- Student Valet/Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Students will have an opportunity to participate in Saturday Academy (as provided by district office) to recover an absence or re-engage with school
- Substitute salaries for Classified staff to participate in Professional Learning, Student engagement, Parent Engagement, and to support student attendance and suspension
- 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 Hero, and Club Holland opportunities for students
- Parents will be informed about opportunities for arts, activities, and athletics and give

Specify enhanced services for low-performing student groups:

62.5% 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

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
- Parent Coffee 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, information posted on the Holland website, and in School Messengers throughout the year
- Parent and Family Engagement Policy
- Parent University will work in conjunction with Holland to offer on-going parent education classes provided by the district office. Babysitting will be provided
- A minimum of 4 SSC/ELAC/PTA meetings will be scheduled throughout the year, babysitting will be provided
- 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
- 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
- Review 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 and promote Saturday Academy and recruit teachers to both lead and/or teach during the offered sessions

2020-2021 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	Instructional Supervision & Admin	Cl&Tech-Sub			Substitutes for Classified to attend Professional Learning to support student and parent engagement, attendance, suspension.	1,487.00
G2A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for Parent Participation	506.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Food	600.00
G2A1	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			Life Science : Life Science Parenting Classes	1,500.00

\$4,093.00

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	100 %	93.443 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	0 %	2018-2019	7 %
Exposure to Careers - 6th Grade	100 %	96.61 %	2018-2019	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</p> <p>Quantitative Data <i>Examples: Number of students served and student gains/progress, Pretest/Post-test data, Benchmark results, Curriculum embedded assessments, and/or Standardized tests</i></p> <ul style="list-style-type: none"> Power BI data is not correct as it compares Gr.3-6 and 2018-19 shows no career opportunities for Gr. 4 and 5. <p>Qualitative Data <i>Examples: Feedback/Survey, Notes and minutes, and/or Observations</i></p> <ul style="list-style-type: none"> Grades 3-6 attend district offered opportunities such as Bricks for Kids, Nutrition Center, Fresno City College. Site level Career Day for Gr. 1-6 CTE Career opportunities for summer school <p>Exposure to Careers - 4th Grade</p> <p>See Grade 3</p> <p>Exposure to Careers - 6th Grade</p> <p>See Grade 3</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</p> <p>All students offered will participate</p> <p>Exposure to Careers - 4th Grade</p> <p>All students offered will participate</p> <p>Exposure to Careers - 6th Grade</p> <p>All students offered will participate</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

None

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.

None

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 with Career Opportunities for all students

2 ELAC:

Merges with SSC

3 Staff:

Add events throughout the year to expose students to Careers in their classrooms

Write about study trips

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

- Goal 2 - Engagement data
- Events/Activities

Owner(s):

- Teachers
- Admin.
- Resource Counseling Assistant

Timeline:

- 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.

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
- Parent Coffee to provide information for families
- Parent University to provide information to parents regarding educational opportunities for students in Middle and High School to make informed decisions

Specify enhanced services for low-performing student groups:

62.5% 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 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	18.665 %	22.551 %	2018-2019	20.551 %
Suspensions Per 100	16.882 %	21.654 %	2018-2019	20.654 %
Chronic Absenteeism (African American)		31.3 %	2018-2019	29.3 %
Suspension Rate (African American)		8.8 %	2018-2019	5.8 %
Chronic Absenteeism (White)		22.8 %	2018-2019	20.8 %
Suspension Rate (White)		16.9 %	2018-2019	13.9 %

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

Quantitative Data : 2016-2017: 5%, 2017-18: 16.1%, 2018-19: 13.6%

Chronic Absenteeism: There has been a decrease in absenteeism from 16.1% in 2017-2018 to 13.6% in 2018-2019.

Chronic Absenteeism (Hispanic): Overall 2016-17: 17.5% 2017-18: 16.7% 2018-19: 13.6%

Qualitative Data Examples: Feedback/Survey, Notes and minutes, and/or Observations

- Awesome, perfect attendance awards, Holland Hooray participation, OA holds parent meetings regarding chronic absences, phone calls home, home visits

Chronic Absenteeism (African American)

16.5% overall

AA 28.6%

Chronic Absenteeism (White)

16.5% overall

White 23.1%

Suspension Rate (African American)

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

Chronic Absenteeism

16.5% overall

- Lack of transportation to and from school
- Absenteeism higher for student with special needs, students are kept home more often due to minor illnesses.
- Suspension rates linked to absenteeism, implementation of various supports in order to refer to ICET take time to implement and monitor effectiveness which can impact attendance.

Chronic Absenteeism (African American)

16.5% overall

AA 28.6%

Chronic Absenteeism (White)

16.5% overall

White 23.1%

Suspension Rate (African American)

Overall 22.29%

Overall 22.29%
AA 23.53% (8/34)
Suspension Rate (White)
Overall 22.29%
White 45.61% (26/57)
Suspensions Per 100
Overall 22.29 (109/489)

AA 23.53% (8/34)
Suspension Rate (White)
Overall 22.29%
White 45.61% (26/57)
Suspensions Per 100
Overall 22.29 (109/489)

- Inconsistent implementation of CHAMPS and Morning meetings
- Lack of re-entry meetings when students return from a suspension.
- Missing Tier 2 supports for behaviors when students transition from Charger Den (alternative recess) back to the playground or transferring what they learned in Social skills and applying to their classroom.

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

None

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.

None

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:
Add Tier 2 Intervention Specialist
Continue RCA
Shift monies for counseling to Tier 2 specialist

2 ELAC:
Merged with SSC

3 Staff:
Continue parent outreach and RCA
Shift Family Foundations to a Tier 2 Intervention Specialist
Continue additional Psych time to support interventions, including behaviors

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. We will target our low performing sub-group (African American students) due to a high rate of absenteeism which would impact their ELA and Math performance. (ATSI)

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.
- CWA
- Resource Counseling Asst.
- School Psychologist

Parent Meetings:

- Attendance Clerk
- Admin.

Timeline:

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

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

- 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
- When students are present, they will have the opportunity to attend Club Holland based on positive behaviors
- Awards and incentives to encourage attendance
- Students receiving perfect attendance each quarter will receive an ice cream ticket to be redeemed during lunch recess
- 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
- Bi-weekly Attendance Parent Meetings with students and parents

- Students referred to Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports based on the effects of attendance on academic success
- The “Manageable” absenteeism is addressed through phone calls from attendance clerk and teachers
- The “Chronic” absenteeism is addressed through home visits, scheduled A1 meetings, and consultation with the Child Welfare and Attendance Specialist.
- Resource Counseling Assistant to provide social-emotional support for students throughout the day in grades 1-6. Alternative recess to support students various needs
- Tier 2 Intervention Specialist site funded for 0.5 FTE (District funded 0.5 FTE) to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom and RCA interventions. They will determine and prescribe targeted intervention strategies based on individual student need
- 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
- Substitute salaries for Classified staff to participate in Professional Learning, Student engagement, Parent Engagement, and to support student attendance and suspension

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

62.5% of our student population is Hispanic. Our overall chronically absent rate is 16.5% for 2018-19 school year, for our Hispanic subgroup -16.5% as well

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

To address the high rate of absenteeism for our African American student subgroup we will increase services for Tier 2 intervention with the RCA and Tier 2 intervention specialist. Our Targeted Support team will meet bi weekly to specifically track progress of this subgroup. Our Office Assistant will work collaboratively with our Tier 2 team to track attendance and support families who have chronic absenteeism. They will provide resources to help improve attendance. (ATSI)

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
- Parent and Family Engagement Policy
- 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

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 and promote Saturday Academy and recruit teachers to both lead and/or teach during the offered sessions.
- SST referral process

- 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
- 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
- Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Utilize School Messenger to promote attendance
- 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. We will target our low performing sub-group (white students) due to high suspension rate which would impact their ELA and Math performance. (ATSI)

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
- Morning Meetings
- Second Step/OLWEUS
- Student Engagement –GOAL 2 activities
- Club Holland data
- SEL survey
- Student Survey(Gr. 4-6)
- Staff Survey
- Parent Surveys
- Student Success Team Meetings
- Student Behavior Plans and Informal Behavior Contracts
- Panorama (Culture and Climate website)

Owner(s):

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

Timeline:

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

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

- All staff members will be paired with student/s to provide supports to match the assessed need of that student. They will be provided with a check in monitoring form. 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 and Morning Meetings
- 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.
- Twice per month Club Holland for students with 0-1 written warnings (orange form)
- 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

- 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 1-6. Students referred through teachers and administrators in collaboration. Alternative recess to support students for various needs. Second Semester, Kindergarten students will participate along with grades 1-6
- Tier 2 Intervention Specialist site funded for 0.5 FTE (District funded 0.5 FTE) to provide Tier 2 social-emotional support for students that are not responding to the Tier 1 classroom and RCA interventions. They will determine and prescribe targeted intervention strategies based on individual student need
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to Resource Counseling assistant, referral to Tier 2 Intervention Specialist, discipline referrals, Behavior Support Plan (BSP) , implementation of behavioral interventions, and/or referral to SST
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, Tier 3 intervention through district office, review of current BSP and/or IEP
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school culture
- Sensory tools to support behavior and attention to learning
- Substitute salaries for Classified staff to participate in Professional Learning, Student engagement, Parent Engagement, and to support student attendance and suspension

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.

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
- Parent and Family Engagement Policy
- 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
- Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Community Resources
 - Counseling/Mental Health Services

Specify enhanced services for low-performing student groups:

62.5% of our student population is Hispanic.

Overall suspension rate for students is 22.29% and for our Hispanic students is 21.9%.

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.

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

To address the high suspension rate for our white student subgroup we will increase services for Tier 2 intervention with the RCA and Tier 2 intervention specialist. Our Targeted Support team will meet bi weekly to specifically track progress of this subgroup. (ATSI)

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

- Housing, food, etc.
- Social-Emotional Presentations by site Resource 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
- All Learning is Social and Emotional strategies using the 5 tenets
- Making Thinking Visible Strategies
- 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 ATSI identified student group - (White suspension rate)

2020-2021 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	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation for Title 1 - required **NO FOOD OR INCENTIVES**	1,224.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	0.1 FTE - 1/2 day	15,638.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	RCA	61,019.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.5000	Split funded - 50% Holland G4A2 / 0.50 FTE DPI	42,630.00

\$120,511.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0220 Holland Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3125	Certificated Tutor for Reading Intervention and EL support	33,471.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Salaries for PLC Professional Learning	4,160.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **NO FOOD OR INCENTIVES**	3,393.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.0625	Certificated Tutor for Reading Intervention and EL support	6,694.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for SST's/IEP's/Peer Observations/Data Chats	6,298.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	7,174.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625	Certificated Tutor for Reading Intervention and EL support	6,694.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translation Services	1,010.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,094.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology	5,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,200.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation Food	600.00
G2A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sub			Substitutes for Classified to attend Professional Learning to support student and parent engagement, attendance, suspension.	1,487.00
G2A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for Parent Participation	506.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Food	600.00
G2A1	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			Life Science : Life Science Parenting Classes	1,500.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation for Title 1 - required **NO FOOD OR INCENTIVES**	1,224.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000	0.1 FTE - 1/2 day	15,638.00
G4A2	Sup & Conc	Attendance & Social Work Services	ClS Sup-Reg	Assistant, Resrce Cnslg	1.0000	RCA	61,019.00
G4A2	Sup & Conc	Attendance & Social Work Services	ClS Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Split funded - 50% Holland G4A2 / 0.50 FTE DPI	42,630.00

\$214,392.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,248.00
Sup & Conc	7090	\$149,046.00
LCFF: EL	7091	\$22,098.00
Grand Total		\$214,392.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$89,788.00
G2 - All students will engage in arts, activities, and athletics	\$4,093.00
G4 - All students will stay in school on target to graduate	\$120,511.00
Grand Total	\$214,392.00