

Holland Elementary

10621666006282

Principal's Name: Adele Stewart

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances


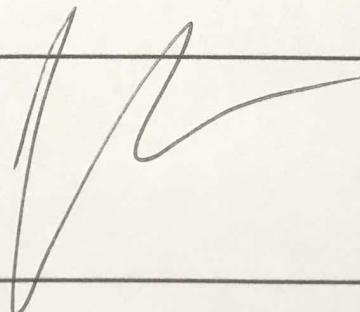
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and 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 – Taylor Freund		X			
4. Secretary – Angela Hernandez		X			
5. DAC/DELAC – Maribel Gomez				X	
6. Paulette Clark		X			
7. Jennifer Garcia			X		
8. Amber Mangiarelli				X	
9. April Cardiel				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 type="checkbox"/> ELAC voted to consolidate with the SSC. Date .

Required Signatures

School Name: Holland Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Adele Stewart		3/24/2021
SSC Chairperson	Venescha Plascencia		3/24/2021

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 2021/22

Holland - 0220

ON-SITE ALLOCATION

3010	Title I	\$43,010 *
7090	LCFF Supplemental & Concentration	\$145,926
7091	LCFF for English Learners	\$21,870
7099	School Opening Support <i>(New! One-time funds)</i>	\$16,482
TOTAL 2021/22 ON-SITE ALLOCATION		\$227,288

* 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	\$1,122
	Remaining Title I funds are at the discretion of the School Site Council	\$41,888
	Total Title I Allocation	\$43,010

Holland Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		41.03 %	2020-2021	48.03 %
I-Ready Math D2 On Level		29.26 %	2020-2021	36.26 %
I-Ready ELAD2 On Level (African American)		38.46 %	2020-2021	45.46 %
I-Ready Math D2 On Level (African American)		14.29 %	2020-2021	21.29 %
I-Ready ELAD2 On Level (White)		37.21 %	2020-2021	44.21 %
I-Ready Math D2 On Level (White)		21.43 %	2020-2021	28.43 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

Current actions include Certificated Tutor for reading intervention to focus on foundational reading skills, targeted instructional time for teacher to work with students in small groups based on their assessed needs, technology for students with a 1:1 ratio for Grades K-6, and professional learning target on gaps in student achievement.

iReady **Diagnostic #2** comparison is as follows:

2019-2020 - Overall 28.03%

2020-21 - Overall 38.3%

I-Ready ELAD2 On Level (African American)

Current actions include Certificated Tutor for reading intervention to focus on foundational reading

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

I-Ready ELA D2 On Level

Due to the COVID-19 pandemic, many of our students have a hard time adapting to distance learning. Our Tier 2 & 3 students that regularly need SEL support are struggling even more through the pandemic. Our staff has had to learn how to support these students in a new way. Technology is another factor that contributes to the inequity. Although we have 1:1 ratio for students, many families do not keep up with the technology needs of their children. Many students do not participate daily due to internet connection even when they are provided hot spots. Devices are not brought to FLATS centers to be repaired or exchanged in a timely manner. This contributes to the learning gaps. Our EL students scored 10% below our Overall iReady diagnostic. **Diagnostic #1:** Overall 28.97% EL's 18.75% (9/48)

I-Ready ELA D2 On Level (African American)

Due to the COVID-19 pandemic, many of our students have a hard time adapting to distance learning. Our Tier 2 & 3 students that regularly need SEL support are struggling even more through the pandemic. Our

skills, targeted instructional time for teacher to work with students in small groups based on their assessed needs, technology for students with a 1:1 ratio for Grades K-6, and professional learning target on gaps in student achievement.

iReady **Diagnostic #1** for African American students is as follows:

2020-21 - Overall 28.97%

2020-21 - AA 25.0%

I-Ready ELA D2 On Level (White)

Current actions include Certificated Tutor for reading intervention to focus on foundational reading skills, targeted instructional time for teacher to work with students in small groups based on their assessed needs, technology for students with a 1:1 ratio for Grades K-6, and professional learning target on gaps in student achievement.

iReady **Diagnostic #1** for White students is as follows:

2020-21 - Overall 28.97%

2020-21 - White 27.27%

I-Ready Math D2 On Level

Current actions during distance learning included targeted instructional time for teacher to work with students in small groups based on their assessed needs, technology for students with a 1:1 ratio for Grades K-6, and professional learning target on gaps in student achievement.

iReady **Diagnostic #2** comparison is as follows:

2019-2020 - Overall 24.28%

2020-21 - Overall 29.34%

I-Ready Math D2 On Level (African American)

Current actions during distance learning included targeted instructional time for teacher to work with students in small groups based on their assessed needs, technology for students with a 1:1 ratio for Grades K-6, and professional learning target on gaps in student achievement.

iReady **Diagnostic #1** for African American students is as follows:

2020-21 - Overall 23.47%

2020-21 - AA 17.86%

I-Ready Math D2 On Level (White)

Current actions during distance learning included targeted instructional time for teacher to work with students in small groups based on their assessed needs, technology for students with a 1:1 ratio for Grades K-6, and professional learning target on gaps in student achievement.

iReady **Diagnostic #1** for White students is as follows:

2020-21 - Overall 23.47%

2020-21 - White 13.64%

staff has had to learn how to support these students in a new way. Technology is another factor that contributes to the inequity. Although we have 1:1 ratio for students, many families do not keep up with the technology needs of their children. Many students do not participate daily due to internet connection even when they are provided hot spots. Devices are not brought to FLATS centers to be repaired or exchanged in a timely manner. This contributes to the learning gaps. Our African American students scored 3.97% below our Overall iReady diagnostic. **Diagnostic #1:** Overall 28.97% African American 25.00% (7/28)

I-Ready ELA D2 On Level (White)

Due to the COVID-19 pandemic, many of our students have a hard time adapting to distance learning. Our Tier 2 & 3 students that regularly need SEL support are struggling even more through the pandemic. Our staff has had to learn how to support these students in a new way. Technology is another factor that contributes to the inequity. Although we have 1:1 ratio for students, many families do not keep up with the technology needs of their children. Many students do not participate daily due to internet connection even when they are provided hot spots. Devices are not brought to FLATS centers to be repaired or exchanged in a timely manner. This contributes to the learning gaps. Our White students scored 1.7% below our Overall iReady diagnostic. **Diagnostic #1:** Overall 28.97% White 27.27% (12/44).

I-Ready Math D2 On Level

Due to the COVID-19 pandemic, many of our students have a hard time adapting to distance learning. Our Tier 2 & 3 students that regularly need SEL support are struggling even more through the pandemic. Our staff has had to learn how to support these students in a new way. Technology is another factor that contributes to the inequity. Although we have 1:1 ratio for students, many families do not keep up with the technology needs of their children. Many students do not participate daily due to internet connection even when they are provided hot spots. Devices are not brought to FLATS centers to be repaired or exchanged in a timely manner. This contributes to the learning gaps. Our EL students scored 2.64% below our Overall iReady diagnostic. **Diagnostic #1:** Overall 23.47% EL's 20.83% (10/48)

I-Ready Math D2 On Level (African American)

Due to the COVID-19 pandemic, many of our students have a hard time adapting to distance learning. Our Tier 2 & 3 students that regularly need SEL support are struggling even more through the pandemic. Our staff has had to learn how to support these students in a new way. Technology is another factor that contributes to the inequity. Although we have 1:1 ratio for students, many families do not keep up with the technology needs of their children. Many students do not participate daily due to internet connection even when they are provided hot spots. Devices are not brought to FLATS centers to be repaired or exchanged in a timely manner. This contributes to the learning gaps. Our African American students scored 5.61% below our Overall iReady diagnostic. **Diagnostic #1:** Overall 23.47% African American 17.86% (5/28)

I-Ready Math D2 On Level (White)

Due to the COVID-19 pandemic, many of our students have a hard time adapting to distance learning. Our Tier 2 & 3 students that regularly need SEL support are struggling even more through the pandemic. Our staff has had to learn how to support these students in a new way. Technology is another factor that contributes to the inequity. Although we have 1:1 ratio for students, many families do not keep up with the technology needs of their children. Many students do not participate daily due to internet connection even when they are provided hot spots. Devices are not brought to FLATS centers to be repaired or exchanged in a timely manner. This contributes to the learning gaps. Our White students scored 9/83% below our Overall iReady diagnostic. **Diagnostic #1:** Overall 23.47% White 13.64% (6/44).

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to COVID-19 and moving to distance learning, Holland Elementary had to shift resources to meet the needs of students and staff while complying with pandemic safety guidelines.

Our Certificated Tutor supported Tier 3 students, Substitute salaries for all day professional learning and planning time for teachers was shifted to purchase technology, in person parent meeting with babysitting and food was shifted to virtual meetings and monies were shifted to technology for students. Substitute salaries for IEP's, SST's and peer observations were also shifted to purchase student technology.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on where we will be in August with the pandemic, we plan to continue virtual meetings when possible, such as IEP's, SST's, Professional Learning, etc. We will continue to fund the RCA, CWASII, and 1/2 day School Psychologist time to support students as they return from over a year of virtual learning. Implementation of our Certificated Tutor will support students but will adapt to whatever areas are needed the most at that time. CT will support more Math push in, when possible, while still supporting ELA, Tier 2&3 students.

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:

SSC reviewed data from various assessments, participated in discussion regarding shifting monies to support distance learning.

2 ELAC:

ELAC reviewed data from various assessments, participated in discussion regarding shifting monies to support distance learning.

3 Staff:

Reviewed data, reviewed current SPSA and provided input using STOP, KEEP, START protocol to suggest changes for the upcoming year.

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 student groups (African American and White students) due to past high suspension rate and high absenteeism, which would impact their ELA and Math performance. This action will be viewed with a Lasik focus through the four domains of the DEI Framework.

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 Foundational Skills Assessment - FSA
- iReady
- Fluency
- Language Arts Grades
- Common Formative Assessments
- IEP goals and objectives
- DIBELS– Intervention Progress Monitoring
- EDUTEXT
- PLC Team Collaboration with Hoover Region
- ILT– Learning by Doing by DuFour, 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
- English Learners receive daily designated and integrated ELD that aligns to students' English language proficiency level
- 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, 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. Schedules will be created based on student need based on data
- 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
- Certificated tutor funded to support Tier 2 & 3 reading intervention
- 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/chart(s), 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
- Substitutes Salaries for teachers to attend professional learning opportunities focused on student achievement and PLC's
- Substitute Salaries for SST's, IEP's, data chats, and peer observations
- 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 (CWASII) (District funded 1.0 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
- Target Support Team (TST) to meet biweekly to identify students needing support, monitor progress of students receiving intervention and adjust supports as needed
- Professional Learning Conferences for teachers to increase instructional strategies with academics, engagement, inclusive practices, and social-emotional learning to support student success
- Teaching Fellow/s to support Tier 2 academic interventions for students through the MTSS model (Multi-tiered System of Support)
- 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 ELVELD 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.

Specify enhanced services for low-performing student groups:

58% 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.

African American Students: 7.27% (31/426)

White Students: 11.73% (50/426)

To address previous high suspension rates and high rate of absenteeism we will increase services for Tier 2 intervention with the RCA and Tier 2 Intervention Specialist (CWASII). 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.

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 student groups (African American and White students) due to past high suspension rate and high absenteeism, which would impact their ELA and Math performance. This action will be viewed with a Lasik focus through the four domains of the DEI Framework.

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

- TK Benchmark
- Kindergarten Foundational Skills Assessment (FSA)
- iReady
- Common Formative Assessments
- Grades
- IEP goals and objectives
- EDUTEXT
- PLC Team Collaboration with Hoover Region
- ILT– Learning by Doing by DuFour, Eaker and Many
- AC agendas focused on classroom foundations and the 4 grounding questions
- Classroom observation feedback based on classroom foundations and instructional tenets
- Instructional Practice Guide (IPG)

Owner(s):

District Assessments:

- Teachers
- 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
- Increase opportunities for students to engage in the utilization of math tools for conceptual understanding
- 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
- 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
- Substitute Salaries for teachers to attend professional learning opportunities focused on student achievement and PLC's
- Substitute Salaries for SST's, IEP's, data chats, and peer observations
- 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 (CWASII) (District funded 1.0 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
- Target Support Team (TST) to meet biweekly to identify students needing support, monitor progress of students receiving intervention and adjust supports as needed
- Professional Learning Conferences for teachers to increase instructional strategies with academics, engagement, inclusive practices, and social-emotional learning to support student success
- Teaching Fellow/s to support Tier 2 academic interventions for students through the MTSS model (Multi-tiered System of Support)
- 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:

Provide English Learners with Tier 2 differentiated classroom instruction weekly, based on Math/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.

Specify enhanced services for low-performing student groups:

58% 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.

African American Students: 7.27% (31/426)

White Students: 11.73% (50/426)

To address previous high suspension rates and high rate of absenteeism we will increase services for Tier 2 intervention with the RCA and Tier 2 Intervention Specialist (CWASII). 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.

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. This action will be viewed with a Lasik focus through the four domains of the DEI Framework.

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

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
- IEP goals and objectives
- PLC Team 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 appropriate interventions based on data, language progress and academic achievement
- Data chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and academic achievement

- 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 reading, writing, listening and speaking for students in K-6
- 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 Conferences for teachers to increase instructional strategies with academics, engagement, inclusive practices, and social-emotional learning to support student success
- Teaching Fellow to support Tier 2 academic interventions for students through the MTSS model (Multi-tiered System of Support)
- Professional learning and trainings for staff members to support inclusive practices for students
- Substitutes Salaries for teachers to attend professional learning opportunities focused on student achievement and PLC's
- Substitute Salaries for SST's, IEP's, data chats, and peer observations
- 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.

Specify enhanced services for low-performing student groups:

58% of our student population is Hispanic. In the area of ELA and Math the percentage of EL students meeting or exceeding standards is comparable to the overall percentage in Math however 10% below their peers in ELA.

EL students make up 11.27% of our student population (48/426).

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3125	CT to support students - MTSS - academic support - English Learner support	32,786.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Salaries for PLC Planning & PL - No IEPs	5,059.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies - No food or incentives	3,043.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.0625	CT to support students - MTSS - academic support - English Learner support	6,556.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for SST/IEP/Peer observations/Data chats	7,495.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	9,588.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies to support academics/writing program	10,856.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	6,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support Teaching Fellows and MTSS/academics	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 2 Teaching Fellows to support MTSS/academics	17,853.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	1046299 School Psychologist additional time to support students - MTSS - academic & social emotional	15,889.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625	CT to support students - MTSS - academic support - English Learner support	6,556.00
G1A1	One-Time School	Instruction	Travel			: Professional Learning Conferences	6,175.00
G1A1	One-Time School	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellow to support MTSS	10,307.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,500.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translation Services - Supplemental	1,522.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,192.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology	6,000.00

\$161,377.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	95 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Metric/Area of support was not measure due to COVID-19

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

Student-centered real world learning experience - Site Defined

Metric/Area of support was not measure due to COVID-19

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Metric/Area of support was not measure due to COVID-19

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Metric/Area of support was not measure due to COVID-19

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:

Discussion throughout the year on how to engage students,

2 ELAC:

Discussion throughout the year on how to engage students,

3 Staff:

Discussion throughout the year on how to engage students,

families. Planning of career opportunities when we return to campus as the focus has been on distance learning and instruction.

families. Planning of career opportunities when we return to campus as the focus has been on distance learning and instruction.

families. Planning of career opportunities when we return to campus as the focus has been on distance learning and instruction.

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. This action will be viewed with a Lasik focus through the four domains of the DEI Framework.

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
- 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
- Classroom materials and supplies

- 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:

58% of our student population is Hispanic.

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		24.28 %	2020-2021	22.28 %
Suspensions students with 1 or more		0 %	2020-2021	15 %
Chronic Absenteeism (African American)		27.27 %	2020-2021	25.27 %
Suspensions students with 1 or more (African American)		0 %	2020-2021	15 %
Chronic Absenteeism (White)		32.08 %	2020-2021	30.08 %
Suspensions students with 1 or more (White)		0 %	2020-2021	15 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Admin, Office Assistant, RCA, and Tier 2 Intervention Specialist (CWASII) provided daily communication with families regarding attendance. Inviting them to campus for technology support, referring to FLATS center for device exchanges, providing hot spots. Home visits were conducted throughout the year for those not attending distance learning and delivering needed materials. With these supports in place we still had a significant increase in chronically absent student groups. Overall: 14.1% to 24.6% (426 students)

Chronic Absenteeism (African American)

With the pandemic we have been negatively impacted by chronic absenteeism for all student groups, except for our African American student group. They fared the best with an decrease from 29.6% to 29% chronically absent.

Chronic Absenteeism (White)

With the pandemic we have been negatively impacted by chronic absenteeism.

White 18.5% to 30% (50 students);

Suspensions students with 1 or more

With the pandemic we have seen a tremendous decrease in student misbehaviors. We attribute this to

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

Chronic Absenteeism

With the pandemic we have been negatively impacted by chronic absenteeism for all student groups, except for our African American student group. They fared the best with an decrease from 29.6% to 29% chronically absent.

White 18.5% to 30% (50 students); SPED 29.3% to 37.4% (99 students); Asian 4.5% to 19% (63 students); EL 5.6% to 30.2% (53 students); Hispanic 14% to 25.4% (244 students); Overall: 14.1% to 24.6% (426 students)

Chronic Absenteeism (African American)

See above

Chronic Absenteeism (White)

See above

Suspensions students with 1 or more

With the pandemic we have seen a tremendous decrease in student misbehaviors. We have had under 50 Gaggle alerts or teacher referrals due to student misbehavior. None of these have led to a suspension as of Quarter 3.

Suspensions students with 1 or more (African American)

teaching students expected behaviors using technology. The Gaggle alerts provided opportunities for Admin to speak with parents and student one on one regarding the appropriate use of their device and the quick alert and response time of notifications received was impactful.

Suspensions students with 1 or more (African American)

See above

Suspensions students with 1 or more (White)

See above

See above

Suspensions students with 1 or more (White)

See above

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the pandemic we could not provide the level of support and incentives to students as when they are on campus.

We completed more home visits than in the past but less incentives for improved behaviors.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Continue with actions that were intended for in person that we were not able to implement fully this year due to the pandemic.

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:

Discussed changes to attendance and suspension data due to distance learning. Ideas if we continue distance learning in the upcoming school year.

2 ELAC:

Discussed changes to attendance and suspension data due to distance learning. Ideas if we continue distance learning in the upcoming school year.

3 Staff:

Discussed changes to attendance and suspension data due to distance learning. Ideas if we continue distance learning in the upcoming school year.

PLC's completed input for STOP, KEEP, START strategy for the current SPSA

Action 1

Title: Attendance

[Action Details:](#)

Holland Elementary will implement a school wide attendance program, utilizing incentives to promote improved 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

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

Attendance Data:

- Attendance Clerk
- Teachers
- Admin.
- CWASII
- 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 \(curriculum and instruction\):](#)

- Awards and incentives to encourage attendance
- Student Valet/Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Morning Meetings to support students and staff in building relationships so they feel connected to school, which will increase their sense of belonging
- Weekly Class meetings and/or Second Step lessons for all students to promote social-emotional awareness and provide strategies to engage in positive peer relationships
- Learning Buddies to take place once 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 (CWASII) (District funded 1.0 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
- Target Support Team (TST) to meet biweekly to identify students needing support, monitor progress of students receiving intervention and adjust supports as needed

- 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
- Professional Learning Conferences for teachers to increase instructional strategies with academics, engagement, inclusive practices, and social-emotional learning to support student success
- Teaching Fellow to support Tier 2 academic interventions for students through the MTSS model (Multi-tiered System of Support)
- Substitute salaries for Classified staff to participate in Professional Learning and to support student attendance in engagement activities

[Specify enhanced services for EL students:](#)

CWASII will support economically disadvantages 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:](#)

58% of our student population is Hispanic. Our overall chronically absent rate is 16.5% for 2018-19 school year, 14.1% for the 2019-20 school year and due to the pandemic 24.6% for the 2020-21 school year.

To address the high rate of absenteeism for our overall student groups 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 students that are chronically absent. 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.

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 (Morning Meetings/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
- Gaggle alerts
- Weekly Suspension Data
- MAC/CHAMPS Implementation
- ATLAS misbehavior & positive behavior entries
- Class Meetings – Quarterly documentation of implementation
- Morning Meetings
- Second Step/OLWEUS
- Student Engagement
- CC-SEL survey Gr. 4-6
- IEP goals/objectives/behavior plans
- 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.
- CWASII

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 students will receive continued effective implementation of Morning Meetings, CHAMPS, Second Step, Class Meetings, Olweus
- Holland Hero – Student of the Month – to honor students demonstrating a Character Counts pillar of the month
- Morning Meetings to support students and staff in building relationships so they feel connected to school, which will increase their sense of belonging
- 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
- Learning Buddies to take place once 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 Climate and 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.
- Once per month Club Holland
- 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 (CWASII) (District funded 1.0 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
- Target Support Team (TST) to meet biweekly to identify students needing support, monitor progress of students receiving intervention and adjust supports as needed

- Identified students who are not responding to universal supports will participate in some or all of the following: referral to 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
- Professional Learning Conferences for teachers to increase instructional strategies with academics, engagement, inclusive practices, and social-emotional learning to support student success
- Teaching Fellow to support Tier 2 academic interventions for students through the MTSS model (Multi-tiered System of Support)
- 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 and to support student engagement activities

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.

Specify enhanced services for low-performing student groups:

58% of our student population is Hispanic.

With the pandemic we have seen a tremendous decrease in student misbehaviors. We have had under 50 Gaggle alerts or teacher referrals due to student misbehavior. None of these have led to a suspension as of Quarter 3.

Action 3

Title: Engagement

Action Details:

Holland Elementary will provide opportunities for student participation and involvement in a variety of activities such as: arts; athletics; and extra-curricular activities to promote a sense of belonging and ownership.

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

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

- Engagement data
- CC-SEL survey data (Gr. 4-6)
- Back to School Night
- Open House
- Family Engagement Events
- Student Performances
- Awards Assemblies
- Events/Activities

Owner(s):

- Teachers
- Admin.
- Office Manager
- Office Assistant
- Students

Timeline:

- Ongoing beginning first day of school and continues through June.
- 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

- WOW Awards for students that go above and beyond
- Academic and Kindness postcards sent home to students bi-weekly/monthly
- iReady goal setting and acknowledgement for student that make growth
- Encourage student participation in athletics, after-school clubs
- Read Across America - Dr. Seuss Week
- Weekly rewards for students who demonstrate Random Acts of Kindness
- Monthly 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, enrichment trips to foster school participation and interest - Virtual and in-person
- All students will have the opportunity to earn awards and incentives to encourage attendance, positive behaviors, and academic success, including most improved
- Recognition will be given to students to foster attendance, school spirit, and participation in engagement 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 once 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 (CWASII) (District funded 1.0 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
- Target Support Team (TST) to meet biweekly to identify students needing support, monitor progress of students receiving intervention and adjust supports as needed
- Professional Learning Conferences for teachers to increase instructional strategies with academics, engagement, inclusive practices, and social-emotional learning to support student success
- Teaching Fellow to support Tier 2 academic interventions for students through the MTSS model (Multi-tiered System of Support)
- 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 and to support student engagement activities
- 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.

Specify enhanced services for low-performing student groups:

Encourage student groups to participate in various engagement activities

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified Salaries to support student attendance, engagement, suspension	1,585.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Resource Counseling Assistant to support student suspension, attendance & engagement	60,496.00

\$62,081.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	80 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Metric/Area of support was not addressed in the previous SPSA.

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

Staff Goal - Site Defined

Metric/Area of support was not addressed in the previous SPSA.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Metric/Area of support was not addressed in the previous SPSA.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Metric/Area of support was not addressed in the previous SPSA.

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:

Reviewed new goals and discussed actions

2 ELAC:

Reviewed new goals and discussed actions

3 Staff:

Reviewed new goals and discussed actions

Action 1

Title: Staff Connectedness

Action Details:

Holland Elementary will provide opportunities for staff to engage in school-wide activities, incentives, and events to promote a sense of belonging.

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:

- CC-SEL Staff Survey
- Teacher Attendance
- Memberships (Faculty Club/PTA)
- SPSA Feedback
- Site PLC Attendance

- All staff

- Ongoing - August to June

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Student Academics:

- Increasing challenging content through integrated reading, writing, listening, and speaking
- Increasing focus, coherence, and rigor and the use of the 8 mathematical practices
- Ensuring conceptual understanding of mathematics, procedural skill and fluency, and application
- Shared Vision of Effective Instruction (Instructional Practice Guide): High Expectations, Challenging Content, and Student Ownership
- Digital Literacy to enhance instruction, increase students time with technology, and online classroom assessments
- Assessments - classroom, district, state
- Professional Learning Communities
- ILT members will analyze data, determine needs, plan for action, and engage in planning
- Analysis of student work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations
- Substitutes for teachers for professional learning in support of academics and leading their professional learning community
- Professional Learning Conferences for teachers to increase instructional strategies with academics, engagement, inclusive practices, and social-emotional learning to support student success

- Technology to support students & teachers (laptops/tablets, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology
- Essential Standards and Backwards Mapping
- Professional learning books with academic focus, behavioral strategies, and instructional strategies
- Lasik focus through the four domains of the DEI Framework: Cultural Proficiency, Culturally Proficient Practices, Multicultural Experiences, and Social Action
- Materials and supplies to support teacher professional learning, such as professional learning books

Student Centered and Real-World Learning:

- Teachers will receive information regarding district provided opportunities such as: field trips, career speakers, research ideas, technology
- Creating opportunities for students to experience and reflect on their own learning, taking ownership

Student Engagement:

- Teachers will receive updates and information regarding student engagement in the school and community
- Club Holland & Learning Buddy procedures and participation guidelines
- Review ATLAS entry procedures with teachers for positive behaviors and engagement activities
- Review and promote Saturday Academy and recruit teachers to both lead and/or teach during the offered sessions
- Substitutes for teachers for SSTs, IEPs, data chats, peer observation, and professional learning
- Professional Learning Conferences for teachers to increase instructional strategies with academics, engagement, inclusive practices, and social-emotional learning to support student success
- Policies and procedures for criteria for Awards
- Daily attendance procedures
- Tiered Levels of Response to Behaviors
- Social Emotional Learning

Staff Engagement:

- Thought Box
- Morning Breakfast (1x/month)
- Staff Treats throughout the year
- Participation in: Faculty Club, PTA, SSC, ILT, Safe & Civil Teams
- Open Communication
- Promote inclusivity
- Active participation in the decision-making process

[Specify Professional Development or Staff Services to support EL students:](#)

Academic English Development through integrated and designated ELD
Use of the EL Goal Setting Report to identify target students and their instructional needs
Familiarize teachers with ELPAC domains

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

Progress monitoring and analysis by student groups to identify site needs

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	80 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Metric/Area of support was not addressed in the previous SPSA.

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

Family Goal - Site Defined

Metric/Area of support was not addressed in the previous SPSA.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Metric/Area of support was not addressed in the previous SPSA.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Metric/Area of support was not addressed in the previous SPSA.

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:

Discussed new district goals and actions

2 ELAC:

Discussed new district goals and actions

3 Staff:

Discussed new district goals and actions

Action 1

Title: Family Connectedness

Action Details:

Holland Elementary will provide opportunities for family participation and involvement in a variety of activities to promote a sense of belonging and ownership.

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

- CC-SEL Parent Survey
- Meeting Minutes (PTA/SSC/ELAC)
- Parent Sign-in

Owner(s):

- Admin
- Families
- Staff

Timeline:

Ongoing - August to June

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Student Academics:

- 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
- Parents will receive student's test scores following each assessment administration
- 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
- 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 & Facebook page 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
- 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
- Substitutes for teachers for SSTs, IEPs, data chats, peer observation, and professional learning
- Food and babysitting provided for families, as available
- Materials and supplies to support parent engagement, parenting classes, quarterly family engagement events, etc.
- The following will be provided to further support students and families:
 - Student Success Team (SST) Meetings
 - Individualized Educational Plan (IEP) Meetings for students identified with learning disabilities- annually
 - The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning- annually

Student Centered and Real-World Learning:

- Parents will be informed of opportunities for students to participate in district provided college and career readiness activities
- Parents will be informed of career opportunities for students
- Parent Coffee to provide information for families
- Parent University to provide information to parents regarding educational opportunities for students

Student Engagement:

- Parents will be informed about Holland Hero, and Club Holland opportunities for students
- Parents will be informed about opportunities for arts, activities, and athletics and give permission for students to participate
- Parents will be informed about educational study trips, provided by the district and by the site, and give permission for students to participate
- Calendar listing parent meetings will be distributed at the beginning of the year in the Parent Handbook, information posted on the Holland website, and in School Messengers
- Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies, and any 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 their absence

Family Engagement:

- Encourage family involvement through Social Media/School Website (Peachjar)
- Quarterly Cultural/Academic Activities for families
- Membership in: SSC/ELAC; PTA;
- Encourage to attend virtually or in person: Parent Coffee, Parent University, Athletic Activities, Student Performances, Music Performances, Open House, Back to School Night, Awards Assemblies, IEP/SST's

Specify Direct Service and Opportunities for parents and families to support EL students:

- 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.
- Parent education classes will be provided as available
- Translating services will be provided as needed and available

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Involve parents in SST meetings to collaborate on supports needed
- Continue communication with families regarding student progress and address specific academic and SEL needs.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0220 Holland Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Required Parent Participation - No food or incentives	1,122.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for parent classes/SSC/ELAC	508.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation food	600.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Quarterly Family Engagement Activities	500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation food	600.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Quarterly Family Engagement activities	500.00

\$3,830.00

2021-2022 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	CT to support students - MTSS - academic support - English Learner support	32,786.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Salaries for PLC Planning & PL - No IEPs	5,059.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies - No food or incentives	3,043.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.0625	CT to support students - MTSS - academic support - English Learner support	6,556.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for SST/IEP/Peer observations/Data chats	7,495.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	9,588.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies to support academics/writing program	10,856.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	6,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support Teaching Fellows and MTSS/academics	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 2 Teaching Fellows to support MTSS/academics	17,853.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	1046299 School Psychologist additional time to support students - MTSS - academic & social emotional	15,889.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625	CT to support students - MTSS - academic support - English Learner support	6,556.00
G1A1	One-Time School	Instruction	Travel			: Professional Learning Conferences	6,175.00
G1A1	One-Time School	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellow to support MTSS	10,307.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,500.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translation Services - Supplemental	1,522.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,192.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology	6,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified Salaries to support student attendance, engagement, suspension	1,585.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Resource Counseling Assistant to support student suspension, attendance & engagement	60,496.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Required Parent Participation - No food or incentives	1,122.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for parent classes/SSC/ELAC	508.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation food	600.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Quarterly Family Engagement Activities	500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation food	600.00
G5A1		Parent Participation	Mat & Supp				500.00

\$227,288.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,010.00
Sup & Conc	7090	\$145,926.00
LCFF: EL	7091	\$21,870.00
One-Time School	7099	\$16,482.00
Grand Total		\$227,288.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$161,377.00
G3 - Increase student engagement in their school and community	\$62,081.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,830.00
Grand Total	\$227,288.00