

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **HOLMES ELEMENTARY** SCHOOL

2018-19

37-68338-6039747
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Saipe, Jonathan

Contact Person: Saipe, Jonathan

Position: Principal

Telephone Number: 858-496-8110

Address: 4902 Mount Ararat Dr, Holmes Elementary, San Diego, CA, 92111-3808,

E-mail Address: jsaipe@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*



San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Holmes Elementary
SITE CONTACT PERSON: Jonathan Saife
PHONE: 858-496-8110 FAX: _____

DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)

E-MAIL ADDRESS: jsaife@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>1/31/18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 1/31/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Jonathan Saife
Type/Print Name of School Principal

Mary A Taylor
Type/Print Name of SSC Chairperson

Sofia Freine
Type/Print Name of Area Superintendent

[Signature]
Signature of School Principal

[Signature]
Signature of SSC Chairperson

[Signature]
Signature of Area Superintendent

5/4/18
Date

5/4/2018
Date

5/11/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Holmes Elementary is a true neighborhood school, located in a quiet residential part of Clairemont.

Our mission is to work as a strong, accountable partnership of staff, parents and community members to create a challenging and supportive environment in which **ALL** students can strive for the academic excellence and the confidence necessary to become successful members of society.

SCHOOL VISION AND REALITY

Instruction and assessments are aligned to Common Core State Standards (CCSS) and students are cognitively engaged in purposeful rigorous tasks. Instructional decisions are based upon the analysis of ongoing and regular formal and informal assessments. Teachers and students set goals for academic performance. Teachers are facilitators of learning and ask higher levels questions and present authentic learning tasks that challenge students to work together and explain their thinking in multiple ways. A place where students are doing a majority of the talking and use technology to produce rigorous outcomes.

Analysis of our current reality reveals that all stakeholders are developing toward the ideal state. We are working hard to align our instruction and curriculum both horizontally across grade levels and vertically schoolwide. Holmes has strong traditions of academic excellence and parent involvement. Though we have worked hard to reach this level, we still have work to do before I can honestly say that ALL stakeholders have developed 'habits of mind' in all areas to meet our ideal state. Not all teachers set and maintain high academic expectations for all students throughout the day. All teachers use the district provided/suggested units for math and ELA however, teachers still need to strengthen and deepen their use of the Lucy Calkins Writing Curriculum to ensure that all lessons are aligned with Common Core State Standards. We are still working toward 100% of the staff utilizing 21st century technology in all areas of instruction. In addition students need to be more engaged with the promethean board using the pen to annotate, organize, and explain their thinking.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in

order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

- *I had two budget meeting with staff to clarify allocations and LCFF distribution.
- *Staff also generated ideas to support our intervention programs and RTI process
- *I met with SSC and they provided input and they approved the budget.
- *I met with PTA to share proposal from SSC to fund a Foundational Skills teacher to support at risk students.
- *I shared budget staffing funding allocations with parents at Family Friday

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Jessie Nettles	Parent
Wendy Rode	Parent
Heather Matheny	Parent
Kristen Minor	Parent
Allie Carr	Parent
Jonathan Saipe	Principal
Mary Taylor	Teacher (Chair)
Wendy Lindman-Fechner	Teacher
Michelle Carlson	Teacher
Linda Papin	Other

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 85% (approx. 85 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 85% (approx. 85 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: Socioeconomically Disadvantaged

By June 2019, 78% (approx. 16 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75% (approx. 21 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 70% (approx. 13 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 73% (approx. 16 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 65% (approx. 7 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA achievement three times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics**Mathematics SMART Goal:**

By June 2019, 90% (approx. 90 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 78% (approx. 78 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: Socioeconomically Disadvantaged

By June 2019, 85% (approx. 85 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 65% (approx. 65 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 90% (approx. 90 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 77% (approx. 77 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 80% (approx. 9 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet in grade level teams to analyze end of unit and math fluency assessments 3 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 85% (approx. 85 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 85% (approx. 85 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and Principal will meet in grade level teams to analyze end of unit assessments and DRA results 3 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 265 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 90% (approx. 239 families) will attend parent/teacher conferences to increase the milestones necessary for meaningful graduation.

Targeted Population:

The parents of our English Learner Students are our targeted population.

What data did you use to form these goals?

Daily attendance at the school site

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and Principal will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted 2 times a year to participate in parent/teacher conferences and also meet based need.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- ELST will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

<p>Intensive Intervention (Tier 3)</p> <ul style="list-style-type: none"> - Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers - ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners. - Counselor and support mentors will provide monthly check in with at risk students - PAL will provide monthly check in with families of at risk students - Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency. - Speech and language pathologist will provide supplemental support to English learners with language needs. - Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.
<p>1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):</p> <p>Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.</p>
<p>How will you monitor these strategies/activities?</p> <ul style="list-style-type: none"> * Bell to bell instruction * Regular classroom observations and feedback * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC
<p>2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):</p> <p>Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.</p>
<p>How will you monitor these strategies/activities?</p> <ul style="list-style-type: none"> * Bell to bell instruction * Regular classroom observations and feedback * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC
<p>3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):</p> <p>Cross-curricular articulation will take place weekly. All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.</p>
<p>How will you monitor these strategies/activities?</p> <ul style="list-style-type: none"> *Attendance at cluster and site professional development *Grade level team meetings/plc *Continue monitoring of student progress by administration, ILT and teachers

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

How will you monitor these strategies/activities?

- *Phone calls home
- *SARB letters
- *Counselor interventions such as individual and group meetings
- *Student Study Team meeting with teachers, parents, support staff...etc.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the new science curriculum.

How will you monitor these strategies/activities?

- *Sign in sheets from principal/parent meetings
- *Communication through School Messenger, E-Blast, flyers and the school website
- *PTA meetings
- *SSC meetings
- *ELAC meetings
- *Open door policy to meet with parents and community members about individual concerns

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Provide Visiting Teacher support to allow for classroom teachers to complete assessments of students; including incoming kindergarten students. Additional funds support small group instruction for at risk students. Remainder used for PD.

Funds to provide CELDT testing for EL students

Identified Need::

Provide support to at risk students.

Target Group::

EL and at risk students

Monitoring::

Interim Assessments and CELDT

Personnel Responsible::

Classroom teachers and Principal

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Provide Visiting Teacher support to allow for classroom teachers to complete assessments of students; including incoming kindergarten students. Additional funds support small group instruction for at risk students. Remainder used for PD.

Funds to provide CELDT testing for EL students

Identified Need::

Provide support to at risk students.

Target Group::

EL and at risk students

Monitoring::

Interim Assessments and CELDT

Personnel Responsible::

Classroom teachers and Principal

Goal 3: Professional Development
 Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
 Provide Visiting Teacher support to allow for classroom teachers to complete assessments of students; including incoming kindergarten students. Additional funds support small group instruction for at risk students. Remainder used for PD.

Identified Need::
 Provide opportunities for staff learning to work with at risk students.

Target Group::
 Staff to learn strategies for EL and at risk students

Monitoring::
 Interim Assessments and CELDT

Personnel Responsible::
 Teachers and Principal

LCFF Intervention Supports
 Please provide a DETAILED description of the activity or strategy and the targeted students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst -	0.2375	\$5,924.68	\$7,624.77	0147-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 2	Provide additional student for students in the library. Assist students and staff in locating resource materials and leveled reading material for grade level instruction. Provide additional support to EL students.
Retired Clsrm Teacher Hrly		\$3,000.00	\$3,611.70	0147-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Provide both push in and pull out support to work with EL students, assist in both CELDT and EL PAC testing
Supplies		\$8,399.00	\$8,399.00	0147-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Instructional supplies to assist the delivery of intervention and instruction for our ELL students and other struggling students in ELA.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Holmes
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	233	77.7	251	83.3	265	84.9	7.2	1.6	235	75.3	251	77.7	265	84.5	9.2	6.8
Female	110	79.1	125	85.6	148	85.8	6.7	0.2	112	75.0	125	80.0	148	82.4	7.4	2.4
Male	123	76.4	126	81.0	117	83.8	7.4	2.8	123	75.6	126	75.4	117	87.2	11.6	11.8
African American	1	-	1	-	3	-	-	-	1	-	1	-	3	-	-	-
Asian	7	-	9	-	6	-	-	-	8	-	9	-	6	-	-	-
Filipino	2	-	3	-	3	-	-	-	2	-	3	-	3	-	-	-
Hispanic	51	68.6	50	80.0	58	70.7	2.1	-9.3	52	65.4	50	62.0	58	79.3	13.9	17.3
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	3	-	2	-	1	-	-	-	2	-	2	-	1	-	-	-
White	135	81.5	147	84.4	152	88.2	6.7	3.8	135	77.8	147	84.4	152	88.2	10.4	3.8
Multiracial	34	82.4	39	84.6	40	92.5	10.1	7.9	35	80.0	39	74.4	40	77.5	-2.5	3.1
English Learner	8	-	5	-	4	-	-	-	11	54.5	5	-	4	-	-	-
English-Speaking	225	78.7	246	84.1	261	84.7	6.0	0.6	224	76.3	246	78.9	261	84.3	8.0	5.4
Reclassified†	7	-	6	-	19	78.9	-	-	7	-	6	-	19	73.7	-	-
Initially Eng. Speaking	218	78.4	240	84.2	242	85.1	6.7	0.9	217	76.0	240	78.8	242	85.1	9.1	6.3
Econ. Disadv.*	60	63.3	66	80.3	62	77.4	14.1	-2.9	59	57.6	66	62.1	62	69.4	11.8	7.3
Non-Econ. Disadv.	173	82.7	185	84.3	203	87.2	4.5	2.9	176	81.3	185	83.2	203	89.2	7.9	6.0
Gifted	112	88.4	108	90.7	116	94.0	5.6	3.3	113	87.6	108	89.8	116	94.0	6.4	4.2
Not Gifted	121	67.8	143	77.6	149	77.9	10.1	0.3	122	63.9	143	68.5	149	77.2	13.3	8.7
With Disabilities	20	55.0	19	78.9	22	59.1	4.1	-19.8	20	60.0	19	68.4	22	95.5	35.5	27.1
WO Disabilities	213	79.8	232	83.6	243	87.2	7.4	3.6	215	76.7	232	78.4	243	83.5	6.8	5.1
Homeless	0	-	2	-	2	-	-	-	0	-	2	-	0	-	-	-
Foster	1	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Military	7	-	9	-	6	-	-	-	8	-	9	-	6	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Holmes
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	83	77.1	82	85.4	93	83.9	6.8	-1.5	86	82.6	82	93.9	93	89.2	6.6	-4.7
Female	45	71.1	42	81.0	54	85.2	14.1	4.2	47	83.0	42	92.9	54	85.2	2.2	-7.7
Male	38	84.2	40	90.0	39	82.1	-2.1	-7.9	39	82.1	40	95.0	39	94.9	12.8	-0.1
African American	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Asian	2	-	2	-	2	-	-	-	3	-	2	-	2	-	-	-
Filipino	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Hispanic	20	70.0	14	71.4	19	63.2	-6.8	-8.2	21	66.7	14	85.7	19	89.5	22.8	3.8
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	47	80.9	49	87.8	56	85.7	4.8	-2.1	47	87.2	49	95.9	56	87.5	0.3	-8.4
Multiracial	13	69.2	14	85.7	12	100.0	30.8	14.3	14	85.7	14	92.9	12	91.7	6.0	-1.2
English Learner	7	-	0	-	4	-	-	-	10	60.0	0	-	4	-	-	-
English-Speaking	76	78.9	82	85.4	89	83.1	4.2	-2.3	76	85.5	82	93.9	89	88.8	3.3	-5.1
Reclassified†	4	-	0	-	3	-	-	-	4	-	0	-	3	-	-	-
Initially Eng. Speaking	72	79.2	81	86.4	86	82.6	3.4	-3.8	72	84.7	81	95.1	86	88.4	3.7	-6.7
Econ. Disadv.*	21	61.9	16	75.0	21	76.2	14.3	1.2	21	76.2	16	100.0	21	81.0	4.8	-19.0
Non-Econ. Disadv.	62	82.3	66	87.9	72	86.1	3.8	-1.8	65	84.6	66	92.4	72	91.7	7.1	-0.7
Gifted	38	86.8	33	93.9	38	97.4	10.6	3.5	39	94.9	33	100.0	38	94.7	-0.2	-5.3
Not Gifted	45	68.9	49	79.6	55	74.5	5.6	-5.1	47	72.3	49	89.8	55	85.5	13.2	-4.3
With Disabilities	9	-	6	-	6	-	-	-	9	-	6	-	6	-	-	-
WO Disabilities	74	77.0	76	85.5	87	88.5	11.5	3.0	77	84.4	76	94.7	87	88.5	4.1	-6.2
Homeless	0	-	2	-	2	-	-	-	0	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	4	-	3	-	-	-	3	-	4	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Holmes
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	73	68.5	90	87.8	83	90.4	21.9	2.6	72	72.2	90	74.4	83	89.2	17.0	14.8
Female	33	75.8	49	85.7	45	88.9	13.1	3.2	33	72.7	49	71.4	45	84.4	11.7	13.0
Male	40	62.5	41	90.2	38	92.1	29.6	1.9	39	71.8	41	78.0	38	94.7	22.9	16.7
African American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Asian	2	-	4	-	2	-	-	-	2	-	4	-	2	-	-	-
Filipino	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Hispanic	15	60.0	19	84.2	17	82.4	22.4	-1.8	15	66.7	19	52.6	17	82.4	15.7	29.8
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	45	73.3	50	88.0	47	95.7	22.4	7.7	45	73.3	50	86.0	47	93.6	20.3	7.6
Multiracial	9	-	15	93.3	14	85.7	-	-7.6	9	-	15	66.7	14	78.6	-	11.9
English Learner	1	-	4	-	0	-	-	-	1	-	4	-	0	-	-	-
English-Speaking	72	69.4	86	89.5	83	90.4	21.0	0.9	71	73.2	86	76.7	83	89.2	16.0	12.5
Reclassified†	2	-	3	-	4	-	-	-	2	-	3	-	4	-	-	-
Initially Eng. Speaking	70	68.6	83	89.2	79	89.9	21.3	0.7	69	72.5	83	75.9	79	88.6	16.1	12.7
Econ. Disadv.*	15	40.0	29	86.2	13	92.3	52.3	6.1	14	57.1	29	51.7	13	69.2	12.1	17.5
Non-Econ. Disadv.	58	75.9	61	88.5	70	90.0	14.1	1.5	58	75.9	61	85.2	70	92.9	17.0	7.7
Gifted	30	80.0	40	92.5	32	100.0	20.0	7.5	30	86.7	40	85.0	32	96.9	10.2	11.9
Not Gifted	43	60.5	50	84.0	51	84.3	23.8	0.3	42	61.9	50	66.0	51	84.3	22.4	18.3
With Disabilities	3	-	10	80.0	5	-	-	-	3	-	10	80.0	5	-	-	-
WO Disabilities	70	70.0	80	88.8	78	89.7	19.7	0.9	69	72.5	80	73.8	78	88.5	16.0	14.7
Homeless	0	-	1	-	1	-	-	-	0	-	1	-	0	-	-	-
Foster	1	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	2	-	3	-	-	-	3	-	2	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Holmes
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	77	87.0	79	75.9	89	80.9	-6.1	5.0	77	70.1	79	64.6	89	75.3	5.2	10.7
Female	32	93.8	34	91.2	49	83.7	-10.1	-7.5	32	65.6	34	76.5	49	77.6	12.0	1.1
Male	45	82.2	45	64.4	40	77.5	-4.7	13.1	45	73.3	45	55.6	40	72.5	-0.8	16.9
African American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Asian	3	-	3	-	2	-	-	-	3	-	3	-	2	-	-	-
Filipino	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Hispanic	16	75.0	17	82.4	22	68.2	-6.8	-14.2	16	62.5	17	52.9	22	68.2	5.7	15.3
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
White	43	90.7	48	77.1	49	83.7	-7.0	6.6	43	72.1	48	70.8	49	83.7	11.6	12.9
Multiracial	12	100.0	10	70.0	14	92.9	-7.1	22.9	12	75.0	10	60.0	14	64.3	-10.7	4.3
English Learner	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
English-Speaking	77	87.0	78	76.9	89	80.9	-6.1	4.0	77	70.1	78	65.4	89	75.3	5.2	9.9
Reclassified†	1	-	2	-	12	66.7	-	-	1	-	2	-	12	58.3	-	-
Initially Eng. Speaking	76	86.8	76	76.3	77	83.1	-3.7	6.8	76	71.1	76	64.5	77	77.9	6.8	13.4
Econ. Disadv.*	24	79.2	21	76.2	28	71.4	-7.8	-4.8	24	41.7	21	47.6	28	60.7	19.0	13.1
Non-Econ. Disadv.	53	90.6	58	75.9	61	85.2	-5.4	9.3	53	83.0	58	70.7	61	82.0	-1.0	11.3
Gifted	44	95.5	35	85.7	46	87.0	-8.5	1.3	44	81.8	35	85.7	46	91.3	9.5	5.6
Not Gifted	33	75.8	44	68.2	43	74.4	-1.4	6.2	33	54.5	44	47.7	43	58.1	3.6	10.4
With Disabilities	8	-	3	-	11	63.6	-	-	8	-	19	68.4	11	90.9	-	22.5
WO Disabilities	69	92.8	76	76.3	78	83.3	-9.5	7.0	69	72.5	76	67.1	78	73.1	0.6	6.0
Homeless	0	-	1	-	2	-	-	-	0	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	3	-	0	-	-	-	2	-	3	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Holmes Elementary School]
PARENT INVOLVEMENT POLICY 2018-19

Holmes has developed a written parental involvement policy with input from parents. Each year we review and revise if needed with SSC.

It has distributed the policy to all parents.

We send the Parent Involvement Policy home during the first week of each school year.

The policy describes the means for carrying out the following parental involvement requirements.

Involvement of Parents in the Program:

To involve parents at Holmes the following practices have been established:

- The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. We discuss this information at our first Family Friday of the year in September.
- The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. We hold monthly Family Fridays, monthly SSC/SGT meetings (after school), PTA Board and Association meetings (evenings).
- The school involves parents of students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's programs and the parental involvement policy. We annually review and revise if needed our Parent Involvement Policy in our SSC meetings.
- The school provides parents of students with timely information about the schools programs. We hold monthly Family Fridays informing parents of district and school news. We have an updated website, school newsletter, weekly Principal message, and Konstella updates.
- The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. We have monthly Family Fridays and Parent/Teacher conferences (2 times a year)
- If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children.
We have PTA surveys, monthly Family Fridays, and monthly SSC/SGT meetings

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).*

*****The policy must be updated periodically to meet changing needs of parents and the school.***

Home School-Parent Compact:

Holmes distributes to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

- The school's responsibility to provide high-quality curriculum and instruction.
- The ways parents will be responsible for supporting their children's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

We annually review the Home-School Compact in our SSC meetings.

Building Capacity for Involvement:

Holmes engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. We have Back-to-School night where teachers review grade level expectations, curriculum, and assessments. Student data is collected 3 times a year a reporting periods. We also hold parent/teachers conferences 2 times a year or as needed.
- The school provides parents with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. We have a large and very active PTA which provides input on many programs, fundraises, and we also have surveys.
- The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. We share resources for the Ballard Parent Center and other SDUSD department resources (ex. GATE)
- The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand. We provide translation service if needed.
- The school provides support for parental involvement activities requested by parents. We work with PTA to provide after-school enrichment and access to our site.

Accessibility:

Holmes provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. We use our translation department and special education department to provide support.

APPENDIX C

HOME/SCHOOL COMPACT

HOLMES ELEMENTARY SCHOOL



HOME/SCHOOL COMPACT

2018-2019

Holmes Elementary School and the parents of the students participating in activities, services, and programs agree that this compact outlines how the parents, the entire school staff and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This agreement shows how all of us, the parents/families, the students, and the entire school staff, share responsibility for improving achievement. By understanding and using this agreement, the school and the home will work together to help students achieve and meet California's high standards.

THE HOLMES ELEMENTARY SCHOOL WILL:

- ◇ Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards;
- ◇ Hold parent-teacher conferences annually during which this compact will be discussed as it related to the individual child's achievement;
- ◇ Provide parents with frequent reports on their child's progress;
- ◇ Provide parents reasonable access to staff; and,
- ◇ Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

SCHOOL/ADMINISTRATOR COMMITMENTS:

- ◇ I will work to ensure a positive learning climate at the school, and hold high expectations for student achievement;
- ◇ I will provide instructional leadership to inspire and encourage staff to learn and practice a variety of effective teaching strategies.
- ◇ I will ensure that a high quality curriculum that addresses student needs and enables students to meet or exceed district standards is in place at our school.
- ◇ I will effectively utilize site and community resources to improve student achievement.
- ◇ I will provide regular and direct communication regarding school and learning issues to students, families, and the community.
- ◇ I will ensure that all stakeholders have the opportunity to be involved/represented in the site decision making process.
- ◇ I will provide equitable opportunities for parents to receive appropriate training to support student learning and strengthen parent involvement at Holmes.

TEACHER COMMITMENTS:

1. **As Teachers at Holmes Elementary School, I will support student learning by teaching:**
 - In a welcoming and safe climate for all
 - A high-quality curriculum and instruction based on individual student needs
 - With high expectations for student learning to meet the Common Core State Standards for achievement
 - And learn with on-going continuing education
 - And work together to solve issues and prevent problems
2. **As Teachers, We Want You To Know How Your Child Is Doing:**
 - In September at our Back To School Night
 - In November at the required parent/guardian conference
 - In March at the parent/guardian conference (required for those needing extra help or for those that request)
 - When we feel you need to know or anytime you ask
 - Through verbal and/or written reports as needed
 - Through Report Cards (Standards Based) three times in the year
3. **As teachers, we want to meet you:**
 - Please send a note, stop and chat, call, send an email, send a letter, and/or attend school-wide functions
4. **As teachers, we want you to be involved:**
 - In the classroom, on field trips, and where you feel comfortable
 - In school committees such as the PTA, SSC/SGT, VAPA, GARDENING CLUB
 - In school events such as The Winter Holiday Program, The PTA Founders' Day Program, The Spring Open House and Book Fair, The Annual HERO Run Jog-A-Thon, Halloween Carnival, The Variety Show, etc.
 - On the playground, at lunch, or before school
 - In the community, it helps our school

STUDENT COMMITMENTS:

As a student at Holmes Elementary School, I will:

- Be on time and ready to work and learn
- Follow all school and classroom rules and be respectful, responsible and safe
- Remember to be "Ready, Responsible, and Respectful" every day.
- Be kind to everyone
- Respect that everyone wants to learn in a safe school
- Show responsibility in all that I do
- Participate in class
- Do all work on time and turn it in
- Read at least 20 minutes every day after school, even on weekends and vacations
- Give parents/families all papers and information from school
- Turn in all papers from parents/families that the school needs
- Talk with parent/family, teacher, and/or school staff about what is happening at school

PARENTS/FAMILIES COMMITMENTS:

As a parent/family member, I will support our child's learning at Holmes Elementary School.

I will:

- ◇ Ensure my child attends school daily, is on time, and ready to learn
- Expect my child to do well in school
- Check to see they are completing work
- Encourage my child to participate in all activities
- Read with my child every day
- Attend November and March Parent-Teacher conferences
- Provide a study space for homework and help them when needed
- Participate in decisions about my child's education
- Provide a healthy breakfast and lunch or enough money to buy at school
- Know and support school/classroom rules, behaviors, discipline and attendance plan
- Read all notices from school
- Respond to phone calls or notes within 24 hours
- Limit the time and type of television and video games my child experiences
- Know my child's friends
- Work together with the school
- Tell the school when I get a new phone number or move
- Volunteer in my child's classroom/school activities
- Serve on advisory groups, such as PTA, School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Council for Compensatory Education (DAC), and/or other advisory groups as I am able
- Fill out and turn in the meal application each year (remember, this is how the school receives Title 1 funds)

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

Site: 0147 Holmes Elementary	09800 LCFF	
	FTE	TOTAL
		\$ 19,635.00
Classified Salaries / Monthly	0.2375	\$ 5,924.68
6472 Library Asst	0.2375	\$ 5,924.68
Certificated Salaries		\$ 3,000.00
1189 Retired Clsrm Teacher Hrly		\$ 3,000.00
Employee Benefits		\$ 2,311.79
Books and Supplies		\$ 8,399.00
4301 Supplies		\$ 8,399.00

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Holmes Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	All required materials and texts are in the classrooms such as units of inquiry, EnVision math, and state adopted textbooks for science and social studies. We follow the district pacing guides and include them in our weekly bulletin.
CLOSING THE ACHIEVEMENT GAP	We use ST math, Raz Kids, and Brain Pop to provide interventions and enrichment. We are developing a push-in model to provide SAI, special education support services. We use our paraeducators to collect data and work directly with students.
PROFESSIONAL DEVELOPMENT	We will continue to strengthen our understanding of Common Core Standards. Specifically, reading standards 1 and 10; listening and speaking standard 1; writing standard 1; math priorities/fluencies; and math practices 1 & 3. In addition, we will be working with three other Clairemont Elementary Schools to implement the Lucy Calkins Units of Study and develop assessments for Math Fluencies.
GRADUATION/PROMOTION	In alignment with the District Graduation SMART Goal we are monitoring our 3 rd grade students performance on the SBAC assessment in English Language Arts and Math. Last year, 84% of our 3 rd graders met or exceeded grade level in English Language Arts. In math 89% of 3 rd grade students met or exceeded grade level standards.
PARENT ENGAGEMENT	We have monthly Family Fridays where parents are invited to get an update on school/district news, share schoolwide data, and have an opportunity read with their child in the classroom. We also have a strong active PTA that raises money for educational and enrichment programs such as Arts Attack, Choral Music, PE enrichment, technology, instructional supplies, and field trips. We also have many events throughout the year to build a strong sense of community.