

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **HOLMES ELEMENTARY SCHOOL**

**2014-16**

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:**

**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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval: June 23, 2015**



**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.*

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

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Holmes Elementary School

**DUE March 13, 2015**

SITE CONTACT PERSON: Jonathan Saipe

PHONE: 858-496-8110

FAX: 858-496-8734

E-MAIL ADDRESS: jsaipe@sandi.net

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

- Quality Education Investment Act (QEIA)     
  Title 1 Schoolwide Programs (SWP)     
  Program Improvement (PI)  
 Y1    Y2    Y3    Y4    Y5    Y5+

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:

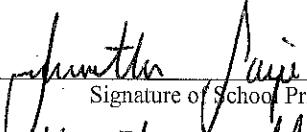
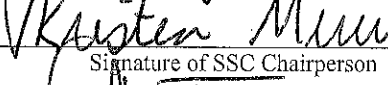
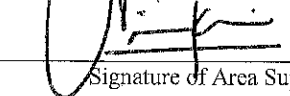
- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
- 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 PRESENTATION TO SSC:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) (Part of SSC) | Date of presentation: <u>3/11/15</u>             |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC)  | Date of presentation: <u>NA</u>                  |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)    | Date of presentation: <u>NA</u>                  |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                              | Date of presentation: <u>3/11/15</u>             |
| <input checked="" type="checkbox"/> Other (list): <u>PTA and Family Friday</u>              | Date of presentation: <u>3/2/15 &amp; 3/5/15</u> |

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: March 11, 2015

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.

<u>Jonathan Saipe</u> Type/Print Name of School Principal	 Signature of School Principal	<u>3/12/15</u> Date
<u>Kristen Miner</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>3/13/15</u> Date
<u>Sofia Freire</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>3/13/15</u> Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

## TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Parent Involvement Policy for Non-Title I Schools
  - B. Home/School Compact
  - C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
  - D. 2014-15 SPSA Addendum

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

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.

Holmes students are high achieving, and it shows in their standardized test scores that rank among the highest in the district. In 2012, Holmes Academic Performance Index score increased to over 920. The school earned a spot on the 2010 & 2011 Honor Roll List by the California Business for Education Excellence (CBEE). We continue to focus efforts on students performing significantly below grade level.

All Holmes teachers in grades 3-6 are GATE certified, all receiving the additional training that is part of the Gifted and Talented Education program for high achieving students. Their certification enables us to provide an extensive accelerated educational programs and GATE cluster programs providing specialized instruction.

In 2012, Holmes Elementary was recognized as a Distinguished School by the California Department of Education.

Parent involvement and volunteerism are encouraged and appreciated. Our students enjoy many extras including an annual holiday program, jog-a-thon, variety show, Halloween carnival, field trips, and a Spring Fling event. Our PTA also funds an award-winning art program, choral music teacher and computer lab.

Holmes before and after school enrichment programs include Cheer4Fun, Junior Theatre, LEGO Engineering, Mad Science, Mileage Club, Heartlight Aerobics, Golf, Tennis, and Soccer.

Holmes students, parents and teachers take pride in our school by helping to maintain the campus. PTA funding and community support has supplied beautiful campus gardens, a rock wall, school mural, greenhouses and fitness obstacle course.

**CORE AND SUPPLEMENTAL SUPPORTS**

Funds are used to support strong Tier 1 instruction and foundational skills program identifying students at risk at all grade levels. Certificated teacher support to provide additional literacy and math support.

**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

**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
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494-726	1.5	.3
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**HEALTHTECHNICIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
------------	---------------

375-1511	2
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**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. The cycles are:

**Cycle 1** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

#### **PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)**

#### **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.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Cami Abel	Parent
Shiloh Berry	Parent
Ivonne Gans	Parent
Kristen Minor	Parent (Chairperson)
Allie Carr	Parent
Jonathan Saipe	Principal
Susanne Wuertz	Teacher
Parish Jaimes	Teacher
Philip Blase	Teacher
Raquel Gonzalez	Other

**Area 1: English/Language Arts****English/Language Arts SMART Goal:**

\* By 06/14/2016, 85 % of Holmes Elementary Students, Grades 2-6 will achieve a meet grade level standards in English/Language Arts

**Closing the Gap SMART Goal:**

\* By 06/14/2016, 85 % of Holmes Elementary Hispanic or Latino, Grades 2-6 will achieve a meet grade level standards in English/Language Arts

\* By 06/14/2016, 57 % of Holmes Elementary Students with Disability, Grades 2-6 will achieve a meet grade level standards in English/Language Arts

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):****Progress and Growth Monitoring:**

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. The cycles are:

**Cycle I**(August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 2: Mathematics**

**Mathematics SMART Goal:**  
 \* By 06/14/2016, 85 % of Holmes Elementary Students, Grades 2-5 will achieve a meet grade level standards in Mathematics

**Closing the Gap SMART Goal:**  
 \* By 06/14/2016, 73 % of Holmes Elementary Hispanic or Latino, Grades 2-6 will achieve a meet grade level standards in Mathematics  
 \* By 06/14/2016, 55 % of Holmes Elementary Students with Disability, Grades 2-6 will achieve a meet grade level standards in Mathematics

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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. The cycles are:

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

\* By 06/14/2016, 89.5 % of Holmes Elementary English Learner, Grades 2-5 will perform at proficient and/or advanced level in California English Language Development Test , increasing from 77 % to 89.5 % , a gain of 12.50 %

\* By 06/14/2016, 70 % of Holmes Elementary English Learner, Students, Grades 2-5 will achieve a meet grade level standards in Mathematics

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):****Progress and Growth Monitoring:**

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. The cycles are:

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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 06/14/2016, 47 % of Holmes Elementary Students, Grade 05 will achieve a meet grade level standards in Mathematics  
 \* By 06/14/2016, 79 % of Holmes Elementary Grade 03, Students will achieve a meet grade level standards in English/Language Arts

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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. The cycles are:

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**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

\* By 06/14/2016, 100 % of Holmes Elementary Parents/Guardians will achieve a attend at least 4 parent enrichment activities as measured by Attendance

**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:**

Weekly attendance sheets are run; Staff call parents with students with excessive absences and tardies to offer assistance and intervention suggestions

Those who continue to have excessive absences are referred to the counselor or Nurse/ health tech for additional interventions.

The last step would be referring the family to SARB.

Holmes provides incentives to avoid absences such as Perfect Attendance Awards and monthly grade level attendance celebration and recognition.

**BUDGET: Resources Aligned to Area Goals****Core Program:** Edit the core program for your site

## 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.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

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 CELDT 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.

ELST will consult with teachers to provide supports for targeted English Learners.

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

#### Intensive Intervention (Tier 3)

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.

Local Control Funding Formula Goals
<p><b>Goal 1: Intervention Supports</b> 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?</p>
<p><b>Intervention Support Goal:</b> 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</p> <p><b>Identified Need:</b> Provide support to at risk students.</p> <p><b>Target Group:</b> EL and at risk students</p> <p><b>Monitoring:</b> Interim Assessments and CELDT</p> <p><b>Personnel Responsible:</b> Classroom teachers and Foundational Skills Teacher</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal:</b> 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</p> <p><b>Identified Need:</b> Provide support to at risk students.</p> <p><b>Target Group:</b> EL and at risk students</p> <p><b>Monitoring:</b> Interim Assessments and CELDT</p> <p><b>Personnel Responsible:</b> Classroom teachers and Foundational Skills Teacher</p>
<p><b>Goal 3: Professional Development</b> 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</p>

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:**  
Foundational Skills Teacher and Principal

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$9,500.00	0147-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	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.
Classroom Teacher Hrly	-	\$1,727.00	0147-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	03, LCFF 1, LCFF 2	Funds to provide CELDT testing for EL students



## 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. Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum

**APPENDIX A**

**PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**

*(Provided by the School Site)*



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

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Holmes Elementary School  
**NON-TITLE I PARENT INVOLVEMENT POLICY**

Holmes Elementary School has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. We met with our School Site Governance annually to develop, revise, and review the plan.

It has distributed the policy to parents of Non-Title I students. We distribute the policy and distribute to parent with our opening of school materials in September

The policy describes the means for carrying out the following Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Non-Title I Program**

To involve parents in the Non-Title I program at Holmes Elementary School the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. We share the policy at our Family Fridays, PTA, and SGT meetings.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. We hold our meeting during school hours and in the evening or afterschool.
- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, \*review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. Parents are invited to discuss, review and revise the policy during all of our meetings
- The school provides parents of Non-Title I students with timely information about Non-Title I programs. We have and up to date website and send home a weekly phone call and email. This information is also shared at our Family Fridays.
- The school provides parents of Non-Title I students 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 share this type of information at our Family Fridays, PTA meetings, and SSC/SGT meetings.
- If requested by parents of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. We hold monthly Family Fridays to discuss and participate in all decisions relating to their child's education.

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

***\*\*The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Non-Title I children. [20 USC 6318 Section 1118(c) (3)]***

### **School-Parent Compact**

The school distributes to parents of Non-Title I students 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. It addresses the following legally required items, as well as other items suggested by parents of Non-Title I students.

- 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

***[Briefly describe how the school developed the policy with Non-Title I parent input and how the school distributes the policy to Non-Title I parents. Attach a copy of the compact to this policy.]***

### **Building Capacity for Involvement**

The school engages Non-Title I 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 Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Holmes offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. We hold our meeting during school hours and in the evening or afterschool
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. Holmes offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. We hold our meeting during school hours and in the evening or afterschool
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Holmes offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. We hold our meeting during school hours and in the evening or afterschool
- The school coordinates and integrates the Non-Title I 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. The school provides parents of Non-Title I students 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 share this type of information at our Family Fridays, PTA meetings, and SSC/SGT meetings

- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand. The school provides parents of Non-Title I students with timely information about Non-Title I programs. We have an up to date website and send home a weekly phone call and email. This information is also shared at our Family Fridays.
- The school provides support for parental involvement activities requested by Non-Title I parents. Holmes offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. We hold our meeting during school hours and in the evening or afterschool

### **Accessibility**

- The school provides opportunities for the participation of all Non-Title I 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. Holmes provides parents of Non-Title I students with timely information about Non-Title I programs. We have an up to date website and send home a weekly phone call and email. This information is also shared at our Family Fridays. All materials are offered in the families primary language.

**APPENDIX B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

# HOLMES ELEMENTARY SCHOOL



## HOME/SCHOOL COMPACT

2015-2016

*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 California's 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 Jog-A-Thon, The Spring Fling, 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 30 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 C**

**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**  
*(Provided by Financial Planning, Monitoring and Accountability Department)*

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

## Holmes

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	By 06/14/2015, 85 % of Holmes Elementary Students, Grades 2-5 will achieve a meet grade level standards in English/Language Arts
<b>Mathematics</b>	By 06/14/2015, 85 % of Holmes Elementary Students, Grades 2-5 will achieve a meet grade level standards in Mathematics
<b>English Language Development</b>	By 06/14/2015, 70 % of Holmes Elementary English Learner, Students, Grades 2-5 will achieve a meet grade level standards in Mathematics and English Language Development Test.
<b>Graduation/Promotion Rate</b>	By 06/14/2015, 79 % of Holmes Elementary Grade 03, Students will achieve a meet grade level standards in English/Language Arts and By 06/14/2015, 47 % of Holmes Elementary Students, Grade 05 will achieve a meet grade level standards in Mathematics
<b>Parent Involvement and Community Engagement</b>	By 06/14/2015, 100 % of Holmes Elementary Parents/Guardians will achieve a attend at least 4 parent enrichment activities as measured by Attendance

<b>Academic Program Description:</b>	<b>Please see the base program model in the following four pages.</b>
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