THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HOLMES ELEMENTARY SCHOOL

2020-21

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
- ☒ Data Reports
- ☒ SPSA Evaluation of LCFF Funded Actions and Activities
- ☒ Parent & Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*

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 Unified School District logo]

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Holmes Elementary School

SITE CONTACT PERSON: Jonathan Saipe

DUE: October 5, 2020

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):

☐ **Title 1 Schoolwide Programs (SWP)**   ☐ **CSI School**

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.

<u>CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:</u>

☒ English Learner Advisory Committee (ELAC)   Date of presentation: **October. 6, 2020**

☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation:

☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation:

☐ Site Governance Team (SGT)   Date of presentation:

☐ 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: **September 29, 2020**

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 Saipe	/Jonathan Saipe/ 10/12/20
Type/Print Name of School Principal	Signature of School Principal / Date
Wendy Fechner	/Wendy Fechner/ 10/12/20
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Ekaterina Gordeeva	/Ekaterina Gordeeva/ 10/12/20
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Lamont Jackson	10/22/2020
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date
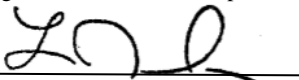
Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

Revised 9/7/2020

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION
This School Plan for Student Achievement fulfills the requirements of a non-Title 1 school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)
All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)
Multiple groups provided input this year to develop the budget and SPSA for Holmes.

School Site Council and Site Governance Team:
- During the last school year, all meetings included updates on the current school budget and current student needs determined by analyzing student performance data, which included subgroup data. Team discussions about how we could support our vulnerable students this year and next year as we build the 2019-20 school budget and goals to continue to better support our students and to close achievement gaps.
- The SSC and SGT analyzed the Single Plan for Student Achievement Assessment and Evaluation Survey and SPSA goal input
- SSC reviewed and approved the 2020-21 budget in the spring of 2020
- Agendas and Minutes are posted on a bulletin board on campus

Family Friday:
- Shared CASSPP ELA/Math results, trimester monitoring of common assessments (DRA, Math, Writing), showed evidence of progress towards district and schoolwide goals
- Discussed, brainstorm and shared ideas on how best to support ALL our students.

PTA Board Meetings:
- The principal's report included a brief update on the budget and student performance data.
- The principal always solicits ideas for continual improvement and what the parents/families would like to see in the coming months and the following school year. Information was included in the Survey for Parent/Community Involvement.

- The Principal shares important information from SSC/SGT meetings including budget development, data analysis of CASSPP/Trimester monitoring, and progress towards district and schoolwide goals.

School Safety Committee (group comprised of parents and teachers):
- During the last school year, this team discussed current campus needs to strengthen student, campus and neighborhood safety as well as disaster preparedness. We used PTA funds to purchase necessary supplies.

Wellness Team (SGT members)
- The site Wellness Plan is a responsibility of SGT.

Staff Meetings:
- During our staff meetings throughout the year, we discussed student needs, supports, and resources needed. We made sure money was allocated to support the district and schoolwide goals.
- To gain staff input during the budget build period, during a staff meeting the principal shared the draft school budget for the next school year; staff discussed and provided input.

PLCs and ILT Meetings:
- Discussion at each meeting included a review of student performance data and closing the achievement gap. This information was used to help construct this SPSA and the budget.

RESOURCE INEQUITIES
Due to COVID-19 safety precautions, there has been an interruption in data collection. Therefore a modification to student strategies and goals.

Student Performance Data
On the 2018-19 CAASPP, Holmes Elementary students exceeded the district and state percentages of students who met/exceeded standards in both ELA and Mathematics.
- Combining third-fifth grade, in ELA, 83% (275 students) met/exceeded standards: 76% (91 students) of third graders, 90% (87 students) of fourth graders, and 84% (97 students) of fifth graders.
- Combining third-fifth grade, in Mathematics, 79% (275 students) met/exceeded standards: 80% (91 students) of third graders, 83% (87 students) of fourth graders met/exceeded standards; and 75% (97 students) in fifth grade met/exceeded standards.
- Students with Disabilities, Economically Disadvantaged, English Learners and Hispanic students are our lowest performing subgroups in ELA and Mathematics. The table below shows the percent and number of students who met/exceeded standards.

To develop the goals for this plan, we used 2018-19 SBAC data. To determine goal percentages, we used cohort data (e.g.. to determine the goal for this year's fifth graders, we used 2018-19 fourth grade data).

Root Cause Analysis
Student performance data was analyzed and stakeholders reflected on the 2018-19 school year to identify the following possible root causes for student under performance. After listing possible causes, we grouped them into three different categories to better develop an action plan to support our students and to close the achievement gap. The categories are (1) Reading comprehension; (2) Math Fluencies; and (3) Safe, collaborative and inclusive culture.

Reading Comprehension
- Consistent Literacy Block Schedule, which includes all instructional approaches in order to support Gradual Release and learning, immersed in Critical Concepts
- Strong tier 1 instruction is not happening for our at-risk students in underperforming subgroups
- At-risk students are getting stuck in one F&P level; not making adequate annual progress of one year of growth, and teachers need support to articulate how to move them forward
- Majority of lessons aren't purposefully planned to include instructional steps when students don't 'get it' the first time as well as anticipating individual student needs
- Teachers are not consistently using the Critical Concepts outside of our coaching cycles
- Teachers tend to use the same and broad sweeping, interventions for all students
- Many vulnerable readers do not receive multiple GR/small group instruction on a weekly basis
- Students are struggling with the language/comprehending math word problems

Math Fluencies
- Teachers are not using Math Critical Concepts
- Students need to master Math Fluencies at each grade level (addition, subtraction, multiplication, and division)
- Teachers need to refine common assessments to include Math Fluencies in the context of a word problem
- Students need to use Close Reading strategies in Math word problems

Safe, Collaborative and Inclusive Culture
- Some students have behaviors that are getting in the way of learning
- SWD, Hispanic or Latino, and EL subgroups are underperforming
- Teachers tend to think of students with IEPs as a special ed problem to solve; lack ownership
- Our small population of ELs can go unnoticed/blend in; ELD not taught every day on a consistent basis
- Deficit thinking when discussing underperforming students
- Instruction is not differentiated to the degree that ensures all students supports as needed

- Classroom circles are not happening in every classroom
- Paraeducators have varying degrees of expertise and effectiveness with SWD
- Teachers and Sped mild/mod teachers need to develop stronger co-teaching models and give clear direction to paraeducators

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Jessie Nettles	Parent
Kasey Tocco	Parent
Heather Matheny	Parent
Crystal Trull	Parent (DAC Representative)
Allie Carr	Parent
Jonathan Saipe	Principal
Nancy Flinn	Teacher (SDEA Rep)
Wendy Lindman-Fechner	Teacher (Chair)
Michelle Carlson	Teacher
Raquel Gonzalez	Classified

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Our goals for June 2020 were to decrease the overall schoolwide chronic absenteeism rate from 6.6% to 5.0% and to decrease the overall school wide suspension rate from 1.5% to .5%. According to the California Dashboard, our chronic absenteeism rate and school wide suspension rates were both in the orange proficiency band. Upon analysis, we slightly increased our Chronic Absenteeism rate .1% and decreased our School Wide Suspension rate .5%. *We are pleased to report that according to the most recent California Dashboard Data, we improved in both areas to the yellow proficiency band in Chronic Absenteeism and green proficiency band in Suspension Rates.* We are also pleased to report that our Chronic Absenteeism: Students with Disabilities subgroup decreased 4% and we cut our Students with Disabilities Suspensions in half.

We know we must continue to welcome, engage, and communicate with all our students but pay extra attention to our Black Youth, English Learners, and Students With Disabilities who have historically underperformed in all areas. We will continue to monitor attendance and suspension rates monthly. Our SGT will continue to align our restorative practices schoolwide and revise our discipline plan with an emphasis on positive behavior plans for at risk students.   In addition, we will continue to recognize classes with best attendance at each grade level and also celebrate students who have perfect attendance. We will hold parent/teacher conferences, RTI meetings, and work collaboratively to create positive behavior plans all in an effort to keep students in school and reduce suspensions.

*Major Differences

We were able to implement our strategies through March 2020 meeting monthly to discuss data in our PLC, SGT, and SSC meetings. In March 2020, COVID-19 interrupted our ability to collect data towards our goals. However, we continued implementing the strategies and will continue to do so in the 2020-21 school year.

*Changes						
We will continue with our goals focused around chronic absenteeism and suspension rates. We will continue to use the same metrics and strategies.						

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	Decrease the overall school wide chronic absenteeism rate.	6.7%	Maintain or lower	Chronic Absenteeism	Annually
June 2021	TK - 5	Decrease the overall school wide suspension rate.	1.0	0.5	Suspension	Annually

*Identified Need

While the data provided on the 2019 CA Dashboard is from the 2018-19 school year, it is an update to the data we had available for this goal from the 2019-20 SPSA. On the 2019 California Dashboard, blue and green indicate good performance; yellow is the color where most schools fall, and orange and red indicate performance in need of improvement. Our Chronic Absenteeism was in the yellow and Suspension Rates was in the green. We know we must continue to welcome, engage, and communicate with all our students but pay extra attention to our Black Youth, English Learners, and Students With Disabilities who have historically underperformed in all areas. We will continue to monitor attendance and suspension rates monthly. Our SGT will continue to align our restorative practices schoolwide and revise our discipline plan with an emphasis on positive behavior plans for at risk students.   In addition, we will continue to recognize classes with best attendance at each grade level and celebrate students who have perfect attendance.

Chronic Absenteeism:
The overall school chronic absenteeism rate is 6.7% (39 students). The subgroups that are not green or blue are English Learners (Orange) and Hispanic Students (Orange)

Suspension Rate:
The overall school suspension rate is 1.0% (6 students) were suspended at least once. We had no subgroups in orange or red.
We know that attendance plays a vital role in student achievement because if students are chronically absent, they are missing valuable instructional minutes and usually get so far behind that they cannot catch up to their peers which puts them at a deficit. We want to maintain our high cumulative attendance of 96.98%. We are currently ranked 15th out of 118 SDUSD Elementary Schools. We have an unduplicated pupil percentage of 21.6, which is comprised mostly of socioeconomically disadvantaged students and English learners. Historically these two groups are underperforming and chronically absent and we want to work to support their needs through supplemental supports on our site.

*Online Learning Implications

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	Students with Disabilities	Decrease chronic absenteeism rate	11% Chronically Absent	5%	Chronic Absenteeism	Annual
June 2021	TK - 5	English Learner	Decrease chronic absenteeism rate	17.1% Chronically Absent	5%	Chronic Absenteeism	Annual
June 2021	TK - 5	Hispanic or Latino	Decrease chronic absenteeism	12.4% Chronically Absent	5%	Chronic Absenteeism	Annual
June 2021	TK-5	Black or African American	increase monthly attendance rates	Baseline	97%	Attendance	Monthly

Attendance Data Monitoring

*Students to be served by this Strategy/Activity

All students will be served by this strategy including the English Learners, Students with Disabilities, and African American/Black subgroups.

*Strategy/Activity - Description

To support this goal the staff will:

- Monitor and share attendance data at all stakeholder meetings, Monday Morning Student Assemblies, and Hawkeye Newsletter.
- Monthly attendance awards to one class at each grade level
- Coordinates the student Peace Patrol (students helping their peers solve problems on the playground peacefully)
- Buddy Bench (students sit on the bench when they need a friend to play with or feeling a bit sad; students are trained to help support students who sit on the bench)
- Meets with individual and small groups of students to promote a safe and inclusive environment for all students

The principal, school counselor and school clerk will meet regularly to review attendance data. Each are assigned students/families to follow up to promote positive attendance.

*Additional Supports for this Strategy/Activity

- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
- Intentional Planning: planning questions, supports, etc. for all learners
- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment to ensure students feel safe and confident throughout the instructional day
- Ed Specialists to participate in collaborative planning, PD, grade level inquiries, etc.
- Co-teaching (students/staff); student empowerment/agency
- Promote student agency and goal setting
- Ensure all ELs receive daily ELD instruction
- Ensure classroom meeting are happening in every classroom to support social/emotional well-being of all students.
- Continue to implement Classroom Dojo and move towards aligning Positive Discipline Plans
- Develop Classroom Circles in every classroom
- Continue school wide Character Ed program and classroom presentations during morning opening
- Continue morning opening presentations for character trait of the month, recognizing students, etc.
- Continue positive parent communication
- Use Principal's Weekly Message, Website, Hawkeye Newsletter, and PTA Facebook Page to highlight positive happenings at school to promote our safe, collaborative and inclusive culture
- Broaden teachers' intervention toolbox to support vulnerable learners
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed are equally responsible; integrated delivery of related services; para educator training

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

To support ELA during the 2019-20 school year, professional development was around implementing key Critical Concepts at each Trimester. Teachers worked in collaboration to analyze student work and data, design lessons, develop formative assessments to strengthen Tier 1 instruction and to support struggling students with Tier 2 interventions. Professional learning also included strengthening guided reading/small group instruction, linking lessons to standards and intervention strategies. Financial resources were used to purchase supplementary instructional materials to support a Guaranteed and Viable Curriculum for all students at Holmes. We dedicated time to create common literacy block schedules, which ensured all instructional approaches were taught in order.

Outcomes/Effectiveness
Due to COVID-19 and site closures, the CAASPP was not administered in the spring of 2020 and we do not have new test data. The most recent data we have is from the 2018-19 school year.

Percentage of students meeting/exceeding grade level expectations on the CAASPP ELA at the end of the 2018-19 school year:
- Overall (all students) 82.9% (275 students); scores increased from the previous year by 2.0 percentage points

Subgroup Data:
- Hispanic: 65.6% (61 students); decreased from the previous year by 13.4 percentage points
- Students with Disabilities: 67.6% (34 students); decreased from the previous year by 2.0 percentage points
- English Learners: 38% (8 students) decreased from the previous year by 29 percentage points.

- African American/Black: No Percentage or Performance Color was assigned because we had fewer than 11 students participate. We had 2 students take the CA SBA in grades 3-5.
In addition, we looked at site DRA data to determine the percentage of students reading at or above grade level:
- TK-92%, K- 93%, 1st- 85%, 2nd- 86%, 3rd- 81%, 4th- 86%, 5th- 84%

*Major Differences

We did not have any major differences. The site would like to allocate funding to support regular grade level PLCs but this is not possible due to our limited funds. Teachers are able to work with their grade level teams only during our early release days during monthly grade level meetings.

*Changes

The only change is that the supports will be implemented online rather than onsite due to Covid-19. The goals will remain the same.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	82.9	88	CAASPP ELA	Annually

*Identified Need

Due to COVID-19 and site closures, the CAASPP was not administered in the spring of 2020 and we do not have new test data. The most recent data we have is from the 2018-19 school year.

Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards has increased two percentage points from last year. The 2019 CA Dashboard, an update to the 2018 data we had available for the 2019-20 SPSA shows that Holmes is in the Green Performance Level for ELA at All Students 74.2 points above standard, which declined 4.9 points from 2018. We have no student groups in the red or the orange.

To support underperforming students we will focus on strong Tier 1 instruction. We will ensure consistent daily guided reading and multiple opportunities for conferring throughout the day. We will focus on reading comprehension, Critical Concepts, and a release day every trimester for teachers to assess all students to support instructional planning and create student goals around Fountas and Pinnel reading behaviors. The unduplicated student population at Holmes (21.6%) has historically underperformed in core academic areas so it was determined to use LCFF/DIISUP money for supplemental classroom supports for the primary benefit of these students.

*Online Learning Implications

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	65.6%	71%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	67.6%	73%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	38%	43%	CAASPP ELA	Annually
June 2021	3-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards.	81%	85%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	Collect Baseline	80%	CAASPP ELA	Annually

Librarian Support

*Students to be served by this Strategy/Activity

Unduplicated students/all students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities, Socioeconomically Disadvantaged students, and Black youth.

*Strategy/Activity - Description

The decision was made to fund a library assistant for an additional two hours/day above what we were allocated by the district. Having the library open more with the library assistant available allows us to provide access for all students to check out library books and have use of computer lab (educational software). Without this supplemental classroom support our students, our unduplicated students would potentially not have access to reading materials that are at their level and of interest to them or have access to a computer lab where they can access the educational software that is part of their classroom learning and additional learning opportunities.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Library Asst				0147-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : F01471L	Increased allocation to support school population and provide access to library materials and computer lab.
	Supplies				0147-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : N01477D	Instructional materials to support instruction

*Additional Supports for this Strategy/Activity

All of our incoming Kindergarten students are assessed (letter/sound recognition, number recognition, ability to write name) and we talk to parents about social/emotional strengths/needs, and preschool experience. We use this information gathered to create balanced classrooms and match learner needs to teachers when they first start at Holmes. We use Discretionary Resource 00000 to fund approximately $3,000 for this purpose. In addition, each teacher is given one release day to assess student reading levels and create student goals. We use Discretionary Resource 00000 to fund approximately $5,000 for this purpose.

Additional ELA Supports

*Students to be served by this Strategy/Activity

Unduplicated students/all students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English learners, students with disabilities, Black or African American students, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description
Professional learning will be supported by scheduling Grade Level PLC time at each trimester to identify key Critical Concepts, develop common assessments, identify target students, and analyze results. To strengthen ELA, professional learning will include two main areas of study in the 2019-20 school year: (1) Strengthening our understanding of the Critical Concepts which includes identifying key Critical Concepts at each trimester, develop common assessments, and analyzing results.(2) Reading Comprehension. These two areas include: - Strengthen our literacy block pedagogy and gradual release to independence by creating common grade level schedules - Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation - Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment - Broaden teachers' intervention toolbox - Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; para educator training - IMTSS (Integrated Multiple Tiered Support System) - Ed Specialists to participate in collaborative planning, professional learning - Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency - Promote student agency through goal setting (DRA Reading Levels and Writing Goals) - Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward - Consistently tying lessons to standards/Critical Concepts - Using guided reading/small group instruction to support vulnerable learners - Explore the language of mathematics-how can we support students in comprehending word problems - Continue Close Reading strategies to support comprehension in all content areas In addition, the decision was made to use our LCFF/DIISUP funds for supplemental supports for interventions and other classroom supports for the primary benefit of our unduplicated student population (21.6%) - though all students will benefit. Some of these supports include additional material needs to print out leveled reading materials, supplies to help students stay organized, and materials needed for Tier 1 instruction so that all of the students at Holmes have access to a Guaranteed and Viable Curriculum.

*Proposed Expenditures for this Strategy/Activity								
ID	**Proposed Expenditures**	**FTE**	**Salary**	**Estimated Cost**	**Funding Source Budget Code**	**Funding Source**	**LCFF Student Group**	**Reference**	**Rationale**
F01471L	Library Asst	0.23750	$6,865.65	$9,149.85	0147-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Library Asst will provide support in math, and with ST Math.
	Supplies				0147-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : N01477D	Instructional Materials

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation
- Teachers in grades TK-5 utilized the Envision Math program
- Students utilized ST Math online program

Outcomes/Effectiveness
Due to COVID-19 and site closures, the CAASPP was not administered in the spring of 2020 and we do not have new test data. The most recent data we have is from the 2018-19 school year.

Percentage of students meeting/exceeding grade level expectations on the CAASPP Math at the end of the 2018-19 school year:
- Overall (all students) 79.3% (275 students); scores decreased from the previous year by 5.3 percentage points
- Hispanic subgroup: 60.7% (61 students); decreased from the previous year by 13.5 percentage points
- Students with Disabilities: 50% (34 students); decreased from the previous year by 28.3 percentage points
- English Learners: 50% (8 students); decreased from the previous year by 17 percentage points

*Major Differences

In previous years, we have dedicated the majority of our time to ELA professional learning. This year we will be using CAASPP Math results to identify areas of need. We will then use the math Critical Concepts and proficiency scales for instructional planning and assessment. In addition, will assess math fluencies at each trimester and monitor student progress.

*Changes
The only change is that the supports will be implemented online rather than onsite due to Covid-19. The goals will remain the same.

*Goal 3 - Mathematics					
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	79.3%	84%	CAASPP Math	Annually

*Identified Need
Due to COVID-19 and site closures, the CAASPP was not administered in the spring of 2020 and we do not have new test data. The most recent data we have is from the 2018-19 school year. After a review of the most recent 2018-2019 SBAC data for the CAASPP for Math, we identified a trend - our math achievement is decreasing. Seeing that students overall and in our significant subgroups are not achieving success on this assessment, we realized this data continues to be focus for the 2020-2021 school year.

*Online Learning Implications
-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
-It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	60.7	66	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	50	55	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	50	55	CAASPP Math	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	Collect Baseline: Fewer than 11 students participated.	80%	CAASPP Math	Annually

Student Data Monitoring - Math

*Students to be served by this Strategy/Activity

Unduplicated students/all students will benefit from this strategy to support math achievement at Holmes.

*Strategy/Activity - Description

We are utilizing ST Math, funded through the district, as supplemental support for math.ST Math focuses on the conceptual component of mathematics, which is critical for students understanding why certain algorithms are utilized in math. This program is aligned with CCSS math standards and has an assessment component to monitor student growth and individualize instruction. The program provides opportunities for students to practice their math skills at their individual instructional level. We also assess required grade level Math Fluencies at each trimester to ensure students can add, subtract, multiply and divide in accordance with grade level standards. Data that can be collected from these programs plays a vital role in our monitoring of student achievement in mathematics and provides teachers the data they need to support Tier 1 instruction and to create additional classroom supports or interventions.

The decision was made to fund a library assistant for an additional 2 hours/day above what we were allocated by the district. Having the library open more with the library assistant available allows us to provide access for all students to check out library books and have use of computer lab (educational software). Without this supplemental classroom support our students, our unduplicated students would potentially not have access to reading materials that are at their level and of interest to them or have access to a computer lab where they can access the educational software that is part of their classroom learning and additional learning opportunities.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01477D	Supplies		$4,436.00	$4,436.00	0147-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental instructional materials for students in Mathematics.
	Library Asst				0147-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : F01471L	To support Math and ELA literacy in the classrooms.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

In the 2019-2020 school year, teachers participated in professional development focused on strengthening Tier 1 instructional practices and intervention strategies for Tier 2. Supporting all students including English learners were included in professional learning. Teachers focused on students who were outside the Sphere of Success including English learners.

During the 2019-2020 school year, we only had 8 English Learners in grades 3-5. While the number of ELs is low at Holmes, they represent part of our unduplicated students (21.6%) and we set specific goals for them that we can allocate LCFF funds too in order to offer supplemental supports for these students.

Due to COVID-19 and site closures, the CAASPP and Summative ELPAC were not administered in the spring of 2020 and we do not have new test data. The most recent data we have is from the 2018-19 school year.

During the 2018-19 school year, our reclassification rate was 92.3% of qualifying English Learners, which surpassed the district's goal of 75% reclassification. We did not reclassify students in the 2019-2020 school year due to Covid-19 onsite school closures. We understand how important reclassification data is and will continue to use 2018-2019 data for analysis.

*Major Differences

No major differences.

*Changes
The only change is that the supports will be implemented online rather than onsite due to Covid-19. The goals will remain the same.

*Integrated English Language Development
All teachers with English learners in their classroom will teach Integrated ELD and classroom ELD schedules will be collected and used to inform the principal's walkthrough schedule. Through observing and providing teacher feedback on ELD lessons, we hope to improve our Tier 1 instruction for our ELs. Classroom teachers will adjust lessons and instructional practices as needed to support student learning through Designated ELD. In addition, during grade level meetings teachers will analyze student work, discuss progress and plan the next instructional steps for English learners and the planning of ELD instruction. Teachers will monitor the DRA/F&P levels for English learners during reporting periods and use this information to inform instruction and intervention needs of target students.

*Designated English Language Development
All teachers with English learners in their classroom will teach designated ELD a minimum of 30 minutes per day. These ELD schedules will be collected from teachers and used to inform the principal's walkthrough schedule. Through observing and providing teacher feedback on ELD lessons, we hope to improve our Tier 1 instruction for our ELs. Classroom teachers will adjust lessons and instructional practices as needed to support student learning through Designated ELD. In addition, during grade level meetings teachers will analyze student work, discuss progress and plan the next instructional steps for English Learners and the planning of ELD instruction. Teachers will monitor the DRA/F&P levels for English learners during reporting periods and use this information to inform instruction and intervention needs of target students.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	38	43	CAASPP ELA	Annually
June 2021	TK-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	50	55	CAASPP Math	Annually

*Identified Need
Due to COVID-19 and site closures, the CAASPP and Summative ELPAC were not administered in the spring of 2020 and we do not have new test data. The most recent data we have is from the 2018-19 school year.

We can see that our EL students need additional support in math and ELA. These students need to make a year's worth of growth on the ELPAC every year to improve their ability of achieving academically on the SBAC and being reclassified when they are eligible. In addition to analyzing the 2018-2019 SBAC data, the site analyzed ELPAC results to help guide goal creation.

According to the 2019 CA School Dashboard 46.2% of English Learners are Making Progress Towards English Language Proficiency

EL's Who Progressed at Least One ELPI Level: 38.4%

EL's Who Maintained ELPI Level 4: 7.6%

EL's Who Maintained ELPI Levels 1, 2L, 2H, 3L,3H: 46.1%

EL's Who Decreased at Least One ELPI Level: 7.6%

*Online Learning Implications

-District will provide students with targeted small group support through a push-in integrated model.

-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.

-Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.

- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.

-Online professional development modules with iELD (integrated English Language)

-The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

     -These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.

     -Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

-Formative assessment data will be collected, analyzed and feedback given to students.

-Professional development will also be offered to teachers across the district serving this English Learner group

-The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

-This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	TK-5	English Learner	Qualify for Reclassification	92.3	95	Summative ELPAC	Annually

ELPAC Testing Support

*Students to be served by this Strategy/Activity

Unduplicated students/English learners at Holmes.

*Strategy/Activity - Description

The staff at Holmes understands the importance of the ELPAC and want to make sure that students are both assessed fairly and that instructional minutes are not lost. Because of this, the sites is going to use a retired teacher to test our English learners using the ELPAC assessment in both the fall and the spring. This classroom support will allow the classroom teachers to focus on classroom instruction during testing windows. While this supplemental support is for the primary benefit of the ELs at Holmes (their unduplicated students); it will benefit all students in the classroom.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01477F	Retired NonClsrm Tchr Hrly		$3,000.00	$3,668.70	0147-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC Testing

ELD Student-Centered Coaching Cycle

*Students to be served by this Strategy/Activity

All English learners at Holmes

*Strategy/Activity - Description

Holmes will be participating in a Student-Centered Coaching Cycle Focused on ELD Standards, dELD curriculum, instructional strategies and target student progress that is supported by the district and the Office of Language Acquisition
- Areas of Focus
    - Students engage in a variety of collaborative discussions. They contribute to class, group, and partner discussions by providing relevant, coherent, and well-articulated comments.
    - Students participate with peers in sustained dialogue on a variety of topics and content areas: explain their thinking; construct arguments and justify their positions with sound evidence.

Cycle Includes

- Analyze data, select students and teachers, conduct walkthrough with observation tool
- Co-teaching/modeling use of curriculum and effective strategies, collect and analyze formative assessments (in all domains) to determine next steps for teaching and learning
- Co-planning, co-teaching and side-by-side coaching, gathering evidence, discussing problems of practice
- Professional development for whole staff provided by OLA
- Evaluation of post data and implementation (Post On Demand Writing Assessment based on ELPAC practice Test)
- Determination of next steps and supports for sustaining and continuous improvement

Review dELD schedules to ensure protected 30 min protected block of time for dELD

Throughout the year in PD and PLCs, participating teachers and administration will share and discuss learnings and anecdotes, effective instructional practices, celebrations around the growth of the teaching in learning in their classrooms.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

· Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
· Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
· Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

All strategies were implemented with fidelity until March. During March – June our students with disabilities struggled to receive accommodations and modifications to support online learning. We were not permitted to provide in-person support and feedback. Parents were not able to provide consistent support.

*Major Differences

No major differences.

*Changes

The only change is that the supports will be implemented online rather than onsite due to Covid-19. The goals will remain the same.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting or exceeding standards in ELA CAASPP	68	73	Other (Describe in Objective)	Annually
June 2020	3-5	Increase the percentage of students meeting or exceeding standards in Math CAASPP	50	55	Other (Describe in Objective)	Annually

*Identified Need
Due to COVID-19 and site closures, the CAASPP was not administered in the spring of 2020 and we do not have new test data. The most recent data we have is from the 2018-19 school year. We will use the 2019 CAASP data and analysis to provide goals for the 2020-2021 school year. Upon reviewing the most recent 2019 results of the CAASP for ELA and Math, we saw that 67.6% of students with disabilities in grades 3-5 met or exceeded standard in ELA and 50.0% of students in grades 3-5 met or exceeded standard in math. The math performance went down for this subgroup by 28.3 percentage points from the previous year so we determined this to be our greatest area of need for these students.

*Online Learning Implications
• Implementation of IEP Services in Online Learning Setting • Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). • All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes • The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators. All staff will be working as a team to support all students to accelerate their learning.
•

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting or exceeding the standards in Math CAASPP	55.0%	60.0%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting or exceeding the standards in Math CAASPP	67.0%	72.0%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting or exceeding the standards in Math CAASPP	27.0%	32.0%	Other (Describe in Objective)	Annually

Additional Supports for SWD
*Students to be served by this Strategy/Activity
Students with disabilities
*Strategy/Activity - Description
At Holmes we have a variety of plans in place to support our students with disabilities that include the following: - Supplemental instructional supplies may be purchased which can be utilized to target specific needs of students with disabilities. - Education Specialists will co-plan with teachers during Grade Level meetings and specifically look at IEP goals, math fluencies and key Math Critical Concepts and Proficiency Scales. The Education Specialists will analyze assessment results to inform next steps and differentiate instruction. - Education Specialist and principal will encourage paraprofessionals to attend district provided trainings and provide training during Parent/teacher conference week in November 2020 - Para educators will meet with Education Specialist and principal a minimum of four times a year. Agenda will include both operational and instructional items to strengthen their practice. - At the beginning of the year, Ed Specialists met with all teachers that have students with disabilities on their rosters for an 'IEP Review" (highlighting goal, reviewing accommodations/modifications, BIP, etc.). - Student progress will be monitored at the end of each reporting period by analyzing their DRA/F&P reading levels.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Black Youth	Improve Academic Success as measured by Progress Report Grades	Collect Baseline	100% of our Black Youth students will receive a 3 or 4 on Progress Reports	Grades	November, 2020 March, 2021 June, 2021

*Goal 6 Supporting Black Youth - Additional Goals

✓ 1. Beginning in the Fall of 2020, Holmes Elementary School site selection/hiring panel will complete anti-bias training before conducting any interviews.

✓ 2. In 2020-21 school year, Holmes Elementary School will develop and implement a site-specific system for tracking classroom referrals.

✓ 3. Holmes Elementary School will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.

✓ 4. Holmes Elementary School will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.

✓ 5. In the 2020-21 school year, Holmes Elementary School will develop and implement a site-specific system for tracking school police detainments.

✓ 6. The staff diversity goal at Holmes Elementary School is to maintain or increase the percentage of diverse educators from current year to the follow

*Identified Need

At Holmes Elementary, we understand the need to support Black Youth. In looking at the data that has been collected previously, we are facing some challenges in determining how to best identify and track the educational supports and progress of this student group. We understand that some of these students might identify themselves as "Two Or More Races" or Black (not an option) instead of using the provided "African American" option. The African American population at Holmes is less than 10% of our student population so state-level data is not reported. We understand at our site that our

Black youth have additional needs that are not being met by the current systems in place and we are working moving forward to establish new systems to better support Black youth and all students of color at Holmes.

*Online Learning Implications

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

-Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Black Youth and students of color as well as other students will benefit from these strategies

*Strategy/Activity - Description

The Equity Team will work to establish a method of identifying Black Youth so we can better track their academic success; develop site resources and a plan to support this student group. We will also work to communicate with and involve parents. We will make sure to develop practices to engage early and often and strengthen home/school communication during online and onsite learning. The Equity Team will attend and participate in district trainings and inform staff. We will work together to collect baseline information regarding attendance and academic progress.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

For the 2019-2020 school year, we provided all activities and supports listed in our Parent Involvement Policy with fidelity. Due to COVID-19 and site closures, the CAL-SCHLS surveys were not administered in the spring of 2020 and we do not have new data. We are moving the goals forward.

*Major Differences

No major differences

*Changes

No major changes

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	To increase the percent of parents who strongly agree or agree that the school actively seeks the input of parents before making important decisions	77	82	Other - Describe in objective

*Identified Need

Due to COVID-19 and site closures, the CAL-SCHLS surveys were not administered in the spring of 2020 and we do not have new data. The most recent data we have is from the 2018-19 school year.

After reviewing the 2018-2019 CAL-SCHLS survey, we realized that one of our lowest scoring areas was "the school actively seeks the input of parents before making important decisions." It is important to have parents know that their input is valued before making important decisions. We want to make sure that parents know how they can give the site their input and that they are important stakeholders in our site-based decision making process.

*Online Learning Implications

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

-District is also supplying families with training on SEL, Wellness, Health and Safety.

> -These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

> -These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

-For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

> -This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

-Training for parents and other caregivers

-Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice

*Annual Measurable Outcomes					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2021	Other (Describe in Objective)	To increase the percent of families who complete the CHKS parent survey	56	61	Other - Describe in Objective

Parent Communication Activities

*Families to be served by this Strategy/Activity

All families served by Holmes will benefit from these activities.

*Strategy/Activity - Description

To increase the parent perception that "school actively seeks the input of parents before making important decisions", the administrator and staff will continue to inform the school community in a variety of ways:

- Monthly Family Fridays (School goal/monitoring data, Campus updates, calendar, and important District news)
- Principal Sunday Message (Important news, calendar)
- Holmes Hawkeye Newsletter (Principal message, school pictures, STEAM)
- School Website (Contacts, calendar)

- PTA website (Budget, Fundraising goals, PTA membership, Enrichment Programs)
- Facebook (What's happening at school)
- Marquee (Calendar)
- Bulletin Boards around campus (school events)
- Konstella Weekly Message (PTA/School communication focused on volunteer opportunities)
- PeachJar (electronic flyers, after-school enrichment programs)
- Updating parents on district-level decisions that impact the Holmes community

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Due to COVID-19 and site closures, the CAASPP were not administered in the spring of 2020 and we do not have new data. The most recent data we have is from the 2019-20 school year. We implemented strategies with fidelity until March.

*Major Differences

No major differences

*Changes

No major changes

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Student will meet or exceed ELA standards on ELA CAASPP	75.8	81	CAASPP ELA	Annually
June 2021	5	Student will meet or exceed ELA standards on ELA CAASPP	83.5	89	CAASPP ELA	Annually

*Identified Need

Due to COVID-19 and site closures, the CAASPP was not administered in the spring of 2020 and we do not have new test data. The most recent data we have is from the 2019-20 school year.

Student reading levels that are at or above district are strong indicators for promotion and high school graduation rates. We monitor these data points in 3rd and 5thgrade as strong predictors for future academic success. The percentage of students reading at or above grade level:
- TK-92%, K- 93%, 1st- 85%, 2nd- 86%, 3rd- 81%, 4th- 86%, 5th- 84%. We will continue to monitor reading levels at each trimester.

*Online Learning Implications

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Students will meet or exceed grade level standards on ELA CAASPP	63.6	69	CAASPP ELA	Annually
June 2021	3	Hispanic or Latino	Students will meet or exceed grade level standards on ELA CAASPP	64	69	CAASPP ELA	Annually
June 2021	Tk-5	Black Youth	Students will meet or exceed grade level reading standards	baseline	100%	DRA	Annually
June 2021	5	Students with Disabilities	Students will meet or exceed grade level standards on ELA CAASPP	45.5	51	CAASPP ELA	Annually
June 2021	5	Hispanic or Latino	Students will meet or exceed grade level standards on ELA CAASPP	66.7	72	CAASPP ELA	Annually
June 2021	Tk-5	English Learner	Students will meet or exceed grade level reading standards	55%	65%	DRA	Annually

Reading Supports

*Students to be served by this Strategy/Activity

All students including Hispanic or Latino Students, English Learners, Black Youth, and Students with Disabilities in third and fifth grade.

*Strategy/Activity - Description
To support underperforming students we will continue to support student progress in ELA in a variety of ways including teachers' professional learning. During professional learning, we will focus on lessons that are aligned with standards, strengthening Tier 1 instruction and Tier 2 interventions. To support ELA, professional learning will include: (1) Ensure that ALL students are receiving strong Tier 1 instruction (2) Reading comprehension. Teachers will work in collaboration with the Ed Specialists during PLCs and Grade Level Meetings. Teachers will have one release day to administer DRA assessments and create student goals. Due to a lack of funds, we will not be able to offer any additional PLC days. Teachers will work collaboratively during monthly professional learning. Grade level meetings held on early release days for students will include instructional planning around the Critical Concepts and Proficiency Scales with an emphasis on reading comprehension. Grade level teams will also receive an additional 30 minutes of planning time a week as students participate in a fitness circuit. The administrator will also provide 45 minutes of grade level planning each month as they lead grade level exercise/PE time in the auditorium. The site will also use their own funds to purchase supplemental instructional supplies such as writing utensils, paper, and other items that facilitate instruction and completion of assigned academic tasks. This will also include purchasing supplemental instructional materials and classroom library books to support ELA. Access to additional support from the Librarian is for the primary benefit of the unduplicated students at Holmes while all students will benefit. Our unduplicated student population is less likely to have access to reading materials that are of interest to students and at individual student reading levels if this access is not provided by the school site. While we are provided one day of librarian services, the site determined that increasing the librarian by 2 hours a week was of vital service to our unduplicated students.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. Fostering a Culture of STEAM
- TK, K and first grade STEAM classrooms were highlighted during Back to School Night and Spring Open House. These classrooms have student work and bulletin boards highlighting their STEAM learning.
- Our community has a strong interest in STEAM. Our PTA funds a hands-on Science Night that is aligned to NGSS.
- We extend our STEAM focus after school hours by offering several after school classes related to STEAM (these are fee based and optional for families if they would like to participate).
- We highlight our new STEAM implementation in our Yearbook, Principal Sunday Message, and Hawkeye Newsletter.

2. Building Capacity to ensure fidelity and sustainability of STEAM
- This is the second year Holmes is participating in the STEAM Innovations Initiative. All of our TK and K teachers have participated in all district provided trainings. They have received instructional materials provided by the district. The district has also painted the interior of their classrooms and provided new furniture, rugs and seating to create maker-spaces. This has transformed the learning environments. All first grade teachers are participating in district provided STEAM training during the 2019-20 school year.
- Each year the district rolls out a grade level for training, we will participate
- Teachers in grades 2-5 are using the new NGSS standards and modifying their FOSS kits and materials to meet the new standards.
- Two teachers will be attending the district provided Science Capacity Builders trainings.
- We will have a differentiated STEAM/NGSS Professional Development facilitated by Central Office Resource Teachers in October 2019.

3. Supporting teachers in implementing STEAM lessons a minimum of 4 hours per week.
- Assurance of implementation is demonstrated by daily schedules showing STEAM lessons four hours a week.
- Principal will observe STEAM lessons and provide feedback.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

During online learning, we have surveyed all families and ensured a laptop for any student that needs one. We have also provided district resources, tools, and support for any technology needs regarding internet access, hardware, and software support. The district has provided "Welcome Week" technology, SEL, and Curriculum training to all staff, students, and parents. The staff has participated in ten mandatory training to support preparations for online learning. I have also provided Professional Development using Doug Fisher Resources to support Welcoming and Engagement strategies. I have hosted three parent meetings to provide updates on district/school news related to online learning. In addition, I also send a weekly Sunday message to all parents, daily updates to staff, and weekly videos to students. As far as attendance, our school clerk monitors our cumulative attendance data and we have reached out to all families who need support. We are pleased that our daily cumulative attendance rate during online learning is 99% or 1% higher than onsite data.

Implementation of SPSA

This SPSA was created using the current data and a root cause analysis. The following priorities, strategies and leadership actions will be implemented school wide at Holmes to meet or exceed the SPSA goals. The site principal and the SSC will monitor the implementation of the priorities and strategies outlined in the SPSA. The principal will work with members of the Instructional Leadership Team (ILT) to ensure that the following is in place:
- A guaranteed and viable curriculum in every classroom. Strong Tier 1 instructional for ALL students.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All teachers are able to articulate student learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all teachers will take responsibility in monitoring student learning and providing appropriate support.
- Develop and fine-tune a comprehensive assessment system.
- Monitor student reading levels during reporting periods.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs and Grade Level Inquiries) in designing effective   lessons and targeted interventions based on student needs.

- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation
The site administrator will focus on creating a collaborative risk-taking environment for teachers and students. Through their work, the ILT will continue to support students as well as build teacher leaders.
The site administrator will:
- Use data from classroom observations, common assessments, and trimester monitoring results to inform professional learning opportunities.
- Identify teacher's instructional strengths and areas to grow to develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Holmes Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 17,254.55

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$0
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$17,254.55
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 17,254.55

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $17,254.55

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Holmes Elementary	**09800 LCFF Intervention Support**	Library Asst	2231	Other Support Prsnl PARAS	0.2375	$ 6,865.65
		Library Asst	3000			$ 2,284.20
			1986	Retired NonClsrm Tchr Hrly		$ 3,000.00
			3000			$ 668.70
			4301	Supplies		$ 4,436.00
	09800 LCFF Intervention Support Total				**0.2375**	**$ 17,254.55**
Grand Total					**0.2375**	**$ 17,254.55**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Holmes Elementary School
PARENT & FAMILY ENGAGEMENT POLICY 2020-21

Holmes Elementary School has developed a written parent & family engagement policy with input from parents. We hold a meeting every year in the Fall at our Family Friday to share information about our school instructional programs and the ways parents can be involved.
The policy is made available on our website.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established: We provide a flexible number of meeting to allow for parent involvement during the school day and evening.

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. The meeting includes a variety of topic:

- Improving communication between the school and home;
- Discussing current student assessment data and student progress;
- Providing information about school and district resources for student academic improvement;
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation;
- Conferencing with teachers;
- Providing training programs to help parents support and work with their children at home and at school;
- Advocating for teachers and parents; and,
- Valuing cultural diversity.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

- The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. We have monthly Family Fridays during the school day, SSC/SGT meeting after school, and PTA Board and Association Meeting in the evening.

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. How does the school involve parents?

- Principal's Sunday Message
- Website including Calendar of events
- Konstella PTA Primary Communication Tool
- Peachjar for electornic flyer
- Thursday Student Folders with Parent Infromation
- Hawkeye Newsletter
- Holmes Facebook Page

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

- Principal's Sunday Message
- Website
- Hawkeye Newsletter
- Family Fridays
- SSC/SGT
- PTA Board and Association Meetings

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. How does the school provide the information?

- Summative CASSPP results are shared with parents at Family Fridays, SGT/SSC/, and PTA
- Hawkeye Newsletter
- Website
- Principal's Sunday Messages
- Parent/Teacher Conferences
- Progress Reports
- Back to School Night

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- Parent/Teacher Conferences
- Progress Reports
- IEP meetings
- Meetings with Principal

The school engages parents in meaningful interactions with the school. The Compact 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.

- Back to School Night
- Open House
- Family Fridays

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Strategies shared at Family Friday, Back to School Night and Parent/Teacher Conferences

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

- Mission Statement
- Multiple opportunities to volunteer and support school events

The school coordinates and integrates 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.

- Parent meetings and training are offered at the District Advisory Council at Ballard Center.

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 have Translation services available onsite of for parents/families that speak different languages at home.

The school provides support for parental involvement activities requested by parents.

- We consistently seek input regarding our instructional and enrichment programs either by survey or various parent meetings. We share this information with our SGT/SSC and PTA.

The school 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).

This policy was adopted by Holmes Elementary School on December 6, 2018 and will be in effect for the period of one year.

The school will distribute the policy to all parents of students on, or before: December 10, 2019

Jonathan Saipe

Principal

Holmes Elementary School

APPENDIX C

SCHOOL PARENT COMPACT

HOLMES ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021

Holmes Elementary distributes to parents and family members a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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 (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- 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

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

At Holmes Elementary School, we 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

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

At Holmes 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

Type examples or add bullets here.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

At Holmes we value your input:

- Please send a note, stop and chat, call, send an email, send a letter, and/or attend school-wide functions

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

At Holmes 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

Type examples or add bullets here.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

At Holmes we have multiple types of communication:

- Principal Sunday Message
- Holmes Hawkeye Newsletter
- School Website
- Konstella
- Translation Services

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

At Holmes we have many opportunities to be involved:

- Through enrichment program surveys
- Field trips
- Committees
- PTA
- SSC/SGT
- Family Fridays

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- **At Holmes we have translation services and other accomodations for parents with disabilities when requested**

This Compact was adopted by the SGT on December 6, 2019 and will be in effect for the period of one year.

The school will distribute the Compact to all parents and family members of students participating on, or before: December 10, 2020

Jonathan Saipe

Principal

Holmes Elementary School

October 8, 2019

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school
- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Holmes Elementary

Explore the performance of Holmes Elementary under California's Accountability System.

Chronic Absenteeism
Yellow

Suspension Rate
Green

English Learner Progress
No Performance Color

English Language Arts
Green

Mathematics
Green
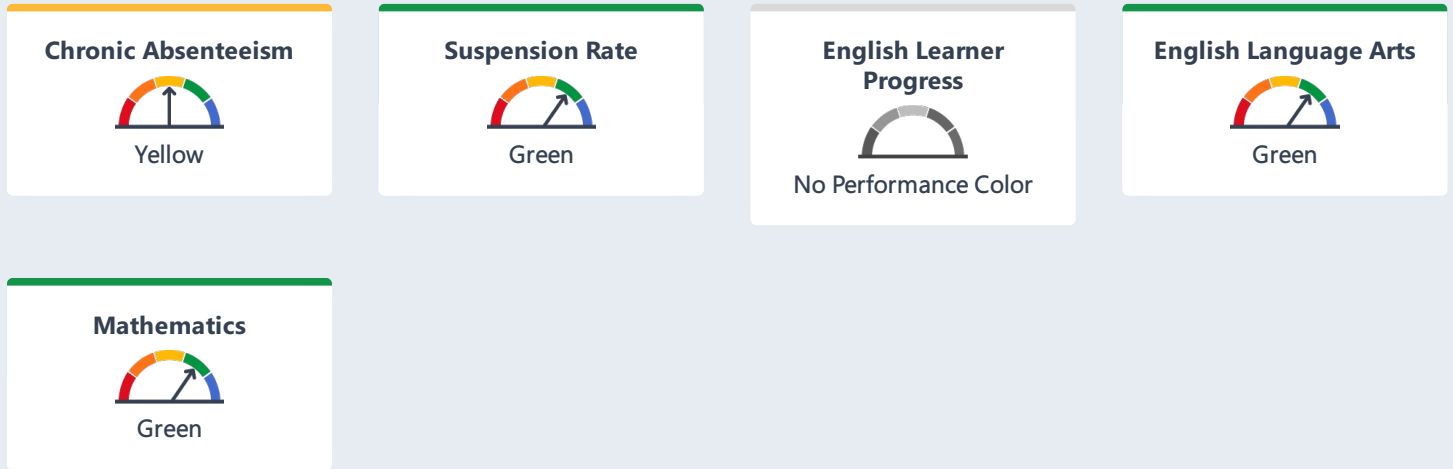
School Details

NAME
Holmes Elementary

ADDRESS
4902 Mount Ararat Drive San Diego, CA 92111-3808

WEBSITE
http://www.sandi.net/ho...

GRADES SERVED
K-6

Student Population

Explore information about this school's student population.

Enrollment

559

Socioeconomically Disadvantaged

18.8%

English Learners

6.1%

Foster Youth

0.4%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

LEARN MORE

Green

74.2 points above standard

Declined 4.9 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

2	2
Green	Blue

Mathematics

LEARN MORE

Green

63.4 points above standard

Declined 8.2 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

3	1
Green	Blue

English Learner Progress

LEARN MORE

46.2% making progress towards English language proficiency

Number of EL Students: 13

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

HOLMES ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

LEARN MORE

Yellow

6.7% chronically absent

Maintained 0.1%

EQUITY REPORT
Number of Student Groups in Each Color

0	2	2
Red	Orange	Yellow

2	0
Green	Blue
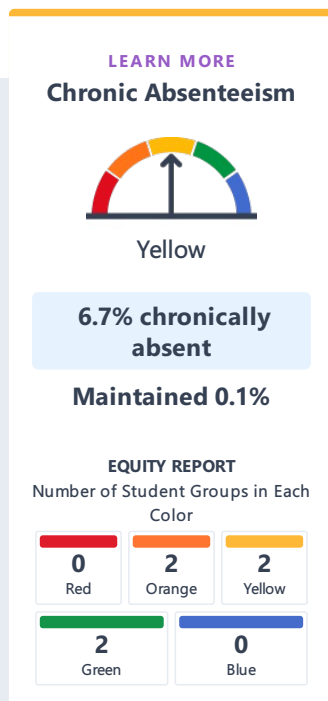
Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Suspension Rate

Green

1% suspended at least once

Declined 0.5% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	**0** Orange	**1** Yellow
2 Green	**3** Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

74.2 points above standard

Declined 4.9 Points ▼

Number of Students: 261

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

Hispanic

White

Blue

Two or More Races

Socioeconomically Disadvantaged

No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

Students with Disabilities

○ ○ ○ ● ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners

No Performance Color

32.3 points above standard

Declined 41.6 Points ▼

Number of Students: 21

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

36.2 points above standard

Declined 3.1 Points ▼

Number of Students: 33

Hispanic

Green

42.7 points above standard

Declined 21.4 Points ▼

Number of Students: 60

White

Green

82.7 points above standard

Declined 3.3 Points ▼

Number of Students: 155

Two or More Races

Blue

96.4 points above standard

Increased 13.5 Points ▲

Number of Students: 30

Socioeconomically Disadvantaged

Blue

61.7 points above standard

Increased 4.7 Points ▲

Number of Students: 58

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	77.9 points above standard	79.1 points above standard	74.2 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
No Data	55.9 points above standard	78.6 points above standard
No Data	Declined 29.5 Points ▼	Maintained 0.1 Points
Number of Students: 7	Number of Students: 14	Number of Students: 234

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

63.4 points above standard

Declined 8.2 Points ▼

Number of Students: 261

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

Hispanic

Socioeconomically Disadvantaged

White

Blue

Two or More Races

No Performance Color

African American

American Indian

Asian

English Learners

Filipino

○ ○ ○ ● ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy
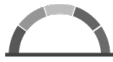
Number of Students: 3

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners

No Performance Color

13.8 points above standard

Declined 42.3 Points ▼

Number of Students: 21

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

16.2 points above standard

Declined 38.9 Points ▼

Number of Students: 33

Hispanic

Green

33.4 points above standard

Declined 15.8 Points ▼

Number of Students: 60

Socioeconomically Disadvantaged

Green

35.3 points above standard

Declined 16.6 Points ▼

Number of Students: 58

White

Green

71.6 points above standard

Declined 5.4 Points ▼

Number of Students: 155

Two or More Races

Blue

81.9 points above standard

Increased 6.5 Points ▲

Number of Students: 30

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	70 points above standard	71.6 points above standard	63.4 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	28.6 points above standard	68.2 points above standard
No Data	Declined 39.4 Points ▼	Declined 4 Points ▼
Number of Students: 7	Number of Students: 14	Number of Students: 234

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE
English Learner Progress

46.2% making progress towards English language proficiency

Number of EL Students: 13

Performance Level

Medium

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	7.6%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	46.1%
ELs who Maintained ELPI Level 4	7.6%
ELs Who Progressed at Least One ELPI Level	38.4%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students

Yellow

6.7% chronically absent

Maintained 0.1%

Number of Students: 580

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

English Learners

Hispanic

Yellow

Students with Disabilities

White

Green

Socioeconomically Disadvantaged

Two or More Races

Blue

No Students

No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

0% chronically absent

Declined 20% ▼

Number of Students: 11

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners

Orange

17.1% chronically absent

Increased 3.6% ▲

Number of Students: 35

Hispanic

Orange

12.4% chronically absent

Increased 4.3% ▲

Number of Students: 121

Students with Disabilities

Yellow

11% chronically absent

Declined 4% ▼

Number of Students: 73

White

Yellow

5.6% chronically absent

Maintained -0.1%

Number of Students: 356

Socioeconomically Disadvantaged

Green

8.8% chronically absent

Declined 2.2% ▼

Number of Students: 125

Two or More Races

Green

3.9% chronically absent

Declined 2.2% ▼

Number of Students: 76

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students

Green

1% suspended at least once

Declined 0.5% ▼

Number of Students: 587

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Students with Disabilities

Green

Hispanic

White

Blue

English Learners

Two or More Races

Socioeconomically Disadvantaged

No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

○ ○ ● ○ ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

Yellow

5.4% suspended at least once

Declined 0.6% ▼

Number of Students: 74

Hispanic

Green

0.8% suspended at least once

Maintained 0%

Number of Students: 122

White

Green

1.4% suspended at least once

Declined 0.5% ▼

Number of Students: 362

English Learners

Blue

0% suspended at least once

Declined 2.7% ▼

Number of Students: 36

Two or More Races

Blue

0% suspended at least once

Declined 1.2% ▼

Number of Students: 76

Socioeconomically Disadvantaged

Blue

0% suspended at least once

Declined 2.2% ▼

Number of Students: 126

2015-2019 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		2018		2019		2015	2018			2015		2016		2017		2018		2019		2015	2018		
	N	%	N	%	N	%	N	%	N	%	%	%			N	%	N	%	N	%	N	%	N	%	%	%		
Total	233	77.7	251	83.3	265	84.9	272	80.9	275	82.9	5.2	2.0			235	75.3	251	77.7	265	84.5	272	84.6	275	79.3	4.0	-5.3		
Female	110	79.1	125	85.6	148	85.8	142	83.1	149	85.2	6.1	2.1			112	75.0	125	80.0	148	82.4	142	81.0	149	76.5	1.5	-4.5		
Male	123	76.4	126	81.0	117	83.8	130	78.5	126	80.2	3.8	1.7			123	75.6	126	75.4	117	87.2	130	88.5	126	82.5	6.9	-6.0		
African American	1	-	1	40.0	3	-	3	-	2	-	-	-			1	-	1	-	3	-	3	-	2	-	-	-		
Asian**	7	-	9	81.0	6	-	3	-	7	-	-	-			8	-	9	-	6	-	3	-	7	-	-	-		
Filipino	2	-	3	70.0	3	-	5	-	7	-	-	-			2	-	3	-	3	-	5	-	7	-	-	-		
Hispanic	51	68.6	50	80.0	58	70.7	62	79.0	61	65.6	-3.0	-13.4			52	65.4	50	62.0	58	79.3	62	74.2	61	60.7	-4.7	-13.5		
Indochinese**	0	-	0	77.8	1	-	1	-	-	-	-	-			0	-	0	-	1	-	1	-	-	-	-	-		
Native American	0	-	0	64.7	1	-	2	-	3	-	-	-			0	-	0	-	1	-	2	-	3	-	-	-		
Pacific Islander	3	-	2	47.6	1	-	0	-	0	-	-	-			2	-	2	-	1	-	0	-	0	-	-	-		
White	135	81.5	147	84.4	152	88.2	152	82.9	164	86.6	5.1	3.7			135	77.8	147	84.4	152	88.2	152	88.2	164	85.4	7.6	-2.8		
Multiracial	34	82.4	39	84.6	40	92.5	44	84.1	31	96.8	14.4	12.7			35	80.0	39	74.4	40	77.5	44	84.1	31	83.9	3.9	-0.2		
English Learner	8	-	5	50.0	4	-	4	-	8	-	-	-			11	54.5	5	-	4	-	4	-	8	-	-	-		
English-Speaking	225	78.7	246	84.1	261	84.7	268	81.3	267	84.3	5.6	3.0			224	76.3	246	78.9	261	84.3	268	85.1	267	80.1	3.8	-5.0		
Reclassified†	7	-	6	26.3	19	78.9	13	92.3	14	78.6	-	-13.7			7	-	6	-	19	73.7	13	76.9	14	57.1	-	-19.8		
Initially Eng. Speaking	218	78.4	240	84.2	242	85.1	255	80.8	253	84.6	6.2	3.8			217	76.0	240	78.8	242	85.1	255	85.5	253	81.4	5.4	-4.1		
Econ. Disadv.*	60	63.3	66	80.3	62	77.4	62	69.4	63	81.0	17.7	11.6			59	57.6	66	62.1	62	69.4	62	75.8	63	69.8	12.2	-6.0		
Non-Econ. Disadv.	173	82.7	185	84.3	203	87.2	210	84.3	212	83.5	0.8	-0.8			176	81.3	185	83.2	203	89.2	210	87.1	212	82.1	0.8	-5.0		
Gifted	112	88.4	108	90.7	116	94.0	73	93.2	85	94.1	5.7	0.9			113	87.6	108	89.8	116	94.0	73	95.9	85	96.5	8.9	0.6		
Not Gifted	121	67.8	143	77.6	149	77.9	199	76.4	190	77.9	10.1	1.5			122	63.9	143	68.5	149	77.2	199	80.4	190	71.6	7.7	-8.8		
With Disabilities	20	55.0	19	78.9	22	59.1	23	69.6	34	67.6	12.6	-2.0			20	60.0	19	68.4	22	95.5	23	78.3	34	50.0	-10.0	-28.3		
WO Disabilities	213	79.8	232	83.6	243	87.2	249	81.9	241	85.1	5.3	3.2			215	76.7	232	78.4	243	83.5	249	85.1	241	83.4	6.7	-1.7		
Homeless	0	-	2	40.0	2	-	3	-	4	-	-	-			0	-	2	-	0	-	3	-	4	-	-	-		
Foster	1	-	0	50.0	1	-	0	-	0	-	-	-			0	-	0	-	1	-	0	-	0	-	-	-		
Military	7	-	9	60.4	6	-	11	90.9	12	83.3	-	-7.6			8	-	9	-	6	-	11	90.9	12	83.3	-	-7.6		

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 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		2018		2019			2015	2018	2015		2016		2017		2018		2019			2015	2018
	N	%	N	%	N	%	N	%	N	%		%	%	N	%	N	%	N	%	N	%	N	%		%	%
Total	83	77.1	82	85.4	93	83.9	93	78.5	91	75.8		-1.3	-2.7	86	82.6	82	93.9	93	89.2	93	91.4	91	80.2		-2.4	-11.2
Female	45	71.1	42	81.0	54	85.2	43	83.7	53	81.1		10.0	-2.6	47	83.0	42	92.9	54	85.2	43	88.4	53	79.2		-3.8	-9.2
Male	38	84.2	40	90.0	39	82.1	50	74.0	38	68.4		-15.8	-5.6	39	82.1	40	95.0	39	94.9	50	94.0	38	81.6		-0.5	-12.4
African American	0	-	1	40.0	2	-	0	-	0	-		-	-	0	-	1	-	2	-	0	-	0	-		-	-
Asian**	2	-	2	81.0	2	-	1	-	2	-		-	-	3	-	2	-	2	-	1	-	2	-		-	-
Filipino	1	-	2	70.0	0	-	2	-	2	-		-	-	1	-	2	-	0	-	2	-	2	-		-	-
Hispanic	20	70.0	14	71.4	19	63.2	21	76.2	25	64.0		-6.0	-12.2	21	66.7	14	85.7	19	89.5	21	81.0	25	64.0		-2.7	-17.0
Indochinese**	0	-	0	77.8	1	-	1	-	-	-		-	-	0	-	0	-	1	-	1	-	-	-		-	-
Native American	0	-	0	64.7	1	-	1	-	1	-		-	-	0	-	0	-	1	-	1	-	1	-		-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
White	47	80.9	49	87.8	56	85.7	50	78.0	53	79.2		-1.7	1.2	47	87.2	49	95.9	56	87.5	50	94.0	53	86.8		-0.4	-7.2
Multiracial	13	69.2	14	85.7	12	100.0	17	94.1	8	-		-	-	14	85.7	14	92.9	12	91.7	17	100.0	8	-		-	-
English Learner	7	-	0	50.0	4	-	1	-	5	-		-	-	10	60.0	0	-	4	-	1	-	5	-		-	-
English-Speaking	76	78.9	82	85.4	89	83.1	92	78.3	86	79.1		0.2	0.8	76	85.5	82	93.9	89	88.8	92	91.3	86	82.6		-2.9	-8.7
Reclassified†	4	-	0	26.3	3	-	3	-	4	-		-	-	4	-	1	-	3	-	3	-	4	-		-	-
Initially Eng. Speaking	72	79.2	81	86.4	86	82.6	89	77.5	82	80.5		1.3	3.0	72	84.7	81	95.1	86	88.4	89	91.0	82	84.1		-0.6	-6.9
Econ. Disadv.*	21	61.9	16	75.0	21	76.2	26	69.2	17	76.5		14.6	7.3	21	76.2	16	100.0	21	81.0	26	80.8	17	70.6		-5.6	-10.2
Non-Econ. Disadv.	62	82.3	66	87.9	72	86.1	67	82.1	74	75.7		-6.6	-6.4	65	84.6	66	92.4	72	91.7	67	95.5	74	82.4		-2.2	-13.1
Gifted	38	86.8	33	93.9	38	97.4	10	90.0	28	89.3		2.5	-0.7	39	94.9	33	100.0	38	94.7	10	100.0	28	96.4		1.5	-3.6
Not Gifted	45	68.9	49	79.6	55	74.5	83	77.1	63	69.8		0.9	-7.3	47	72.3	49	89.8	55	85.5	83	90.4	63	73.0		0.7	-17.4
With Disabilities	9	-	6	78.9	6	-	9	-	11	63.6		-	-	9	-	6	-	6	-	9	-	11	54.5		-	-
WO Disabilities	74	77.0	76	85.5	87	88.5	84	77.4	80	77.5		0.5	0.1	77	84.4	76	94.7	87	88.5	84	90.5	80	83.8		-0.6	-6.7
Homeless	0	-	2	40.0	2	-	2	-	1	-		-	-	0	-	0	-	0	-	2	-	4	-		-	-
Foster	0	-	0	50.0	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
Military	2	-	4	60.4	3	-	5	-	3	-		-	-	3	-	4	-	3	-	5	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Holmes
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	73	68.5	90	87.8	83	90.4	95	81.1	87	89.7	21.2	8.6	72	72.2	90	74.4	83	89.2	95	76.8	87	82.8	10.6	6.0
Female	33	75.8	49	85.7	45	88.9	54	79.6	38	92.1	16.3	12.5	33	72.7	49	71.4	45	84.4	54	72.2	38	81.6	8.9	9.4
Male	40	62.5	41	90.2	38	92.1	41	82.9	49	87.8	25.3	4.9	39	71.8	41	78.0	38	94.7	41	82.9	49	83.7	11.9	0.8
African American	0	-	0	40.0	1	-	2	-	0	-	-	-	0	-	0	-	1	-	2	-	0	-	-	-
Asian**	2	-	4	81.0	2	-	2	-	3	-	-	-	2	-	4	-	2	-	2	-	3	-	-	-
Filipino	0	-	1	70.0	2	-	1	-	3	-	-	-	0	-	1	-	2	-	1	-	3	-	-	-
Hispanic	15	60.0	19	84.2	17	82.4	23	78.3	15	66.7	6.7	-11.6	15	66.7	19	52.6	17	82.4	23	60.9	15	66.7	0.0	5.8
Indochinese**	0	-	0	77.8	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	2	-	1	47.6	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	45	73.3	50	88.0	47	95.7	55	83.6	50	94.0	20.7	10.4	45	73.3	50	86.0	47	93.6	55	83.6	50	88.0	14.7	4.4
Multiracial	9	-	15	93.3	14	85.7	11	81.8	15	100.0	-	18.2	9	-	15	66.7	14	78.6	11	63.6	15	86.7	-	23.1
English Learner	1	-	4	50.0	0	-	3	-	1	-	-	-	1	-	4	-	0	-	3	-	1	-	-	-
English-Speaking	72	69.4	86	89.5	83	90.4	92	82.6	86	89.5	20.1	6.9	71	73.2	86	76.7	83	89.2	92	78.3	86	82.6	9.4	4.3
Reclassified†	2	-	3	26.3	4	-	7	-	3	-	-	-	2	-	3	-	4	-	7	-	3	-	-	-
Initially Eng. Speaking	70	68.6	83	89.2	79	89.9	85	81.2	83	89.2	20.6	8.0	69	72.5	83	75.9	79	88.6	85	78.8	83	81.9	9.4	3.1
Econ. Disadv.*	15	40.0	29	86.2	13	92.3	21	61.9	24	91.7	51.7	29.8	14	57.1	29	51.7	13	69.2	21	66.7	24	87.5	30.4	20.8
Non-Econ. Disadv.	58	75.9	61	88.5	70	90.0	74	86.5	63	88.9	13.0	2.4	58	75.9	61	85.2	70	92.9	74	79.7	63	81.0	5.1	1.3
Gifted	30	80.0	40	92.5	32	100.0	37	91.9	16	100.0	20.0	8.1	30	86.7	40	85.0	32	96.9	37	97.3	16	100.0	13.3	2.7
Not Gifted	43	60.5	50	84.0	51	84.3	58	74.1	71	87.3	26.8	13.2	42	61.9	50	66.0	51	84.3	58	63.8	71	78.9	17.0	15.1
With Disabilities	3	-	10	80.0	5	-	7	-	12	91.7	-	-	3	-	10	80.0	5	-	7	-	12	66.7	-	-
WO Disabilities	70	70.0	80	88.8	78	89.7	88	81.8	75	89.3	19.3	7.5	69	72.5	80	73.8	78	88.5	88	78.4	75	85.3	12.8	6.9
Homeless	0	-	1	40.0	1	-	3	-	3	-	-	-	0	-	1	-	0	-	3	-	3	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	2	60.4	3	-	3	-	5	-	-	-	3	-	2	-	3	-	3	-	5	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 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		2018		2019		2015	2018			2015		2016		2017		2018		2019		2015	2018		
	N	%	N	%	N	%	N	%	N	%	%	%			N	%	N	%	N	%	N	%	N	%	%	%		
Total	77	87.0	79	75.9	89	80.9	84	83.3	97	83.5	-3.5	0.2			77	70.1	79	64.6	89	75.3	84	85.7	97	75.3	5.2	-10.4		
Female	32	93.8	34	91.2	49	83.7	45	86.7	58	84.5	-9.3	-2.2			32	65.6	34	76.5	49	77.6	45	84.4	58	70.7	5.1	-13.7		
Male	45	82.2	45	64.4	40	77.5	39	79.5	39	82.1	-0.1	2.6			45	73.3	45	55.6	40	72.5	39	87.2	39	82.1	8.8	-5.1		
African American	1	-	0	40.0	0	-	1	-	2	-	-	-			1	-	0	-	0	-	1	-	2	-	-	-		
Asian**	3	-	3	81.0	2	-	0	-	2	-	-	-			3	-	3	-	2	-	0	-	2	-	-	-		
Filipino	1	-	0	70.0	1	-	2	-	2	-	-	-			1	-	0	-	1	-	2	-	2	-	-	-		
Hispanic	16	75.0	17	82.4	22	68.2	18	83.3	21	66.7	-8.3	-16.6			16	62.5	17	52.9	22	68.2	18	83.3	21	52.4	-10.1	-30.9		
Indochinese**	0	-	0	77.8	0	-	0	-	-	-	-	-			0	-	0	-	0	-	0	-	-	-	-	-		
Native American	0	-	0	64.7	0	-	0	-	1	-	-	-			0	-	0	-	0	-	0	-	1	-	-	-		
Pacific Islander	1	-	1	47.6	1	-	0	-	0	-	-	-			1	-	1	-	1	-	0	-	0	-	-	-		
White	43	90.7	48	77.1	49	83.7	47	87.2	61	86.9	-3.8	-0.3			43	72.1	48	70.8	49	83.7	47	87.2	61	82.0	9.9	-5.2		
Multiracial	12	100.0	10	70.0	14	92.9	16	75.0	8	-	-	-			12	75.0	10	60.0	14	64.3	16	81.3	8	-	-	-		
English Learner	0	-	1	50.0	0	-	0	-	2	-	-	-			0	-	1	-	0	-	0	-	2	-	-	-		
English-Speaking	77	87.0	78	76.9	89	80.9	84	83.3	95	84.2	-2.8	0.9			77	70.1	78	65.4	89	75.3	84	85.7	95	75.8	5.7	-9.9		
Reclassified†	1	-	2	26.3	12	66.7	3	-	7	-	-	-			1	-	2	-	12	58.3	3	-	7	-	-	-		
Initially Eng. Speaking	76	86.8	76	76.3	77	83.1	81	84.0	88	84.1	-2.7	0.1			76	71.1	76	64.5	77	77.9	81	86.4	88	78.4	7.3	-8.0		
Econ. Disadv.*	24	79.2	21	76.2	28	71.4	15	80.0	22	72.7	-6.5	-7.3			24	41.7	21	47.6	28	60.7	15	80.0	22	50.0	8.3	-30.0		
Non-Econ. Disadv.	53	90.6	58	75.9	61	85.2	69	84.1	75	86.7	-3.9	2.6			53	83.0	58	70.7	61	82.0	69	87.0	75	82.7	-0.3	-4.3		
Gifted	44	95.5	35	85.7	46	87.0	26	96.2	41	95.1	-0.4	-1.1			44	81.8	35	85.7	46	91.3	26	92.3	41	95.1	13.3	2.8		
Not Gifted	33	75.8	44	68.2	43	74.4	58	77.6	56	75.0	-0.8	-2.6			33	54.5	44	47.7	43	58.1	58	82.8	56	60.7	6.2	-22.1		
With Disabilities	8	-	3	80.0	11	63.6	7	-	11	45.5	-	-			8	-	3	-	11	90.9	7	-	11	27.3	-	-		
WO Disabilities	69	92.8	76	76.3	78	83.3	77	87.0	86	88.4	-4.4	1.4			69	72.5	76	67.1	78	73.1	77	87.0	86	81.4	8.9	-5.6		
Homeless	0	-	1	40.0	2	-	1	-	4	-	-	-			0	-	1	-	0	-	1	-	4	-	-	-		
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-		
Military	2	-	3	60.4	0	-	3	-	4	-	-	-			2	-	3	-	0	-	3	-	4	-	-	-		

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA Evaluation of LCFF Funded Actions and Activities

SCHOOL NAME: HOLMES ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Librarian Support

*Strategy/Activity - Description

The decision was made to fund a library assistant for an additional 2 hours/day above what we were allocated by the district. Having the library open more with the library assistant available allows us to provide access for all students to check out library books and have use of computer lab (educational software). Without this supplemental classroom support our students, our unduplicated students would potentially not have access to reading materials that are at their level and of interest to them or have access to a computer lab where they can access the educational software that is part of their classroom learning and additional learning opportunities.

*Proposed Expenditures for this Strategy/Activity

Analysis:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Description:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Goddard, Christine	0.23750	$8,255.15	09800-2231	LCFF funds used to increase library assistant allocation an additional 2 hours per day to provide access to library books and computer lab.	• Access to library books/resources and computer lab (educational software)	Additional funds are necessary to provide PLC release days to support teacher planning and student monitoring.	Would like to reduce Employee FTE to district allocation of .2FTE and redirect salary costs to PLC release days. Employee has agreed to voluntarily reduce hours but we need HR approval.

Note/Reminders (optional):
Additional ELA Supports
*Strategy/Activity - Description

Professional learning will be supported by scheduling Grade Level PLC time at each trimester to identify key Critical Concepts, develop common assessments, identify target students, and analyze results..

To strengthen ELA, professional learning will include two main areas of study in the 2019-20 school year: (1) Strengthening our understanding of the Critical Concepts which includes identifying key Critical Concepts at each trimester, develop common assessments, and analyzing results.(2) Reading Comprehension. These two areas include:

- Strengthen our literacy block pedagogy and gradual release to independence by creating common grade level schedules
- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
- Broaden teachers' intervention toolbox
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; para educator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
- Promote student agency through goal setting (DRA Reading Levels and Writing Goals)
- Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward
- Consistently tying lessons to standards/Critical Concepts
- Using guided reading/small group instruction to support vulnerable learners
- Explore the language of mathematics-how can we support students in comprehending word problems
- Continue Close Reading strategies to support comprehension in all content areas

In addition, the decision was made to use our LCFF/DIISUP funds for supplemental supports for interventions and other classroom supports for the primary benefit of our unduplicated student population (21.6%) - though all students will benefit. Some of these supports include additional material needs to print out leveled reading materials, supplies to help students stay organized, and materials needed for Tier 1 instruction so that all of the students at Holmes have access to a Guaranteed and Viable Curriculum.

*Proposed Expenditures for this Strategy/Activity
Analysis:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Description:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$6,916.00	09800-4301	Supplemental instructional Supplies such as journals, paper, and pencils to support Tier 1 instruction	• Instructional supplies are essential to access curriculum and support teaching and learning • Classroom magazines increased motivation and meaningful	We would like more money for instructional supplies to spend on classroom libraries. We would like to refresh materials aligned with multicultural perspectives, grade level standards, and high interest books.	None

Note/Reminders (optional):

Goal 3 - Mathematics

Student Data Monitoring - Math

*Strategy/Activity - Description

We are utilizing ST Math, funded through the district, as supplemental support for math. ST Math focuses on the conceptual component of mathematics which is critical for students understanding why certain algorithms are utilized in math. This program is aligned with CCSS math standards and has an assessment component to monitor student growth and individualize instruction. The program provides opportunities for students to practice their math skills at their individual instructional level. We also assess required grade level Math Fluencies at each trimester to ensure students can add, subtract, multiply and divide in accordance with grade level standards. Data that can be collected from these programs plays a vital role in our monitoring of student achievement in mathematics and provides teachers the data they need to support Tier 1 instruction and to create additional classroom supports or interventions.

The decision was made to fund a library assistant for an additional 2 hours/day above what we were allocated by the district. Having the library open more with the library assistant available allows us to provide access for all students to check out library books and have use of computer lab (educational software). Without this supplemental classroom support our students, our unduplicated students would potentially not have access to reading materials that are at their level and of interest to them or have access to a computer lab where they can access the educational software that is part of their classroom learning and additional learning opportunities.

*Proposed Expenditures for this Strategy/Activity

Analysis:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Description:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Goddard, Christine	--	--	09800-2231	LCFF funds used to increase library assistant allocation an additional 2 hours per day to provide access to library books and computer lab.	• Access to library books/resources and computer lab (educational software)	Additional funds are necessary to provide PLC release days to support teacher planning and student monitoring.	Would like to reduce Employee FTE to district allocation of .2FTE and redirect salary costs to PLC release days. Employee has agreed to voluntarily reduce

							hours but we need HR approval.

Note/Reminders (optional):

Goal 4- English Learners

ELPAC Testing Support

*Strategy/Activity - Description

The staff at Holmes understands the importance of the ELPAC and want to make sure that students are both assessed fairly and that instructional minutes are not lost. Becasue of this, the sites is going to use a retired teacher to test our English learners using the ELPAC assessment in both the fall and the spring. This classroom support will allow the classroom teachers to focus on classroom instruction during testing windows. While this supplemental support is for the primary benefit of the ELs at Holmes (their unduplicated students) it will benefit all students in the classroom.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		$2,440.40	09800-1189	• Funds to provide ELPAC testing for EL students to support identification, classroom placement, instructional planning, student goal setting, and support progress towards	Identification and ELPAC assessment is critical for instructional planning and supports evidence towards reclassification goals	We would like to have more money allocated to support small group ELD instruction.	None

				reclassificati on.			

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Reading Supports

*Strategy/Activity - Description

To support underperforming students we will continue to support student progress in ELA in a variety of ways including teachers' professional learning. During professional learning we will focus on lessons that are aligned with standards, strengthening Tier 1 instruction and Tier 2 interventions. To support ELA, professional learning will include: (1) Ensure that ALL students are receiving strong tier 1 instruction (2) Reading comprehension. Teachers will work in collaboration with the Ed Specialists during PLCs and Grade Level Meetings.

Teachers will have one release day to administer DRA assessments and create student goals. Due to a lack of funds, we will not be able to offer any additional PLC days. Teachers will work collaboratively during monthly professional learning. Grade level meetings held on early release days for students will include instructional planning around the Critical Concepts and Proficiency Scales with an emphasis on reading comprehension. Grade level teams will also receive an additional 30 minutes of planning time a week as students participate in a fitness circuit. The administrator will also provide 45 minutes of grade level planning each month as they lead grade level exercise/PE time in the auditorium.

The site will also use their own funds to purchase supplemental instructional supplies such as writing utensils, paper, and other items that facilitate instruction and completion of assigned academic tasks. This will also include purchasing supplemental instructional materials and classroom library books to support ELA.

Access to addtional support from the Librarian is for the primary benefit of the unduplicated students at Holmes while all students will benefit. Our unduplicated student poulation is less likely to have access to reading materials that are of interest to students and at indiual student reading levels if this access is not provided by the school site. While we are provided one day of librarian services, the site determined that increasing the librarian by 2 hours a week was of vital service to our unduplicated students.

*Proposed Expenditures for this Strategy/Activity

Analysis:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Description:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Goddard, Christine	--	--	09800-2231	LCFF funds used to increase library assistant allocation an additional 2 hours	Additional library time provides access to resources for our at risk students.	Additional funds are necessary to provide PLC release days to support teacher planning	Would like to reduce Employee FTE to district allocation of .2FTE and redirect salary

				per day to provide access to library books and computer lab.		and student monitoring.	costs to PLC release days. Employee has agreed to voluntarily reduce hours but we need HR approval.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

The LCFF funds have a positive impact on student achievement. We use the LCFF funds to purchase essential instructional supplies (paper, pencils, journals, chart paper, etc.) and classroom magazines. We also use the LCFF funds to pay a retired teacher to administer the ELPAC to our English Learners. We use the ELPAC results for student placement and support instructional planning and create students goals. Without these funds we would not be able to directly support teaching and learning. Also, we purchase an additional 2 hours/day of library assistant time which allows access to reading materials and use of educational software. We would love to see increased funding to support PLC release days to strengthen our professional development plan and progress towards district and schoolwide goals. I will continue to share these goals, monitor data, and align resources with all stakeholder groups. At the conclusion of each year we will assess and evaluate our SPSA and make changes based on data to support all our students.