THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HOLMES ELEMENTARY SCHOOL

2022-23

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: 619/605-4400 ;
Address: 4902 Mount Ararat Dr, Holmes Elementary, San Diego, CA, 92111-3808,
E-mail Address: jsaipe@sandi.net

The following items are included:

☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent&Family Engagement Policy
☒ School Parent Compact

Board Approval: *January 24, 2023*

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Holmes Elementary   PHONE: 619-605-4400   FAX: 858-496-8734

SITE CONTACT PERSON: Jonathan Saipe   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 I Schoolwide Programs (SWP)   ☐ CSI School   ☐ ATSI 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 composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

☐	English Learner Advisory Committee (ELAC)	Date of presentation: _____
☐	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: _____

1. 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.

2. The site plan composition is rooted in 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.

3. The site plan or revisions to the site plan were adopted by the SSC on: 9/28/2022

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
Type/Print Name of School Principal

_____
Signature of School Principal / Date
09/28/22

Melissa Diaz-Cisneros
Type/Print Name of SSC Chairperson

_____
Signature of SSC Chairperson / Date

_____
Type/Print Name of ELAC Representative

_____
Signature of ELAC Representative / Date

Steve Elizondo
Type/Print Name of Area Superintendent

_____
Signature of Area Superintendent / Date
12/12/22

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

TABLE OF CONTENTS

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: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
LCAP Goal 2: Access to Broad and Challenging Curriculum
LCAP Goal 3: Accelerating Student Learning With High Expectations for All
LCAP Goal 4: Quality Leadership, Teaching and Learning
LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS
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 2022-23 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 2022-23 budget in the Spring of 2022
- Agendas and Minutes are posted on a bulletin board on campus
Family Friday/Principal Coffee Chats/Email Communications:
- Shared CASSPP ELA/Math results, trimester monitoring of common assessments (Fountas/Pinnel Reading levels, FAST, and DEMI), showed evidence of progress towards district and schoolwide goals
- Discussed, brainstormed 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 (SSC members)
- The site Wellness Plan is a responsibility of SSC.
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
At Holmes we will be continuing the following modifications to the SPSA for the 2022-23 school year based on the partial 2019-20 and 2020-21 data analysis and the fact that there were school closures due to COVID-19 starting in March of 2020
Student Performance Data
On the 2021-22 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, 86% (237 students) met/exceeded standards: 92% (75 students) of third graders, 83% (78 students) of fourth graders, and 83% (84 students) of fifth graders.
- Combining third-fifth grade, in Mathematics, 90% (234 students) met/exceeded standards: 95% (75 students) of third graders , 93% (76 students) of fourth graders met/exceeded standards; and 82% (83 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 2021-22 SBAC data. To determine goal percentages, we used cohort data (e.g.. to determine the goal for this year's fifth graders, we used 2021-22 fourth grade data).
Root Cause Analysis
Student performance data was analyzed and stakeholders reflected on the 2021-22 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) Literacy Acceleration; (2) Math Fluencies/Communication; 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
- We need to strengthen our tier 2 and tier 3 instruction for students that are not meeting grade level standards.
- 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
- We need to continue to pull small groups after whole group instruction before release to independence.
- 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

- 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
- Focus instruction on Communication strand on DEMI

Safe, Collaborative and Inclusive Culture

- Some students have behaviors that are getting in the way of learning
- SWD and EL subgroups are underperforming
- 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
Jonathan Saipe	Principal
Nancy Flinn	Classroom Teacher
Wendy Lindman-Fechner	Classroom Teacher
Michael Stutz	Classroom Teacher
Raquel Gonzalez	Other School Rep
Crystal Trull	Parent
Melissa Cisneros-Diaz	Parent
Kasey Tocco	Parent
Nancy Jungling	Parent
Amanda Williamson	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our goals for the 2021-22 school year were to decrease the overall schoolwide chronic absenteeism rate to less than 10% and to decrease the overall school wide suspension rate from 1.0% to .75%. The California Dashboard has not been updated for the 2021-22 school year so we used Hoonuit, received support from pupil accounting and school records to determine outcomes.

Upon analysis, our Chronic Absenteeism rate was 18% (a 12% increase). The increase was primarily due to the Covid pandemic and quarantine guidelines. **Overall, our cumulative attendance was 94.72% and ranked 10th out of 119 SDUSD Elementary Schools.** Our 2021-22 School Wide Suspension rate was .6%. We are pleased to have met our goal to reduce the number of students suspended in half from 6 to 3.

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 staff 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
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).
No major differences. The Covid pandemic positive case rate and quarantine guidelines will continue to impact attendance rates.

*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.
The goals will be carried forward as there was not sufficient data to provide an analysis. The strategies that were used were showing a positive difference.

*Identified Need
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. The California Dashboard does not reflect current data, instead we used Hoonuit our SDUSD attendance data and reporting system. We will continue to monitor attendance and suspension rates monthly. Our staff 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.

Chronic Absenteeism:

The overall school chronic absenteeism rate is 18% (95 students). This is primarily due to the COVID-19 Pandemic and quarantine guidelines. We will continue all mitigation strategies in support of reducing positive case rates.

Suspension Rate:

The overall school suspension rate is .6% (3 students) for the 2021-22 school year.

Cumulative Attendance

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 94.72%. We are currently ranked 10th out of 119 SDUSD Elementary Schools. Our attendance decreased 2.13% from 2020-2021 school year primarily due to the Covid Pandemic and quarantine guidelines.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK - 5	Decrease the overall school wide chronic absenteeism rate.	18%	<10%	Chronic Absenteeism	Annually
June 2023	TK - 5	Decrease the overall school wide suspension rate.	.6%	0%	Suspension	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK - 5	Students with Disabilities	Decrease chronic absenteeism rate	27% Chronically Absent	<10%	Chronic Absenteeism	Annual
June 2023	UTK - 5	English Learner	Decrease chronic absenteeism rate	10% Chronically Absent	<10%	Chronic Absenteeism	Annual
June 2023	UTK - 5	Hispanic or Latino	Decrease chronic absenteeism	27% Chronically Absent	<10%	Chronic Absenteeism	Annual
June 2023	UTK-5	Black or African American	Decrease chronic absenteeism	Baseline	<10%	Chronic Absenteeism	Annual

Supporting Black Youth - Additional Goals

1. Holmes Elementary School's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
2. The staff diversity goal at Holmes Elementary is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Holmes site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
3. In the 2022-23 school year, Holmes Elementary will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
4. Holmes Elementary will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
5. Holmes Elementary School's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
6. Holmes Elementary will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
7. Holmes Elementary will increase access to advanced classes--gate, seminar, advanced placement for black youth.
8. Holmes Elementary School will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

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 meetings 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
- Develop Staff PD in consultation with RJP department to gain a better understanding of new restorative discipline policy, classroom circles, and affirming statements and restorative questions
- Continue school wide No Place for Hate program and discuss these topics during weekly assemblies with students.
- 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

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

To support ELA during the 2021-22 school year, Literacy Acceleration PD was provided centrally to all teachers. Teacher strengthened their collective understanding of the literacy block approaches. In addition we examined 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. Teachers also attended Literacy acceleration professional development once a month. We also had a schoolwide focus "Do simple better". Make sure each lesson has a clear purpose, opportunities for student engagement (listening, speaking, reading, writing, and math), and checking for understanding and feedback. Our goal is to replicate these quality teaching practices in every lesson and every classroom

Outcomes/Effectiveness

- 3rd - 5th 2022 CAASPP results were remarkable! 86% of our students were proficient or advanced. 3rd grade 92% proficient or advanced, 4th grade 83% proficient or advanced, and 5th grade 83% proficient or advanced.

CASSPP Subgroup Data:

- Hispanic: 83% (42 students); increased from 2019 by 17 percentage points
- Students with Disabilities: 55% (29 students); decreased from 2019 by 12 percentage points
- English Learners: NO data was reported because we have 5 students who tested
- African American/Black: NO data was reported because we did not have any African/American/Black students enrolled last year.

In addition, we looked at site Fountas/Pinnell TK-2 reading levels data to determine the percentage of students reading at or above grade level:We believe this is a strong predictor for academic success.

- TK-94%, K- 86%, 1st- 80%, 2nd- 76%

SDUSD FAST Spring 2022 Data for Grades 3-5

- Spring 2022 Formative Reading Assessment System for Teachers (FAST) showed 87% of students in grades 3-5 showed low risk. .

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

No major differences. The Covid pandemic positive case rate and quarantine guidelines will continue to impact attendance rates.

*Identified Need - English Language Arts

Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards has increased three percentage points from 2019. Our 2022 results were the highest in school history. To support our 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, Fountas and Pinnell reading behaviors UTK - 2, and critical concept proficiency scales.

*Goal 2 - English Language Arts						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	86%	91%	CAASPP ELA	Annually
June 2023	UTK - 2	Increase the percentage of students reading at or above grade level expectations	84%	89%	Fountas and Pinnell	Trimester

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	83%	88%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	55%	60%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	50%	80%	FAST aReading	Trimester
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	Collect Baseline (We did not have any Black or African American Students Enrolled Last Year)	80%	CAASPP ELA	Annually
June 2023	UTK-2	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	93%	100%	Fountas and Pinnel	Trimester
June 2023	UTK-2	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	45%	80%	Fountas and Pinnel	Trimester
June 2023	UTK-2	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	50%	80%	Fountas and Pinnel	Trimester
June 2023	UTK-2	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	Collect Baseline (We did not have any Black or African American Students Enrolled Last Year)	80%	Fountas and Pinnel	Trimester

*Identified Need - Math
Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards has increased eleven percentage points from 2019. Our 2022 results were the highest is school history. To support our underperforming students we will focus on strong Tier 1 instruction. We will ensure consistent instruction of grade level math fluencies, use critical concept proficiency scales, and focus on application and communication.

*Goal 3 - Mathematics						
By Date	**Grade**	**Objective**		**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.		90%	95%	CAASPP Math	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	85%	90%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	63%	80%	CAASPP Math	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level expectations on the DEMI	40%	80%	DEMI	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	Collect Baseline (We did not have any black or African American Students enrolled last year)	80%	CAASPP Math	Annually

*Identified Need - English Learners

We do not have data for the end of the 2020-2021 school year from the California Dashboard due to school closures because of COVID-19. Analysis will be based off 2019 Dashboard data and site based data in ELA and mathematics. 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%

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	Increase reclassification rate	41%	100%	Reclassification Rates	Annually

*Identified Need - Graduation/Promotion Rate

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.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Student will meet or exceed ELA standards on ELA CAASPP	92%	97%	CAASPP ELA	Annually
June 2023	5	Student will meet or exceed ELA standards on ELA CAASPP	83%	88%	CAASPP ELA	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

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	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

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 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 a 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01471U	Library Asst	0.23752	$7,155.77	$9,821.86	0147-09800-00-2231-2420-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Additional library assistant to keep library open additional time to support students and allow access to reading materials and use of educational software.

*Additional Supports for this Strategy/Activity

We use LCFF monies to support additional librarian support. It is approximately $10,000

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 the following schoolwide goals for the 2021-22 school year: Strengthening our Quality Teaching Practices, specifically (1) Clarity of purpose; (2) Active Participation; (3) Checking for Understanding & Providing Feedback. Teachers will also participate in literacy acceleration professional development around the following topics:

- 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**	**Estimated Salary/Non Salary Cost**	**Total Estimated Salary With Benefits/Non Salary cost**	**Funding Source Budget Code**	**Funding Source**	**LCFF Student Group**	**Rationale**
N01471P	Supplies		$3,410.00	$3,410.00	0147-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Supplemental supports for interventions and other classroom supplies to include additional material needed to print out leveled reading materials, supplies to help students stay organized and materials for Tier 1 instruction

*Additional Supports for this Strategy/Activity

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 with 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

Proposed Expenditures	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
Library			0147-09800-00-2231-2420-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : F01471U	Additional library assistant time to provide extra access to the library resources including reading materials and educational computer resources

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 site 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01472Q	Retired NonClsrm Tchr Hrly		$2,000.00	$2,476.20	0147-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Retired teacher hourly to complete ELPAC testing

*Additional Supports for this Strategy/Activity

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.

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 2022
- 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.
- Use our Resident Visiting Teacher to provide General Education teacher coverage to provide opportunities for collaboration.

Equity Team

*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 EquityTeam will attend and participate in district trainings and inform staff. We will work together to collect baseline information regarding attendance and academic progress.

Reading Supports

*Students to be served by this Strategy/Activity

All students including Hispanic or Latino Students, English Learners, 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. Professional Development will be held monthly and focus on literacy acceleration in all grade levels.

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.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Library Asst				0147-09800-00-2231-2420-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : F01471U	Additional library assistant time to provide extra time in the library to access reading materials and computer resources and software.

*Additional Supports for this Strategy/Activity

- District provides Guided Reading books for Tk-5 teachers.
- Use Resident Visiting Teacher to support small group instruction and assessment support when not covering a classroom
- Provide teachers with release time for PLC meetings.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

In May of the 2021-22 school year, our site completed the CAL-SCHLS survey. In our 2020-2021 SPSA, we set two goals for parent involvement and community engagement. 56% of our families would complete the CHKS survey and 81% would reply "strongly agree" or "agree" to the question: "School actively seeks the input of parents before making important decisions." We met the first goal but fell short on the second. We will continue both goals as they continue to be area of need respective to other data points on the CHKS.

Holmes is fortunate to have a large active parent base and strong PTA. Families participate in school activities, participate in committees and groups and volunteer in classrooms. 176 families completed the survey. This coming school year we will promote the survey earlier and with greater enthusiasm and frequency and look to increase our parent survey participation rate.

We are very pleased with the results of the new and most recent 2021-2022 Parent Survey Results:

Summary of Key Survey Indicators

Parental Involvement
- Teachers communicate with parents about what students are expected to learn in class. 87% responded strongly agree or agree
- School allows input and welcomes parents' contribution: 91% responded strongly agree or agree
- School staff treat parents with respect: 95% responded strongly agree or agree
- School keeps me well-informed about school activities: 96% responded strongly agree or agree
- School encourages me to be an active partner with the school in educating my child: 93% responded strongly agree or agree
- Letting you know how your child is doing in school between report cards: 85% responded strongly agree or agree

Student Learning Environment
- Treats all students with respect: 94% responded strongly agree or agree
- Communicates the importance of respecting different cultural beliefs and practices: 86% responded strongly agree or agree

- Provides high quality instruction to my child. 94% responded strongly agree or agree - Is a safe place for my child: 94% responded strongly agree or agree - Has adults who really care about students.93% responded strongly agree or agree - School has adults that really care about students: 97% responded strongly agree or agree					

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Positive COVID case rates, policies and quarantine guidelines may limit indoor events and volunteer opportunities.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

No significant changes

*Identified Need

After reviewing the 2021-22 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." 65% responded strongly agree or agree. 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. After discussing results at PTA Board and Association Meetings and SSC I believe some of these negative perceptions maybe based upon SDUSD and County health guidelines regarding the Covid Pandemic health and safety guidelines and quarantine timelines.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	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	65	70	Other - Describe in objective

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	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

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 Elementary 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)	$ 15,708

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)	$ 15,708
[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): $ 15,708

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 15,708

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Holmes Elementary	09800 LCFF Intervention Support	Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	7,155.77	0.2375	$7,155.77
Holmes Elementary			3000 Benefits			0	$2,666.09
Holmes Elementary		Library Asst Total				0.2375	$9,821.86
Holmes Elementary		(blank)	1986 Retired NonClsrm Tchr Hrly	Retired NonClsrm Tchr Hrly	2,000.00	0	$2,000.00
Holmes Elementary			3000 Benefits			0	$476.20
Holmes Elementary			4301 Supplies	Supplies	3,410.00	0	$3,410.00
Holmes Elementary		(blank) Total				0	$5,886.20
Holmes Elementary	09800 LCFF Intervention Support Total					0.2375	$15,708.06

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Holmes Elementary	09800 LCFF Intervention Support	Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	7,155.77	0.2375	$7,155.77
			3000 Benefits				$2,666.09
		Library Asst Total					
		(blank)	1986 Retired NonClsrm Tchr Hrly	Retired NonClsrm Tchr Hrly	2,000.00		$2,000.00
			3000 Benefits				$476.20
				Supplies	3,410.00		

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Holmes Elementary School
PARENT & FAMILY ENGAGEMENT POLICY 2022-23

Holmes Elementary School has developed a written parent & family engagement policy with input from parents at our monthly School Site Council (SSC) meetings.

It has distributed the policy to all parents and guardians through our school 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 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:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program.

- *We have an annual Back to School Night that all parents attend during which parents are informed of their right to be involved in the school program. Communication is also communicated through emails and school website.*

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 Family Fridays during the school day, SSC/SGT meeting after school, and Principal Coffee Chats along with PTA Board and Association Meetings 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*

Page

- *Konstella PTA Primary Communication Tool*
- *Peachjar for electronic flyers*
- *Thursday Student Folders with Parent Information*
- *Hawkeye Newsletter*
- *Holmes Facebook Page*

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

- *We inform parents through our Back to School Night. We also have a weekly email to families, as well as a weekly email from the principal, both of which include important information and upcoming events. In the weekly emails, the principal and groups share minutes and/or important information from all of the school's meetings. Teachers also inform parents of programs pertinent to their children.*

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?

- *Teachers explain the curriculum, assessments, and proficiency levels at Back to School Night in August/September. During report card conferences, which are held twice per year, teachers explain how students are performing in relation to the standards.*

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?

- *The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children through Site Governance Team and School Site Council meetings. We also have an active PTA and other groups through which parents can participate in their children's education.*

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.

- *The school does this through the following approaches: Back to School Night presentations, ongoing teacher communication, school newsletter articles and weekly communication written by the principal, opportunities to visit the classroom for Family Fridays and presentations/showcases of student academic work and work in the visual and performing arts.*

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

- *Strategies and information shared at Family Friday, Back to School Night, Principal Coffee Chats, 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.

- *Principal discusses the importance of parent involvement in professional development, staff meetings, and through ongoing communication with staff members.*
- *Staff members work with parents on various committees. They understand parents to be an integral part of the team, all working for the achievement and well-being of our students.*
- *Multiple opportunities to volunteer and support school events*

The school coordinates and integrates parental involvement programs with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- *The PTA meets monthly and the principal shares information at the monthly meetings. The principal communicates information and upcoming events through weekly messages to families. During non-pandemic times, families are welcomed on campus, encouraged to spend time in their children's classrooms as volunteers and for special opportunities.*

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 sends weekly emails with an abundance of information, and the principal sends a weekly email with important information and updates. Parents can request copies of the communication, and they may ask for information in their home language.*

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 September 28, 2022 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 October 2, 2022.

Jonathan Saipe

Principal

Holmes Elementary School

APPENDIX C

SCHOOL PARENT COMPACT

HOLMES ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-2023

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?

- *At Holmes Elementary School, all parents are invited to parent conferences in the fall and spring. Parents can request an additional conference whenever needed.*

- *Parents are provided report cards in November, March, and June. In November and March, the report cards are distributed during parent conferences*

- *Individual teachers will provide timely notification if the child is at risk of not meeting grade level standards at any point during the school year. The first notification will be made before the end of the first six weeks of school. Parents can communicate with teachers and staff via district email. Teacher and staff email addresses are published on*

the school website and in the Directory.   Parents can also leave a message with the office staff.

- *Parents and family member volunteers are an integral part of the school community. They are encouraged to participate in our PTA and to be elected to one of our shared decision-making groups (Site Governance Team and School Site Council). During non-pandemic times, they are encouraged to volunteer in their children's classrooms, across our campus, and to chaperone on field trips. They are given the opportunity to sign up at any point in the year by filling out a Volunteer Application, receiving TB clearance, being screened using the Meagan's Law list, and providing proof of vaccination. Again, during non-pandemic times, parents are invited to visit classroom activities regularly throughout the year.*

- *Holmes Elementary offers all of the above information by way of a Parent Handbook.*

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?

- *Teachers explain the curriculum, assessments, and proficiency levels at Back to School Night during the first two weeks of the school year. During report card conferences, which are held twice per year, teachers explain how students are performing in relation to the standards. The principal also sends weekly emails to families, and the school website provides information to parents.*

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

- *Parent conferences are held twice per year for all students and additional conferences are held as needed for students who are not yet meeting grade level standards. Teachers work with parents to continue support for their children's achievement at home.*

- *The school provides computer programs that can be used for proficient students to improve their skills and for students who need additional practice and/or intervention.*

- *The school offers parent workshops and informational sessions throughout the year, and teachers offer information via newsletters, websites, Google Classroom, etc.*

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?

- *Staff members work with parents on all committees. They understand parents to be an integral part of the team, all working for the achievement and well-being of our students.*

- *The principal discusses parent involvement as being of vital importance in professional development, staff meetings, and through ongoing written communication with staff members.*

The school coordinates and integrates parental involvement programs 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?

- *The Holmes PTA meets monthly and the principal shares information at the monthly meetings. The principal communicates information and upcoming events through weekly messages to families. During non-pandemic times, families are welcomed on campus, encouraged to spend time in their children's classrooms as volunteers and for special opportunities.*

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

- *Parents and family members are active participants in school activities through participation in formal groups/committees, such as the Holmes PTA, School Site Committee, and Site Governance Team. Parents routinely suggest and implement activities at our school. The school would provide anything requested by parents in order to be involved in school activities.*

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?

- *During non-pandemic times, all parents are invited to attend all school events and to participate in all school related opportunities. The District provides that the campus is accessible to people with disabilities so they may participate in the same way as all others.*

This Compact was approved by the SSC on September 28, 2022 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: October 2, 2022

Jonathan Saipe

Principal

Holmes Elementary School

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes
from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year
Demographic Summary. Additional data for schools can be found in:

• Illuminate
• California Dashboard

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

2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	251	83.3	265	84.9	272	80.9	275	82.9	239	85.8	2.5	2.9	251	77.7	265	84.5	272	84.6	275	79.3	236	89.4	11.7	10.1
Female	125	85.6	148	85.8	142	83.1	149	85.2	114	92.1	6.5	6.9	125	80.0	148	82.4	142	81.0	149	76.5	114	90.4	10.4	13.9
Male	126	81.0	117	83.8	130	78.5	126	80.2	125	80.0	-1.0	-0.2	126	75.4	117	87.2	130	88.5	126	82.5	122	88.5	13.1	6.0
African American	1	-	3	-	3	-	2	-	0	-	-	-	1	-	3	-	3	-	2	-	0	-	-	-
Asian	9	-	6	-	3	-	7	-	5	-	-	-	9	-	6	-	3	-	7	-	5	-	-	-
Filipino	3	-	3	-	5	-	7	-	2	-	-	-	3	-	3	-	5	-	7	-	2	-	-	-
Hispanic	50	80.0	58	70.7	62	79.0	62	66.1	42	83.3	3.3	17.2	50	62.0	58	79.3	62	74.2	62	61.3	41	85.4	23.4	24.1
Native American	0	-	1	-	2	-	3	-	0	-	-	-	0	-	1	-	2	-	3	-	0	-	-	-
Pacific Islander	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
White	147	84.4	152	88.2	152	82.9	163	86.5	157	85.4	1.0	-1.1	147	84.4	152	88.2	152	88.2	163	85.3	155	90.3	5.9	5.0
Multiracial	39	84.6	40	92.5	44	84.1	31	96.8	33	93.9	9.3	-2.9	39	74.4	40	77.5	44	84.1	31	83.9	33	90.9	16.5	7.0
English Learner	5	-	4	-	4	-	8	-	5	-	-	-	5	-	4	-	4	-	8	-	4	-	-	-
English-Speaking	246	84.1	261	84.7	268	81.3	267	84.3	234	86.8	2.7	2.5	246	78.9	261	84.3	268	85.1	267	80.1	232	90.1	11.2	10.0
Reclassified†	6	-	19	78.9	13	92.3	14	78.6	11	100.0	-	21.4	6	-	19	73.7	13	76.9	14	57.1	11	90.9	-	33.8
Initially Eng. Speaking	240	84.2	242	85.1	255	80.8	253	84.6	223	86.1	1.9	1.5	240	78.8	242	85.1	255	85.5	253	81.4	221	90.0	11.2	8.6
Econ. Disadv.*	66	80.3	62	77.4	62	69.4	63	81.0	64	79.7	-0.6	-1.3	66	62.1	62	69.4	62	75.8	63	69.8	63	76.2	14.1	6.4
Non-Econ. Disadv.	185	84.3	203	87.2	210	84.3	212	83.5	175	88.0	3.7	4.5	185	83.2	203	89.2	210	87.1	212	82.1	173	94.2	11.0	12.1
Gifted	108	90.7	116	94.0	73	93.2	85	94.1	18	94.4	3.7	0.3	108	89.8	116	94.0	73	95.9	85	96.5	18	100.0	10.2	3.5
Not Gifted	143	77.6	149	77.9	199	76.4	190	77.9	221	85.1	7.5	7.2	143	68.5	149	77.2	199	80.4	190	71.6	218	88.5	20.0	16.9
With Disabilities	19	78.9	22	59.1	23	69.6	31	67.7	29	55.2	-23.7	-12.5	19	68.4	22	95.5	23	78.3	31	48.4	27	63.0	-5.4	14.6
WO Disabilities	232	83.6	243	87.2	249	81.9	244	84.8	210	90.0	6.4	5.2	232	78.4	243	83.5	249	85.1	244	83.2	209	92.8	14.4	9.6
Homeless	2	-	2	-	3	-	4	-	2	-	-	-	2	-	2	-	3	-	4	-	1	-	-	-
Foster	0	-	1	-	0	-	0	-	2	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
Military	9	-	6	-	11	90.9	12	83.3	9	-	-	-	9	-	6	-	11	90.9	12	83.3	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.

2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	82	85.4	93	83.9	93	78.5	0	-	75	92.0	6.6	-	82	93.9	93	89.2	93	91.4	91	80.2	75	94.7	0.8	14.5
Female	42	81.0	54	85.2	43	83.7	0	-	36	97.2	16.2	-	42	92.9	54	85.2	43	88.4	53	79.2	36	97.2	4.3	18.0
Male	40	90.0	39	82.1	50	74.0	0	-	39	87.2	-2.8	-	40	95.0	39	94.9	50	94.0	38	81.6	39	92.3	-2.7	10.7
African American	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
Asian	2	-	2	-	1	-	0	-	1	-	-	-	2	-	2	-	1	-	2	-	1	-	-	-
Filipino	2	-	0	-	2	-	0	-	1	-	-	-	2	-	0	-	2	-	2	-	1	-	-	-
Hispanic	14	71.4	19	63.2	21	76.2	0	-	11	90.9	19.5	-	14	85.7	19	89.5	21	81.0	25	64.0	11	100.0	14.3	36.0
Native American	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	49	87.8	56	85.7	50	78.0	0	-	50	94.0	6.2	-	49	95.9	56	87.5	50	94.0	53	86.8	50	96.0	0.1	9.2
Multiracial	14	85.7	12	100.0	17	94.1	0	-	12	91.7	6.0	-	14	92.9	12	91.7	17	100.0	8	-	12	83.3	-9.6	-
English Learner	0	-	4	-	1	-	0	-	1	-	-	-	0	-	4	-	1	-	5	-	1	-	-	-
English-Speaking	82	85.4	89	83.1	92	78.3	0	-	74	91.9	6.5	-	82	93.9	89	88.8	92	91.3	86	82.6	74	94.6	0.7	12.0
Reclassified†	0	-	3	-	3	-	0	-	3	-	-	-	1	-	3	-	3	-	4	-	3	-	-	-
Initially Eng. Speaking	81	86.4	86	82.6	89	77.5	0	-	71	91.5	5.1	-	81	95.1	86	88.4	89	91.0	82	84.1	71	94.4	-0.7	10.3
Econ. Disadv.*	16	75.0	21	76.2	26	69.2	0	-	19	84.2	9.2	-	16	100.0	21	81.0	26	80.8	17	70.6	19	84.2	-15.8	13.6
Non-Econ. Disadv.	66	87.9	72	86.1	67	82.1	0	-	56	94.6	6.7	-	66	92.4	72	91.7	67	95.5	74	82.4	56	98.2	5.8	15.8
Gifted	33	93.9	38	97.4	10	90.0	0	-	18	94.4	0.5	-	33	100.0	38	94.7	10	100.0	28	96.4	18	100.0	0.0	3.6
Not Gifted	49	79.6	55	74.5	83	77.1	0	-	75	92.0	12.4	-	49	89.8	55	85.5	83	90.4	63	73.0	75	94.7	4.9	21.7
With Disabilities	6	-	6	-	9	-	0	-	8	-	-	-	6	-	6	-	9	-	9	-	8	-	-	-
WO Disabilities	76	85.5	87	88.5	84	77.4	0	-	67	97.0	11.5	-	76	94.7	87	88.5	84	90.5	82	82.9	67	98.5	3.8	15.6
Homeless	2	-	2	-	2	-	0	-	2	-	-	-	0	-	2	-	2	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	5	-	0	-	2	-	-	-	4	-	3	-	5	-	3	-	2	-	-	-

* 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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Holmes
Grade 4

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	90	87.8	83	90.4	95	81.1	0	-	79	83.5	-4.3	-	90	74.4	83	89.2	95	76.8	87	82.8	77	93.5	19.1	10.7
Female	49	85.7	45	88.9	54	79.6	0	-	35	88.6	2.9	-	49	71.4	45	84.4	54	72.2	38	81.6	35	91.4	20.0	9.8
Male	41	90.2	38	92.1	41	82.9	0	-	44	79.5	-10.7	-	41	78.0	38	94.7	41	82.9	49	83.7	42	95.2	17.2	11.5
African American	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-
Asian	4	-	2	-	2	-	0	-	2	-	-	-	4	-	2	-	2	-	3	-	2	-	-	-
Filipino	1	-	2	-	1	-	0	-	1	-	-	-	1	-	2	-	1	-	3	-	1	-	-	-
Hispanic	19	84.2	17	82.4	23	78.3	0	-	15	80.0	-4.2	-	19	52.6	17	82.4	23	60.9	15	66.7	14	85.7	33.1	19.0
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	50	88.0	47	95.7	55	83.6	0	-	53	83.0	-5.0	-	50	86.0	47	93.6	55	83.6	50	88.0	52	94.2	8.2	6.2
Multiracial	15	93.3	14	85.7	11	81.8	0	-	8	-	-	-	15	66.7	14	78.6	11	63.6	15	86.7	8	-	-	-
English Learner	4	-	0	-	3	-	0	-	3	-	-	-	4	-	0	-	3	-	1	-	2	-	-	-
English-Speaking	86	89.5	83	90.4	92	82.6	0	-	76	85.5	-4.0	-	86	76.7	83	89.2	92	78.3	86	82.6	75	94.7	18.0	12.1
Reclassified†	3	-	4	-	7	-	0	-	4	-	-	-	3	-	4	-	7	-	3	-	4	-	-	-
Initially Eng. Speaking	83	89.2	79	89.9	85	81.2	0	-	72	84.7	-4.5	-	83	75.9	79	88.6	85	78.8	83	81.9	71	94.4	18.5	12.5
Econ. Disadv.*	29	86.2	13	92.3	21	61.9	0	-	22	86.4	0.2	-	29	51.7	13	69.2	21	66.7	24	87.5	21	90.5	38.8	3.0
Non-Econ. Disadv.	61	88.5	70	90.0	74	86.5	0	-	57	82.5	-6.0	-	61	85.2	70	92.9	74	79.7	63	81.0	56	94.6	9.4	13.6
Gifted	40	92.5	32	100.0	37	91.9	0	-	18	94.4	1.9	-	40	85.0	32	96.9	37	97.3	16	100.0	18	100.0	15.0	0.0
Not Gifted	50	84.0	51	84.3	58	74.1	0	-	79	83.5	-0.5	-	50	66.0	51	84.3	58	63.8	71	78.9	77	93.5	27.5	14.6
With Disabilities	10	80.0	5	-	7	-	0	-	7	-	-	-	10	80.0	5	-	7	-	11	63.6	6	-	-	-
WO Disabilities	80	88.8	78	89.7	88	81.8	0	-	72	86.1	-2.7	-	80	73.8	78	88.5	88	78.4	76	85.5	71	94.4	20.6	8.9
Homeless	1	-	1	-	3	-	0	-	1	-	-	-	1	-	1	-	3	-	3	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	3	-	3	-	0	-	6	-	-	-	2	-	3	-	3	-	5	-	2	-	-	-

* 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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Holmes
Grade 5

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	79	75.9	89	80.9	84	83.3	0	-	85	82.4	6.5	-	79	64.6	89	75.3	84	85.7	97	75.3	84	81.0	16.4	5.7
Female	34	91.2	49	83.7	45	86.7	0	-	43	90.7	-0.5	-	34	76.5	49	77.6	45	84.4	58	70.7	43	83.7	7.2	13.0
Male	45	64.4	40	77.5	39	79.5	0	-	42	73.8	9.4	-	45	55.6	40	72.5	39	87.2	39	82.1	41	78.0	22.4	-4.1
African American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	2	-	0	-	-	-
Asian	3	-	2	-	0	-	0	-	2	-	-	-	3	-	2	-	0	-	2	-	2	-	-	-
Filipino	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	2	-	0	-	-	-
Hispanic	17	82.4	22	68.2	18	83.3	0	-	16	81.3	-1.1	-	17	52.9	22	68.2	18	83.3	22	54.5	16	75.0	22.1	20.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	48	77.1	49	83.7	47	87.2	0	-	54	79.6	2.5	-	48	70.8	49	83.7	47	87.2	60	81.7	53	81.1	10.3	-0.6
Multiracial	10	70.0	14	92.9	16	75.0	0	-	13	100.0	30.0	-	10	60.0	14	64.3	16	81.3	8	-	13	92.3	32.3	-
English Learner	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	2	-	1	-	-	-
English-Speaking	78	76.9	89	80.9	84	83.3	0	-	84	83.3	6.4	-	78	65.4	89	75.3	84	85.7	95	75.8	83	81.9	16.5	6.1
Reclassified†	2	-	12	66.7	3	-	0	-	4	-	-	-	2	-	12	58.3	3	-	7	-	4	-	-	-
Initially Eng. Speaking	76	76.3	77	83.1	81	84.0	0	-	80	82.5	6.2	-	76	64.5	77	77.9	81	86.4	88	78.4	79	82.3	17.8	3.9
Econ. Disadv.*	21	76.2	28	71.4	15	80.0	0	-	23	69.6	-6.6	-	21	47.6	28	60.7	15	80.0	22	50.0	23	56.5	8.9	6.5
Non-Econ. Disadv.	58	75.9	61	85.2	69	84.1	0	-	62	87.1	11.2	-	58	70.7	61	82.0	69	87.0	75	82.7	61	90.2	19.5	7.5
Gifted	35	85.7	46	87.0	26	96.2	0	-	18	94.4	8.7	-	35	85.7	46	91.3	26	92.3	41	95.1	18	100.0	14.3	4.9
Not Gifted	44	68.2	43	74.4	58	77.6	0	-	67	79.1	10.9	-	44	47.7	43	58.1	58	82.8	56	60.7	66	75.8	28.1	15.1
With Disabilities	3	-	11	63.6	7	-	0	-	14	57.1	-	-	3	-	11	90.9	7	-	11	27.3	13	53.8	-	26.5
WO Disabilities	76	76.3	78	83.3	77	87.0	0	-	71	87.3	11.0	-	76	67.1	78	73.1	77	87.0	86	81.4	71	85.9	18.8	4.5
Homeless	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	4	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	3	-	0	-	1	-	-	-	3	-	0	-	3	-	4	-	1	-	-	-

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

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

School Name: Holmes Elementary
SPSA Evaluation of LCFF Funded Actions/Activities: 09800
School Year: 2021-22

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Library Asst	0.23752	$9,190.57	09800-2231	Additional funding for library assistant to add 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.
Other Support Prsnl PARAS Hrly		$1,282.99	09800-2281	Additional hourly for library assistant	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.
Supplies		$3,542.00	09800-4301	funding for classroom and instructional supports	Intervention materials provided to differentiate instruction and targeted support for our at risk students	Our State test scores were the highest in school history.	Would like additional funds in the absence of Title 1 eligibility.

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

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

Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Supplies	--	--	09800-4301	Funding for intervention materials	Intervention materials provided to differentiate instruction and targeted support for our at risk students	Our State test scores were the highest in school history.	Would like additional funds in the absence of Title 1 eligibility.
Library Asst	--	--	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.

Goal 4- Supporting 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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired NonClsrm Tchr Hrly		$4,193.35	09800-1986	ELPAC testing support	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

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.