



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Oliver Wendell Holmes Junior High School
<b>Address</b>	1220 Drexel Dr. Davis, CA 95616
<b>County-District-School (CDS) Code</b>	57726786060396
<b>Principal</b>	Jean Kennedy
<b>District Name</b>	Davis Joint Unified School District
<b>SPSA Revision Date</b>	12/10/2018
<b>Schoolsite Council (SSC) Approval Date</b>	5/28/2019
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

The parents, students, faculty and support staff at Holmes Junior High School are committed to the achievement of excellence in academics and all other curricular pursuits. They are also committed to the cultivation of individual abilities and talents in a supportive environment where respect for individual and group differences and for the rights of others guide behavior.

# School Profile

At Holmes, our common purpose is to support the highest possible academic, social, and emotional growth of all students. The principles that will guide us in our work in support of this common purpose:  
At Holmes, we promote and protect a strong classroom instructional program.  
At Holmes, we are a respectful, inclusive community.  
At Holmes, students are connected to school and motivated.  
At Holmes, everyone is safe.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The school Site Council reviewed and discussed the goals at their meetings throughout the school year. The Site Council consists of teachers, parents, and students. Various input was given at these meetings by the following groups- AVID, WEB, HSA, ASB, and other groups.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	0.5%	0.55%	4	4	4
African American	2.2%	3.1%	2.35%	16	23	17
Asian	20.0%	20.6%	21.72%	146	153	157
Filipino	1.4%	2.0%	1.24%	10	15	9
Hispanic/Latino	15.3%	16.7%	18.40%	112	124	133
Pacific Islander	0.6%	0.3%	0.28%	4	2	2
White	56.1%	53.5%	51.18%	410	398	370
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>				731	744	723

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7	280	237	213
Grade 8	229	275	238
Grade 9	222	232	272
<b>Total Enrollment</b>	731	744	723

### Conclusions based on this data:

1. Holmes is seeing a slight increase in Hispanic/Latino population.
2. Holmes has a seen a decline in student enrollment similar to the rest of the district.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	32	39	35	4.4%	5.2%	4.8%
Fluent English Proficient (FEP)	133	131	144	18.2%	17.6%	19.9%
Reclassified Fluent English Proficient (RFEP)	2		9	7.7%	0.0%	23.1%

### Conclusions based on this data:

1. Holmes has worked hard to reclassify students to RFEP.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	277	236	211	264	223	207	264	222	207	95.3	94.5	98.1
Grade 8	230	270	236	223	257	224	222	257	224	97	95.2	94.9
All Grades	507	506	447	487	480	431	486	479	431	96.1	94.9	96.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2597.	2591.	2605.	35	34.68	40.10	38	34.68	34.30	16	15.77	11.11	11	14.86	14.49
Grade 8	2613.	2600.	2595.	29	30.74	34.38	42	34.63	30.80	19	19.07	15.63	9	15.56	19.20
All Grades	N/A	N/A	N/A	32	32.57	37.12	40	34.66	32.48	17	17.54	13.46	10	15.24	16.94

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	42	46.82	54.11	42	36.36	30.43	16	16.82	15.46	
Grade 8	46	44.71	46.19	41	34.51	31.39	14	20.78	22.42	
All Grades	44	45.68	50.00	41	35.37	30.93	15	18.95	19.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	45	42.92	54.63	41	38.81	30.24	14	18.26	15.12
Grade 8	37	42.35	41.44	45	37.65	36.49	17	20.00	22.07
All Grades	42	42.62	47.78	43	38.19	33.49	15	19.20	18.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	30	32.73	29.13	64	54.55	59.71	7	12.73	11.17
Grade 8	34	30.59	35.87	59	59.22	49.78	6	10.20	14.35
All Grades	32	31.58	32.63	62	57.05	54.55	7	11.37	12.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	45	46.82	49.03	46	38.18	39.32	9	15.00	11.65
Grade 8	43	41.34	40.99	47	40.55	40.09	10	18.11	18.92
All Grades	44	43.88	44.86	46	39.45	39.72	10	16.67	15.42

**Conclusions based on this data:**

1. Continue to have a high percentage of students participating in CAASPP testing.
2. Overall majority of students are doing good.
3. Need to further research the subgroups of students in the standards not met group. Look into why the reading has seen an increase in the number of students in the %below standard category.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	277	236	211	264	224	208	264	223	207	95.3	94.9	98.6
Grade 8	230	270	236	222	258	225	222	255	225	96.5	95.6	95.3
All Grades	507	506	447	486	482	433	486	478	432	95.9	95.3	96.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2608.	2610.	2626.	47	50.67	55.56	21	19.73	19.81	20	13.90	10.63	12	15.70	14.01
Grade 8	2648.	2633.	2624.	55	52.94	50.22	20	17.65	15.11	12	12.55	12.44	13	16.86	22.22
All Grades	N/A	N/A	N/A	51	51.88	52.78	21	18.62	17.36	16	13.18	11.57	12	16.32	18.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	56	57.92	64.73	29	22.62	18.36	15	19.46	16.91
Grade 8	64	57.77	54.91	20	23.90	21.88	16	18.33	23.21
All Grades	59	57.84	59.63	25	23.31	20.19	15	18.86	20.19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	51	52.91	56.04	33	30.04	29.47	16	17.04	14.49
Grade 8	52	50.79	53.33	39	32.28	26.67	9	16.93	20.00
All Grades	51	51.78	54.63	36	31.24	28.01	13	16.98	17.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	50	47.09	51.69	39	39.91	37.68	11	13.00	10.63
Grade 8	56	50.79	49.11	34	34.52	32.14	10	14.68	18.75
All Grades	53	49.05	50.35	37	37.05	34.80	10	13.89	14.85

**Conclusions based on this data:**

1. Overall students are doing very well in mathematics 70% of the students have met standard or above.
2. The % of students who did not met standard went up. Need to investigate reasons why.
3. Need to further research the subgroups of students in the standards not met group.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	*	*	*	*
Grade 8	1608.3	1610.1	1605.8	11
Grade 9	*	*	*	*
All Grades				24

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*					*
Grade 8	*	*	*	*					11
Grade 9	*	*	*	*					*
All Grades	15	62.50	*	*					24

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*							*
Grade 8	*	*	*	*					11
Grade 9	*	*							*
All Grades	18	75.00	*	*					24

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*			*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	11
Grade 9	*	*	*	*	*	*			*
All Grades	14	58.33	*	*	*	*	*	*	24

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			11
Grade 9	*	*	*	*			*
All Grades	13	54.17	11	45.83			24

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*					*
Grade 8	*	*	*	*			11
Grade 9	*	*	*	*			*
All Grades	22	91.67	*	*			24

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	11
Grade 9	*	*	*	*			*
All Grades	14	58.33	*	*	*	*	24

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			11
Grade 9	*	*	*	*			*
All Grades	*	*	17	70.83			24

**Conclusions based on this data:**

1. Subgroup too small to draw a conclusion on this data.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
723	20.5%	4.8%	0.6%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	4.8%
Foster Youth	4	0.6%
Homeless	1	0.1%
Socioeconomically Disadvantaged	148	20.5%
Students with Disabilities	95	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	2.4%
American Indian	4	0.6%
Asian	157	21.7%
Filipino	9	1.2%
Hispanic	133	18.4%
Two or More Races	31	4.3%
Pacific Islander	2	0.3%
White	370	51.2%

### Conclusions based on this data:

1. Socioeconomically disadvantaged % population is increasing.
2. With the help of MTSS we need to make sure all students are being supported.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. Chronic Absenteeism continues to be an issue. Need to put into place some new systems to help improve attendance record keeping.
2. Set up a referral system when a student reaches chronic absenteeism that is more effective.

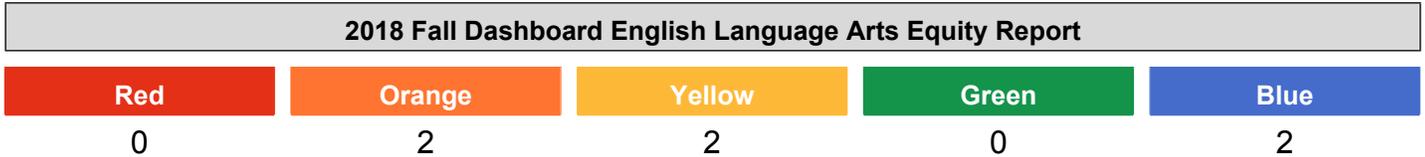
# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 41.3 points above standard Increased 5.8 points 423 students	<p><b>English Learners</b></p>  Yellow 37.4 points below standard Increased 27.9 points 38 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 40.3 points below standard Increased 18.5 points 104 students	<p><b>Students with Disabilities</b></p>  Orange 84.6 points below standard Increased 4.7 points 56 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 106.6 points above standard Increased 26.9 points 101 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 52.3 points below standard Declined -17.8 points 72 students	 No Performance Color 56.5 points above standard Declined -13.6 points 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 50 points above standard Maintained 1.5 points 211 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
105.7 points below standard Increased 16.1 points 19 students	30.9 points above standard Increased 60.3 points 19 students	38.2 points above standard Maintained -2.8 points 310 students

**Conclusions based on this data:**

- Increases in EL and socioeconomic disadvantaged students. Also large increase in Reclassified EL students.
- Decrease in ELA within Hispanic students.

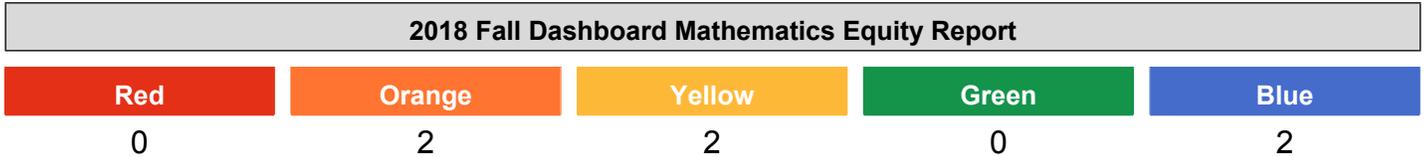
# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Blue 49.1 points above standard Increased 7 points 424 students	<p><b>English Learners</b></p>  Yellow 39.2 points below standard Increased 10.2 points 38 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 52.9 points below standard Increased 21.3 points 104 students	<p><b>Students with Disabilities</b></p>  Orange 100.3 points below standard Increased 7.6 points 56 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue <span style="background-color: #e6f2ff;">135.6 points above standard</span> Increased 19.6 points 101 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff;">58 points below standard</span> Declined -18 points 73 students	 No Performance Color <span style="background-color: #e6f2ff;">30.7 points above standard</span> Declined -41.1 points 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue <span style="background-color: #e6f2ff;">58 points above standard</span> Increased 9.3 points 211 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff;">126 points below standard</span> Declined -33.7 points 19 students	<span style="background-color: #e6f2ff;">47.5 points above standard</span> Increased 84.3 points 19 students	<span style="background-color: #e6f2ff;">41.6 points above standard</span> Maintained -2.8 points 311 students

**Conclusions based on this data:**

1. For EL students saw a large increase in reclassified English learners but a decrease in current English learners.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
24	62.5%	37.5%		

### Conclusions based on this data:

1. EL students showed high academic progress.

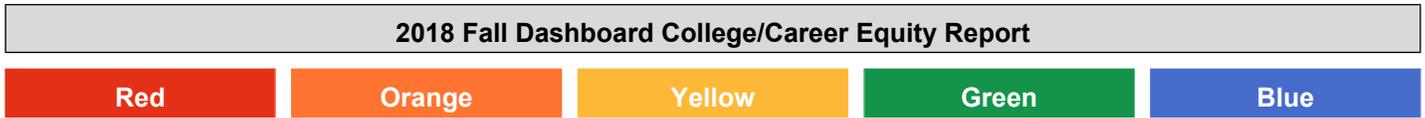
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. N/A

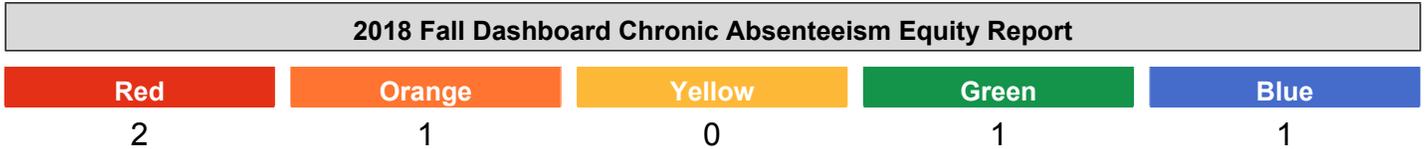
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 8.7% chronically absent Increased 1.4% 462 students	 No Performance Color 29.2% chronically absent Increased 16.3% 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 19% chronically absent Increased 4.4% 116 students	 Red 25% chronically absent Increased 2.8% 60 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 1% chronically absent Maintained 0% 104 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 20.5% chronically absent Increased 8% 88 students	 No Performance Color 17.4% chronically absent Increased 10.7% 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 7% chronically absent Declined 0.6% 228 students

**Conclusions based on this data:**

1. As a school we need to track and help students how have problems with attendance issues.
2. Investigate if the Hispanic chronically absent is due to a language barrier with calling in absences.

# School and Student Performance Data

## Academic Engagement Graduation Rate

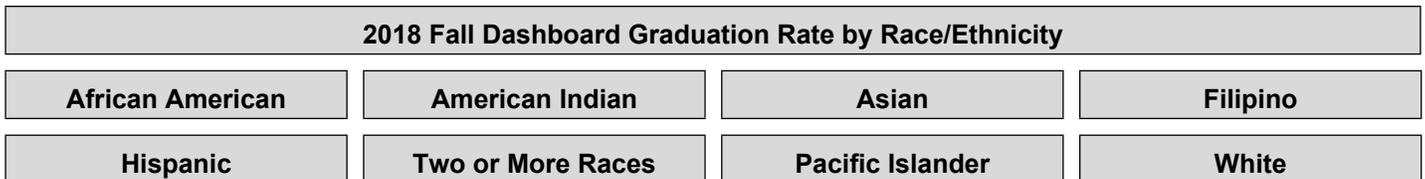
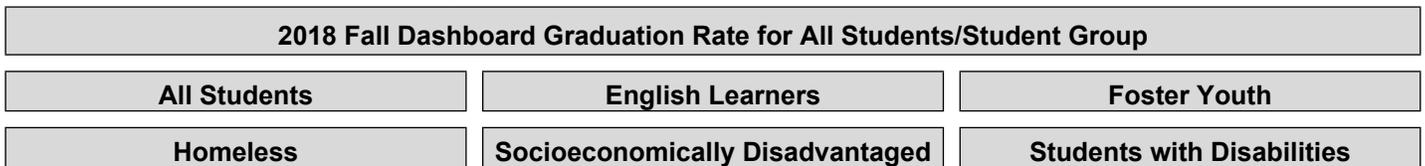
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

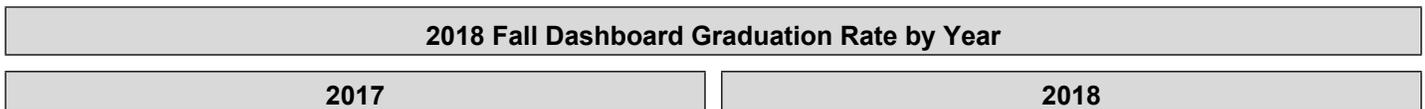
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. N/A

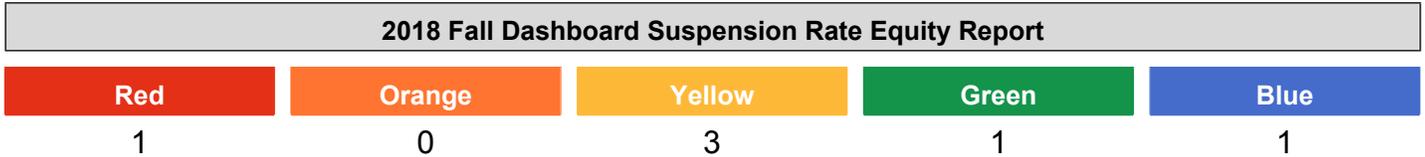
# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Green 3.2% suspended at least once Declined -1.7% 743 students	<p><b>English Learners</b></p>  Red 12.5% suspended at least once Increased 10.2% 40 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 5 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 2 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 9.9% suspended at least once Declined -1.2% 162 students	<p><b>Students with Disabilities</b></p>  Yellow 9.9% suspended at least once Declined -7.4% 111 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 11.1% suspended at least once Increased 2.8% 18 students	 No Performance Color Less than 11 Students - Data 4 students	 Yellow 1.3% suspended at least once Increased 1.3% 157 students	 No Performance Color Less than 11 Students - Data 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8% suspended at least once Declined -2.2% 138 students	 No Performance Color 9.4% suspended at least once Declined -1.7% 32 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 1.6% suspended at least once Declined -3.1% 383 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.5% suspended at least once	5% suspended at least once	3.2% suspended at least once

**Conclusions based on this data:**

1. Overall suspension rate went down in 2018. Continue to use restorative practices.
2. Investigate what is defined as a suspension. Does this data include home suspensions, in-school suspensions, and classroom suspensions?

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English-Language Arts/Math

### Goal Statement

#### Goal #1

- 90% of 9th grade who graduate from Holmes will successfully complete a 9TH GRADE English class with a grade of C or better.
- Students receiving standard not met on the CAASPP ELA and Math will be identified and given the needed support to increase their scores by 10%.

\* Teachers involved in the Reading Apprenticeship program will provide professional development to staff to make curriculum accessible to more low level reading students.

### LCAP Goal

Davis Joint Unified educators will close the achievement gap.

### Basis for this Goal

In the Fall of 2016 reports from California's new Common Core-aligned testing system known as CAASPP; these are the results of the Smarter Balanced Assessments administered last spring

#### % Standard Not Met

Holmes	15-16	16-17	17-18
7th ELA	11%	14.8%	14%
7th Math	12%	15.7%	14%
8th ELA	9%	15.5%	19%
8th Math	13%	16.9%	22%

#### Subgroups

Economically Disadvantaged: % of students for Standard Not Met

7th Grade ELA: 43%	8th Grade ELA: 51%
7th Grade Math: 48%	8th Grade Math: 44%

Hispanic: % of students for Standard Not Met

7th Grade ELA: 37%	8th Grade ELA: 33%
7th Grade Math: 40%	8th Grade Math: 36%

Will continue to look at the above data for 18-19 but will also look at SRI data along with English class grades.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
9th Grade Fall Semester English grades	Collect data for percent of students with a C or better fall semester for the last 4 years	Increase the percentage of students with a C or better by Fall Semester January 2020

Metric/Indicator	Baseline	Expected Outcome
Continue to use Accelerated Reader.	By the end of the year 2020 look at data for students who used program.	Analyze if the data supports continue use of the program.
CSAAPP	Last two years of CAASPP ELA data	An decrease in the number of students who score Standard Not Met

## Planned Strategies/Activities

### Strategy/Activity 1

1. Focus on vocabulary development in English and English Language Development classes.
2. 9th grade English class co-taught with a RSP teacher.
3. Provide technology access for socioeconomically disadvantaged students in core classes through extended hours in the library, the laptop cart, and Accelerated Reader.
4. Maintain and enrich library collections for all students.
5. Staff trained in the Reading Apprenticeship program.
6. Use of MTSS strategies to identify the students who are struggling and to put supports in place.

### Students to be Served by this Strategy/Activity

Focus on Socioeconomic disadvantaged and Hispanic/Latino students.

### Timeline

Start Date: 8/30/2019 Completion Date: 6/30/2020

### Person(s) Responsible

1. Eric Moody- STEEL
2. English department
3. Scott Grensted, maintain computer access
4. Library staff
5. Support class teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,000
<b>Source</b>	LCFF - Base
<b>Description</b>	Support Teacher and Co-Teaching Training/Planning VSA
<b>Amount</b>	2,000
<b>Source</b>	LCFF - Base
<b>Description</b>	Library Supplies & Books
<b>Amount</b>	2,000

<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Reading Professional Development
<b>Amount</b>	3500
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Renaissance Accelerated Reader

## Strategy/Activity 2

Evaluate effectiveness of interventions & site council actions.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Start Date: 1/31/2019 Completion Date: 6/30/2020

### Person(s) Responsible

Administration  
Teachers.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14460
<b>Source</b>	Local Categorical
<b>Description</b>	Department Budgets

## Strategy/Activity 3

A Junior High School Reading Intervention class will be offered to provide reading support to struggling readers at the junior high schools.

District- and reading teacher-selected reading intervention curriculum and assessments will be used to boost the reading skills of students who are identified as qualifying for the class.

### Students to be Served by this Strategy/Activity

### Timeline

Start Date: 7/1/2019 Completion Date: 6/30/2020

### Person(s) Responsible

1. Department budgets
2. Site principals
3. .2 FTE Reading/Support Intervention teacher

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	19,000
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<b>Source</b>	District Funded
<b>Description</b>	Intervention Teacher, .2 FTE

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	8200
<b>Source</b>	District Funded
<b>Description</b>	Academic Conferencing

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Other

### Goal Statement

SCHOOL GOAL #2

- Value each person responsible for the education of our students by recognizing their work in promoting a community of respect, trust, and inquiry based practice. Recognition

will be embedded in collaborative practices, professional growth, and effective communication networks.

### LCAP Goal

Provide an inclusive environment for all students

### Basis for this Goal

These test results are just one tool teachers and families can use to better understand how well your student is performing in school. The scores are simply one way that families and teachers can use to discuss how far a student has progressed in mastering the new standards. Scores of English Learner and socioeconomically disadvantaged student were reviewed as specific target groups based from our LCAP. Each department reviews their content area with a focus on common core and individual student data from the prior year as well.

Youth Truth Survey October 2017 and 2018 - rating scale of 1-5.

Overall	SED	Hispanic		
Student Engagement	3.41	3.42	3.40	3.36
Academic Rigor	3.67	3.66	3.64	3.56
Relationship with Teachers	3.44	3.45	3.37	3.06
Relationship with Peers	3.46	3.50	3.32	3.23
School Culture	3.34	3.45	3.30	3.18

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth Survey	Youth Truth data from the last 3 years	Continue to increase school culture
Attendance	Attendance data from the last 3 years	Increase the number of students who are chronically absent
School Suspension	Average for the last 4 years	Decrease the number of overall suspensions

### Planned Strategies/Activities

## Strategy/Activity 1

1. Analyze results of student, staff and parent surveys concerning climate and the learning environment as available. Monthly Positive School Climate Committee meetings of parents, students, teacher and administrator.
2. Promote a sense of student "belonging" through: 7th grade WEB, Mix-It-Up days, lunch intramural program, after school sports and clubs, Holmes Student Advocates and Leadership classes.
3. Administrator & counselor classroom visits for 7th, 8th, and 9th  
To share behavioral expectations early in school year with an emphasis on safety and civility. Frequent bulletin reminders of safety tips.
4. UCD interns provide after school tutoring in the library.
5. Increase communication with parents.
6. Provide access to students who need drug/alcohol counseling through Recovery Happens

### Students to be Served by this Strategy/Activity

#### Timeline

Start Date: 9/1/2019 Completion Date: 6/30/2020

#### Person(s) Responsible

1. (WEB). J. Bryant, J. Diaz, D. Leal
2. (Mix-It-Up & Positive School Climate), M. Dufresne
3. (HSA).Ellen Shields, Marci Montanari
4. Leigh Choate (Athletic director).
5. Many teachers sponsor clubs
6. Homework Club: Ellen Shields and Jennifer Sisneros

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1335
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Educational Supplies
<b>Amount</b>	8000
<b>Source</b>	LCFF - Base
<b>Description</b>	WEB leadership VSA
<b>Amount</b>	4000
<b>Source</b>	LCFF - Base
<b>Description</b>	Holmes Student Advocates VSA
<b>Amount</b>	8000

<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Recovery Happens Counseling

## Strategy/Activity 2

Establish a "culture of excellence" for all so student work is acknowledged and encouraged beyond the CST's.

1. Identify those students not succeeding each quarter for counselor and staff focus.
2. Seek ways to have students feel more connected to our Holmes community.
3. Elicit names from 6th grade teachers of students at-risk and provide Summer Boot Camp with a focus on adjusting to Jr High, study skills and math reasoning.
4. Encourage an environment of student responsibility.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Start Date: 8/2/2019 Completion Date: 6/30/2020

### Person(s) Responsible

1. Counselors,
2. Administration,
3. Teachers.
4. Summer Boot Camp Teachers
5. Student of the Month
- .

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2798
<b>Source</b>	LCFF - Base
<b>Description</b>	VSA- student engagement/Positive climate supplies

## Strategy/Activity 3

1. Provide a "robust" information system to staff and parents so individual and cohort information is readily available through CDE data, Site Plan, School Loop, and Illuminate.
2. Provide training to staff.
3. Provided by MTSS team.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Start Date: 8/31/2019 Completion Date: 6/6/2020

### Person(s) Responsible

1. Administration
2. Site staff development led by MTSS team
3. SchoolLoop trainers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	VSA for MTSS staff who compiles data and provide professional development

### Strategy/Activity 4

Site EL Coordinator will provide mandated site services by coordinating and monitoring the English Learner program. The Site EL Coordinator will work in support of the site EL staff and the site principal, assessing students, directing EL para-educators, monitoring RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL CPM efforts

### Students to be Served by this Strategy/Activity

EL students

### Timeline

Start Date: 7/1/2019 Completion Date: 6/30/2020

### Person(s) Responsible

1. Assistant Superintendent of Instructional Services
2. Site EL: Coordinator (Eric Moody)

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1500
<b>Source</b>	District Funded
<b>Description</b>	Site EL Coordinator VSA

### Strategy/Activity 5

Coordinate successful implementation of AVID program:

- \* AVID Coordinator .2 FTE
- \* AVID Tutors (1 tutor per 7 students)
- \* AVID materials, resource texts, field trips (not including subs)
- \* AVID Summer Institute (5 participants, including administrator)
- \* YCOE AVID Collaborative PD (not including subs)

### Students to be Served by this Strategy/Activity

All AVID students

## Timeline

Start Date: 7/1/2019 Completion Date: 6/30/2020

## Person(s) Responsible

1. Principal
2. AVID Coordinator

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	17000
<b>Source</b>	District Funded
<b>Description</b>	AVID Program Coordinator, .2 FTE
<b>Amount</b>	3000
<b>Source</b>	District Funded
<b>Description</b>	AVID Tutors
<b>Amount</b>	3300
<b>Source</b>	District Funded
<b>Description</b>	AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)
<b>Amount</b>	4000
<b>Source</b>	District Funded
<b>Description</b>	AVID Summer Institute
<b>Amount</b>	600
<b>Source</b>	District Funded
<b>Description</b>	Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Other

### Goal Statement

1. Critical Thinking/Problem Solving

Students reason effectively in order to identify, define, and solve complex problems and essential questions.

2. Creativity and Innovation

Students take risks, explore multiple possibilities, challenge the status quo, and seek to continually improve processes and products. They deliberate through a design process to solve problems and act on creative ideas.

### LCAP Goal

21st Century Teaching and Learning

### Basis for this Goal

District collection of information gathered to come up with a graduate profile. Input from student, staff, parents, and community.

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Maker space will be open after school and in the morning to encourage students to be innovative and creative. Eye to Eye available to students one day a week.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

Start Date: 9/1/2019 Completion Date: 6/30/2020

#### Person(s) Responsible

1. Teacher
2. Partnership with UCD students

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2500
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	VSA for maker space
<b>Amount</b>	705
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Maker Space Supplies
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Eye to Eye program that works with students with ADD and disabilities. Gaining employable skills through art projects.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 7

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 8

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 1

Goal #1

- 90% of 9th grade who graduate from Holmes will successfully complete a 9TH GRADE English class with a grade of C or better.
- Students receiving standard not met on the CAASPP ELA and Math will be identified and given the needed support to increase their scores by 10%.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Focus on vocabulary development in English and English Language Development classes.</p> <p>2. Provide technology access for socioeconomically disadvantaged students in core classes through extended hours in the library, the laptop cart, and Accelerated Reader and Accelerated Math.</p> <p>3. Maintain and enrich library collections for all students.</p>	<p>Implemented Accelerated Reader.</p>	Technology Supplies LCFF - Base 1,000	1000
		Support Teacher Training/Planning VSA LCFF - Base 2,000	1000
		Library Supplies & Books LCFF - Base 2,000	2000
		Support class supplies and books LCFF - Supplemental 2,000	500
		Renaissance Accelerated Reader LCFF - Supplemental 3000	3500
		Accelerated Math LCFF - Supplemental 3000	0
<p>1. Maintain a variety of elective courses</p> <p>2. Support participation of at-risk students in at least one elective</p>		Department budgets Local Categorical 14,880	14880
Evaluate effectiveness of interventions & site council actions.			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A Junior High School Reading Intervention class will be offered to provide reading support to struggling readers at the junior high schools. District- and reading teacher-selected reading intervention curriculum and assessments will be used to boost the reading skills of students who are identified as qualifying for the class.	Collect data with the use of SRI and AR	Intervention Teacher, .2 FTE District Funded 19,000	19000
<ol style="list-style-type: none"> <li>Students have access to qualified effective teachers.</li> <li>A rigorous curriculum is provided that meets state academic content standards.</li> <li>Accelerated interventions and safety nets are provided for struggling students.</li> </ol>		Counselor .1 LCFF - Supplemental 7835	6800
Teachers will continue to provide effective instruction and to improve their teaching techniques.	Teachers attend conferences and observed other teachers.	Academic Conferencing District Funded 8200	8200

## Analysis

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

Strategies have been implemented and we continue to collect relative data points. We will be analyzing the CAASPP data along with semester grades over the summer.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As a school we still need to work on increase the success of 9th graders in English. To help with the effectiveness of the strategies already being used we will add a section of a co-taught English 9 class.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We did not purchase accelerated math. Our spending was down in supplemental due to not purchasing accelerated math and not having a maker space this year. With the additional funds we purchased 30 Chromebooks that can be used directly in the classroom to benefit the duplicated students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to collect data on these goals to determine if they are effective. Adjustments will continue to be made based on how effective the strategies are.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 2

#### SCHOOL GOAL #2

- Value each person responsible for the education of our students by recognizing their work in promoting a community of respect, trust, and inquiry based practice. Recognition

will be embedded in collaborative practices, professional growth, and effective communication networks.

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Analyze results of student, staff and parent surveys concerning climate and the learning environment as available. Monthly Positive School Climate Committee meetings of parents, students, teacher and administrator. 2. Promote a sense of student "belonging" through: 7th grade WEB, Mix-It-Up days, lunch intramural program, after school sports and clubs, Safe School Ambassadors and Leadership classes. 3. Administrator & counselor classroom visits for 7th, 8th, and 9th To share behavioral expectations early in school year with an emphasis on safety and civility. Frequent bulletin reminders of safety tips. 4. UCD interns provide after school tutoring in the library.		Positive Climate conferences LCFF - Base 1000	1000
		Educational Supplies LCFF - Base 1098	1000
		WEB leadership VSA LCFF - Base 6000	6000
		Holmes School Ambassador VSA LCFF - Base 3200	3200

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
5. Increase communication with parents.			
<p>Establish a "culture of excellence" for all so student work is acknowledged and encouraged beyond the CST's.</p> <ol style="list-style-type: none"> <li>1. Identify those students not succeeding each quarter for counselor and staff focus.</li> <li>2. Seek ways to have students feel more connected to our Holmes community.</li> <li>3. Elicit names from 6th grade teachers of students at-risk and provide Summer Boot Camp with a focus on adjusting to Jr High, study skills and math reasoning.</li> </ol>		Summer Boot Camp and Homework Club VSA LCFF - Base 2500	1000
<ol style="list-style-type: none"> <li>1. Provide a "robust" information system to staff and parents so individual and cohort information is readily available through CDE data, Site Plan, School Loop, and Illuminate.</li> <li>2. Provide training to staff.</li> </ol>		VSA LCFF - Base 1000	500
Site EL Coordinator will provide mandated site services by coordinating and monitoring the English Learner program. The Site EL Coordinator will work in support of the site EL staff and the site principal, assessing students, directing EL para-educators,		Site EL Coordinator VSA District Funded 1500	1500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
monitoring RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL CPM efforts			
Coordinate successful implementation of AVID program: * AVID Coordinator .2 FTE * AVID Tutors (1 tutor per 7 students) * AVID materials, resource texts, field trips (not including subs) * AVID Summer Institute (5 participants, including administrator) * YCOE AVID Collaborative PD (not including subs)		AVID Program Coordinator, .2 FTE District Funded 17000	17000
		AVID Tutors District Funded 3000	3000
		AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs) District Funded 3300	3300
		AVID Summer Institute District Funded 4000	4000
		Sacramento County Office of Education Collaborative AVID Professional Development (not including subs) District Funded 600	600

## Analysis

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

AVID- A number of teachers attended AVID trainings throughout the year and then gave professional development to other teachers during faculty meetings. Teachers used the funds to attend conferences. The funds support many climate activities

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

WEB and HSA program continue to successful. This is evident when studying the Youth Truth Survey.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Did not spend as much in the Summer Boot Camp due to the changes in summer school. The extra funds from here were used in spending for WEB and HSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Most of the goal will stay the same. We will be adding money in this goal for services provided by Recovery Happens.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 3

#### 1. Critical Thinking/Problem Solving

Students reason effectively in order to identify, define, and solve complex problems and essential questions.

#### 2. Creativity and Innovation

Students take risks, explore multiple possibilities, challenge the status quo, and seek to continually improve processes and products. They deliberate through a design process to solve problems and act on creative ideas.

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Maker space will be open after school and in the morning to encourage students to be innovative and creative.		VSA for maker space LCFF - Supplemental 3000	0
		Maker Space Supplies LCFF - Supplemental 705	0

### Analysis

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

Due to not having a teacher for Maker Space this goal was not implemented

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

No data to collect due to not implementing

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The money assigned to this goal was used to purchase Chromebooks to support the duplicated students in general education classroom settings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are working on developing a working relationship with UC Davis STEM students to pilot a maker space program for the 19-20 school year.



# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 4

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 4

Planned  
Strategy/Activity

Actual  
Strategy/Activity

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 5

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 5

Planned  
Strategy/Activity

Actual  
Strategy/Activity

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 6

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 6

Planned  
Strategy/Activity

Actual  
Strategy/Activity

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 7

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 7

Planned  
Strategy/Activity

Actual  
Strategy/Activity

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 8

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 8

Planned  
Strategy/Activity

Actual  
Strategy/Activity

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	110,398.00

## Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	56600	0.00
LCFF - Base	18798	0.00
LCFF - Supplemental	20540	0.00
Local Categorical	14460	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	56,600.00
LCFF - Base	18,798.00
LCFF - Supplemental	20,540.00
Local Categorical	14,460.00

# Expenditures by Budget Reference

Budget Reference	Amount
	76,298.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	16,100.00
	District Funded	40,500.00
	LCFF - Base	4,000.00
	LCFF - Base	14,798.00
	LCFF - Supplemental	14,000.00
	LCFF - Supplemental	6,540.00
	Local Categorical	14,460.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jean Kennedy	Principal
Ellen Shields	Other School Staff
Mindy Dufresne	Classroom Teacher
Nina Nero	Classroom Teacher
Mike Fee	Parent or Community Member
Stephanie Schoen	Parent or Community Member
Lang Hoch	Parent or Community Member
Craig Haley	Other School Staff
Nithmi Jayasundara	Secondary Student
Katelyn Reeves	Secondary Student
Sawyer Schoen	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: School Climate Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

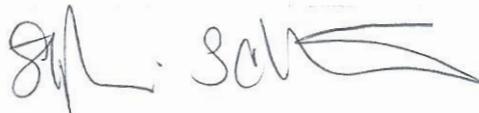
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/14/2018.

Attested:

Principal, Jean Kennedy on May 28, 2019

SSC Chairperson, Mike Fee on May 28, 2019

 5.28.19

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program