

# The Single Plan for Student Achievement

**School:** Oliver Wendell Holmes Junior High School  
**CDS Code:** 57726786060396  
**District:** Davis Joint Unified School District  
**Principal:** Derek Brothers  
**Revision Date:** 10/20/14

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on 6/26/2014.**

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## **School Vision and Mission**

### **Oliver Wendell Holmes Junior High School's Vision and Mission Statements**

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.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Instruction is shaped by STAR data, end-of-course assessments, and teacher assessment of student work. General school data is included in the school site plan and reviewed by staff and by core departments in the Fall. Topic performance on STAR testing, subgroups, and grade level cohorts are examined in detail at the department level through SLIB funding. Individual teachers and support staff use the Illuminate program to review individual and group performance on standards tests. Work focused on implementing the new CA Common Core Standards is ongoing.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use a variety of formative and summative assessments to monitor under-performing students in regular and intervention programs including Gates-Maginnitie reading tests, Accelerated Reader, writing samples, word lists, and vocabulary books. Department collaboration time and professional development grants are being used to create CCC Performance Tasks. Course grade analysis of semester grades is completed each fall and the data is discussed with the principal and department chairs. In June of 2013 semester grades were distributed : 58% A; 25% B; 11% C; 4% D and 2% had a semester F.

### Staffing and Professional Development

#### 3. Status of meeting requirements for highly qualified staff (ESEA)

All staff currently meet NCLB standards for "highly qualified staff".

#### 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Holmes are teaching in their credentialed area. The most recent adoption of instructional materials was Mathematics in 2008 and World Languages in 2010. The District has sponsored teachers attending trainings focused on the CA Common Core Standards and RTI (Response to Interventions).

#### 5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is determined by school, district and department goals around student performance. In 10-11 our staff focus was developing small collaborative groups that worked on a topic of mutual interest. In 11-12, the district wide focus was on developing Professional Learning Communities. 2012-14 brings a focus on implementation of CA. Common Core Standards and utilizing teaching techniques from "The Highly Engaged Classroom".

#### 6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The staff is unusually experienced and well-trained but nearly all teachers have students in their classes who perform below grade level expectations. Even teachers in the self-contained GATE program experience high student intellect and standards performance, but some students with low classroom achievement. Staff development funds are used to send teachers to conferences and trainings. These have included: the CA Science Teachers Association conference, AVID training, Core Subject conferences, and RTI training .

#### 7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Two articulation meetings occur each semester to coordinate curriculum and student transitions between 6th grade teachers and the High School. The Fall elementary articulation brings 7th grade first quarter grades in English to help 6th grade teachers see the effectiveness of their placements and the transition of their particular students. The Spring meeting reviews course descriptions and criteria for course recommendations. Department based meetings are held with all the secondary teachers twice a year. Agendas vary.

Within our campus Wednesday collaboration times are scheduled monthly to focus on small group projects, department meetings, teacher directed meetings (grade level, course or core) and whole group staff meetings. Monthly grade level meetings focus on several students at each grade who are identified as high risk.

### Teaching and Learning

#### 8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

For many years faculty in departments have collaborated closely on curriculum and instruction to develop student proficiency in the content standards. Essential standards have been identified for each content area and curriculum has been planned to support learning in these standards across disciplines. All students use standards-based materials in core academic classrooms. Math, science and foreign language departments use common end-of-course exams. Monthly collaboration time allows for teacher teams and departments to continue regular discussions about curriculum and instruction issues.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The Master schedule is created to ensure every student has at least one period of Language Arts and Mathematics daily. The DJUSD Homework policy has built in additional reading time as an expectation for all students. 10 minutes of Silent Sustained Reading is scheduled in every student's 5th period class four days a week.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Difficult economic times have limited the number of intervention classes we can offer students. We offer an Algebra Clinic to 9th graders, a Reading Class for our lowest readers and a Study Skills E.L. class to help some students. There is a need for more support

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have standards-based instructional materials approved by the school board to use in core content classes. Other supplementary materials are used in intervention programs for low-performing students in language arts and mathematics to accelerate their learning of standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have standards-based instructional materials approved by the school board to use in core content classes. The High Point program "Step Up To Writing" and National Geographic: Language, Literacy & Vocabulary has been adopted and approved for English learners who take the English Language Development core and support classes. Other supplementary materials are used in intervention programs for low-performing students in language arts and mathematics to accelerate their learning of standards. Math intervention materials include Connecting to Algebra for 7th graders in Junior High Math and 9th graders in Prealgebra 9 use UCLA Introduction to Algebra

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Under-performing students are provided a number of supports in the regular program. Most take mainstream courses with additional support in language arts or mathematics for pre-teaching, re-teaching or help with classwork. In addition, paraeducators support struggling students in many academic classes. Students performing below grade-level standards in mathematics take a 3-year program with teachers who loop with the students, smaller class sizes and paraeducator support. The program is designed to help them successfully complete algebra in 9th or 10th grade. Ninth graders who need extra help with algebra also can take an additional Algebra Clinic class. Teachers use a variety of instructional strategies to help under-performing students gain understanding of challenging standards including the use of visuals, differentiated assignments, small group activities, repetitions, lunchtime and after-school tutorials. The school library is open until 5:00 four days a week. Counselors meet regularly with students on the D/F lists and communicate with parents about their progress. Counselors, administrators and school psychologists collect data about at-risk students and recommends further creative interventions including mentor programs.

14. Research-based educational practices to raise student achievement

Read 180 is being implemented with students who are low achievers in Reading. The UCLA materials are being used in Prealgebra 9. The UC/CSU Diagnostic Math tests are being used in all Math courses.

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Holmes Junior High enjoys a great deal of community and family support. Volunteers and interns from UCD help struggling students in many classrooms. The PTA provides resources to enhance the library collections, gives scholarship support for field trips and other enrichments, and purchases technology and other equipment and materials for all students. The staff receives grants for various programs and materials. District funds also provide some FTE for At-risk programs, staff development programs for teachers, and other supports for under-performing students

### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Holmes holds regularly scheduled meetings for parents and community members. Standing committees are Site Council, PTA, School Climate. Parent Information nights are also held in the fall to welcome new parents to the community and parents of Title I and ELL participants. In the Spring grade level meetings and campus tours are held to help parents with the registration for the next years courses. Holmes is also represented on the Superintendent Parent Advisory committee and GATE Advisory Committee.

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EIA, ELAP and special education funds provide the paraeducators who help under-performing students in mainstream, English language development and special education classes. School Library Improvement Block funds provide funding for personnel. school climate/Leadership class. A special reading/language class for struggling readers is funded through general funds. General funds also support the 2 Leadership classes and WEB program that provides peer support and training for students.

### 18. Fiscal support (EPC)

Funding sources include: the current Parcel tax, Davis Educational Foundation, EIA, SLIB and Lottery. These help to support smaller class sizes for intervention and support classes, paraeducators and after school interventions. Some materials and supplies are aging and out of date. We recognize that in this tight budget times we have limited spending, but our primary commitment is still to provide the best education we can for all our students

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	692	692		413	398		26	16		137	131	
Growth API	906	907		928	920		833	818		974	966	
Base API	894	915		918	934		770	845		956	977	
Target	A	A		A	A					A	A	
Growth	12	-8		10	-14					18	-11	
Met Target	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	103	102		59	59		142	154		71	80	
Growth API	760	796		719	775		768	775		653	677	
Base API	769	783		782	745		734	790		654	682	
Target	5	5					5	5				
Growth	-9	13					34	-15				
Met Target	No	Yes					Yes	No				

### Conclusions based on this data:

1.



## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	98		99	99		100	100		100	97	
Number At or Above Proficient	369	371		233	230		13	7		84	83	
Percent At or Above Proficient	81.5	79.3		86.9	81.6		92.9	58.3		90.3	90.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	97		99	94	
Number At or Above Proficient	34	29		11	14		51	46		23	25	
Percent At or Above Proficient	48.6	54.7		30.6	48.3		53.1	46.9		46.9	50.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	--		--	--		Yes	No		--	--	

Conclusions based on this data:

1.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	98		99	98		100	100		100	97	
Number At or Above Proficient	375	365		229	218		8	7		88	87	
Percent At or Above Proficient	83.1	78.2		86.1	77.6		57.1	58.3		94.6	94.6	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	97		97	92	
Number At or Above Proficient	43	29		21	20		60	48		24	17	
Percent At or Above Proficient	61.4	54.7		58.3	69.0		62.5	49.0		50.0	34.7	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	--		--	--		Yes	No		--	--	

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	33	24	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	33	24	
Number Met	23	--	
Percent Met	69.7%	--	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	17	19	11	17		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	*	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
<b>Mathematics</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	665	670	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	655	660	
Number Met	426	443	
Percent Met	65.0	67.1	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	624	225	649	218		
Number Met	176	146	189	139		
Percent Met	28.2	64.9	29.1	63.8		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English-Language Arts</b>
<b>LEA GOAL:</b>
#3 Develop and aa district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap and ensure that all student meet or exceed district standards.
#5 Increase the percent of English Learners that make adequate yearly progress and are reclassified as Fluent English Proficient within five years.
<b>SCHOOL GOAL #1:</b>
96% of all 7th and 8th graders will pass their core subjects with a C or better. Academic achievement in English, Social Studies and Science requires strong literacy skills. Students will receive support in strengthening their language skills thereby increasing their opportunity for success in these subjects.
<b>Data Used to Form this Goal:</b>
School wide second semester grade analysis is analyzed by course and teacher. Quarterly D and F list by individual student names is a focus of the counseling department. CST data was used to identify individuals' course grades for core subjects are low. 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.
<b>Findings from the Analysis of this Data:</b>
In January 2015, 92% of 7th & 8th graders passed with a C or better in their core class (Science, Social Studies and Language Arts).
<b>How the School will Evaluate the Progress of this Goal:</b>
CST scores in Language Arts, Writing, Science and Social Studies will not be available in 2014. Quarterly grade analysis will continue. Counselors will meet with students on the D/F list.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Focus on vocabulary development in English and English Language Development classes. 2. Provide technology access for socioeconomically disadvantaged students in core classes through extended hours in the library, the laptop cart, and Accelerated Reader. 3. Maintain and enrich library collections for all students.	Start Date : 8/30/2006 Completion Date : 6/30/2016	1. Administration 2. Counselors 3. Elective teachers	Technology Supplies		LCFF - Base	1,000
			Facilitator of English Learners		LCFF - Base	2,500
			Library Supplies & Books		LCFF - Base	3,000
1. Maintain a variety of elective courses 2. Support participation of at-risk students in at least one elective	Start Date : 9/2/2006 Completion Date : 6/30/2016	1. Administration 2. Teachers	Department budgets		Local Categorical	1,140
			Educational Supplies		LCFF - Base	2,370
Evaluate effectiveness of interventions & site council actions.	Start Date : 11/24/2008 Completion Date : 6/30/2016	Administration, Pat King (data), and all teachers.	Department budgets		Local Categorical	13,000
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. Implement Read 180.	Start Date : 7/1/2010 Completion Date : 6/30/2016	1. Department budgets 2. Site principals, 3. 2 FTE Reading Intervention teacher,	Read180 Intervention Teacher, .2 FTE		District Funded	18,700
			Reading Intervention Curriculum		LCFF - Base	800

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Other</b>
<b>LEA GOAL:</b>
#1 Develop, implement and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry based learning.
#8 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.
<b>SCHOOL GOAL #2:</b>
95% of targeted subgroup populations will have grades of C or better in their core subjects (English, Math, Science, Social Studies). Using recommendations from the P-16 Council on Closing the Achievement Gap, Fall of 2008, Holmes will implement intervention programs across campus.
<b>Data Used to Form this Goal:</b>
School-wide second semester grade analysis is done by course and teacher. Semester D and F list by individual student names is a focus of the counseling department. Student grade were reviewed for the specific target groups of English Learner, ethnicity, and socioeconomic status.
<b>Findings from the Analysis of this Data:</b>
In January 2015, 92% of 7th & 8th graders passed with a C or better in their core class (Science, Social Studies and Language Arts).
<b>How the School will Evaluate the Progress of this Goal:</b>
Semester Grades

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Students have access to qualified, effective teachers. 2. A rigorous curriculum is provided that meets state academic content standards. 3. School wide focus to begin implementation of CA Common Core State Standards; emphasis on literacy and mathematics. 2014 release of new Math Framework and materials Will need to be reviewed and adopted. 4. Accelerated interventions and 'safety' nets are provided for struggling students.	Start Date : 9/1/2008 Completion Date : 6/30/2016	1. School wide network of support.	Counselor		LCFF - Base	13,000
			.785 FTE -Paraeducators		LCFF - Base	28,000
		2.Administration and counselors	Supplies		LCFF - Base	3,380
		3.Monitor individual students.				
		4.Teachers implement.				
		.				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p> <p>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.</p> <p>3. Administrator &amp; 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.</p> <p>4. UCD interns provide after school tutoring in the library.</p> <p>5. Increase communication with parents.</p>	<p>Start Date : 9/2/2007</p> <p>Completion Date : 6/30/2016</p>	<p>1. M. Dufresne,</p> <p>2 .Caroline LaFlamme</p> <p>3 .(WEB). J. Kennedy</p> <p>4. (Mix-It-Up &amp; Positive School Climate).</p> <p>5. J. Littell (SSA).</p> <p>6. Heather Wade (Athletic director).</p> <p>7. Many teachers sponsor clubs</p> <p>8. Homework Club: E. Shields</p> <p>.</p>	<p>Conferences</p> <p>Educational Supplies</p> <p>WEB leadership VSAs</p>		<p>LCFF - Base</p> <p>LCFF - Base</p> <p>LCFF - Base</p>	<p>1,250</p> <p>1,470</p> <p>5,500</p>
<p>Establish a "culture of excellence' for all so student work is acknowledged and encouraged beyond the CST's.</p> <p>1. Identify those students not succeeding each quarter for counselor and staff focus.</p> <p>2. Seek ways to have students feel more connected to our Holmes community.</p> <p>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</p>	<p>Start Date : 8/31/2008</p> <p>Completion Date : 6/6/2016</p>	<p>1 .Counselors,</p> <p>2. Administration,</p> <p>3. Teachers.</p> <p>4. A. Broaddus (Boot Camp</p> <p>5 .Heather Wade:</p> <p>6. E. Shields (Boot Camp)</p> <p>7 .N. Agee (Student of the Month)</p>	<p>Boot Camps (Homework Clubs)</p>		<p>LCFF - Base</p>	<p>2600</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	Start Date : 8/25/2008 Completion Date : 6/30/2016	1. Administration, 2. Site staff development led by Leadership Team. 3. Schoolloop trainers: J. Sommer & L. Neely	Site Plan Coordinator VSA		LCFF - Base	1,500
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, monitoring RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL CPM efforts	Start Date : 7/1/2010 Completion Date : 6/30/2016	Assistant Superintendent of Instructional Services, Site EL Coordinator E. Shields, Site Principal	Site EL Coordinator VSA Site EL Coordinator VSA		District Funded LCFF - Base	1,500 1,000
Coordinate successful implementation of AVID program	Start Date : 7/1/2010 Completion Date : 6/30/2016	1. Principal 2. AVID Coordinator	AVID Program Coordinator, .2 FTE		District Funded	14,850

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff was trained in conducting Professional Learning Communities (PLC) for the purpose of data collaboration and Academic Conferencing.</p> <p>The principal will provide release time (Wed collaboration, professional development or substitute time) to collaborate &amp; extend teacher skills. Collaboration time will be provided to discuss each child by name to Ensure that all students are receiving the instruction and interventions they need to be successful.</p>	<p>Start Date : 7/1/2010</p> <p>Completion Date : 6/30/2016</p>	<p>1. Principal</p> <p>2. All staff members</p>	Professional Learning Communities & Academic Conferencing		District Funded	6,000

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
#3 Develop and aa district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap and ensure that all student meet or exceed district standards. #5 Increase the percent of English Learners that make adequate yearly progress and are reclassified as Fluent English Proficient within five years.
<b>SCHOOL GOAL #3:</b>
90% of 9th grade graduates from Holmes will successfully complete Common Core Math 3 or higher Math class with a grade of C or better. Successfully completing Intergrated Math I is a graduation requirement in the state of California. It is also a prerequisite to all further college prep math and science courses.
<b>Data Used to Form this Goal:</b>
Enrollment data and grade analysis .
<b>Findings from the Analysis of this Data:</b>
18/255 (7%) of the 9th graders were not taking Algebra I yet in 2011. This is a decrease from the previous year enrollment of 25. In 2012-13 there were 16 in Pre-Algebra 9 and 20 in Clinic. In 2012-13 84% of 9th graders successfully completed Algebra while at Holmes Junior High. In 2013-14 Pre-Algebra enrollment is 12 and Clinic enrollment is 16.
<b>How the School will Evaluate the Progress of this Goal:</b>
Track numbers of students successfully completing Common Core Math 3 or higher Math class in Grades 7, 8 and 9.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Identify students below grade level in grade 6. Enroll them in Junior High Math as 7th grader in small class size and specialized materials. Emphasize diagnostics of basic skills and remediation while moving ahead into Pre-Algebra topics. Invite those 6th graders to an August Boot Camp.</p> <p>2. Continue support in Transition in 8th grade with smaller classes, adapt existing Transition curriculum for content as much as possible to meet Standards &amp; adapt TM materials. Encourage their participation in Clinic and Algebra in grade 9.</p> <p>3. Create an 8th grade "Boot Camp" to target students scoring Below Basic and Far Below Basic on assessments as an after school intervention.</p> <p>In 9th grade, teachers of looped math classes collaborate with Algebra clinic teacher in the Fall to help with the transition to Algebra - share what Worked and what didn't, student strengths and weaknesses; monitor progress. Use materials that are effective for at-risk learners (spiral review critical as well as concept development from the concrete to the abstract)</p>	<p>Start Date : 11/8/2006</p> <p>Completion Date : 6/30/2016</p>	<p>1. Counselors.</p> <p>2. Heather Wade, Pat King (data).</p> <p>3. Heather Wade</p>	Educational Supplies		LCFF - Base	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In 9th grade, teachers of looped math classes collaborate with Algebra clinic teacher in the Fall to help with the transition to Algebra - share what Worked and what didn't, student strengths and weaknesses; monitor progress. Use materials that are effective for at-risk learners (spiral review critical as well as concept development from the concrete to the abstract)	Start Date : 9/10/2006 Completion Date : 6/30/2016	Math Department	Educational Supplies		LCFF - Base	100
Students in General Math as 9th graders have many special needs. Identify language and attendance issues, as well as special education support. Find materials to help fill in basic skills gaps and increase student Confidence - implement UCLA materials. Pilot Common Core supplements as available.	Start Date : 9/21/2007 Completion Date : 6/30/2065	Math Department	Educational materials		LCFF - Base	100

**Planned Improvements in Student Performance**

**School Goal #4**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
District Funded	41,050	0.00
LCFF - Base	80,050	12,380.00
Local Categorical	14,140	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	41,050.00
LCFF - Base	67,670.00
Local Categorical	14,140.00



## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,510.00
Goal 2	80,050.00
Goal 3	300.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Derek Brothers	X				
Laura Long				X	
Laura Shapiro				X	
Nava Bains				X	
Corinne Marr			X		
Jeanne Reeve		X			
Lisa Mowry		X			
Sonam Singh		X			
Kristen Street		X			
Will Ewens					X
Hanna Woods					X
Ian Thompson					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

School Climate Committee

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 5/27/2015.

Attested:

Derek Brothers

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Laura Long

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# Budget By Expenditures

## Oliver Wendell Holmes Junior High School

### Funding Source: District Funded

**\$41,050.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Read180 Intervention Teacher, .2 FTE		\$18,700.00	English-Language Arts	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
Site EL Coordinator VSA		\$1,500.00	Other	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
AVID Program Coordinator, .2 FTE		\$14,850.00	Other	Coordinate successful implementation of AVID program
Professional Learning Communities & Academic Conferencing		\$6,000.00	Other	Staff was trained in conducting Professional Learning Communities (PLC) for the purpose of data collaboration and Academic Conferencing. The principal will provide release time (Wed collaboration, professional development or substitute time) to collaborate & extend teacher skills. Collaboration time will be provided to discuss each child by name to ensure that all students are receiving the instruction and interventions they need to be successful.

District Funded Total Expenditures: \$41,050.00

District Funded Allocation Balance: \$0.00

### Funding Source: LCFF - Base

**\$80,050.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Oliver Wendell Holmes Junior High School

Educational Supplies	\$100.00	Mathematics	1. Identify students below grade level in grade 6. Enroll them in Junior HighMath as 7th grader in small class size and specialized materials. Emphasize diagnostics of basic skills and remediation while moving ahead into Pre-Algebra topics. Invite those 6th graders to an August Boot Camp.2. Continue support in Transition in 8th grade with smaller classes, adaptexisting Transition curriculum for content as much as possible to meetStandards & adapt TM materials. Encourage their participation in Clinic and Algebra in grade 9.3. Create an 8th grade "Boot Camp" to target students scoring BelowBasic and Far Below Basic on assessments as an after school intervention.In 9th grade, teachers of looped math classes collaborate with Algebra clinic teacher in the Fall to help with the transition to Algebra - share whatWorked and what didn't, student strengths and weaknesses; monitor progress. Use materials that are effective for at-risk learners (spiralreview critical as well as concept development from the concrete tothe abstract)
Educational Supplies	\$100.00	Mathematics	In 9th grade, teachers of looped math classes collaborate with Algebra clinic teacher in the Fall to help with the transition to
Educational materials	\$100.00	Mathematics	Students in General Math as 9th graders have many special needs.Identify language and attendance issues, as well as special education support. Find materials to help fill in basic skills gaps and increase studentConfidence - implement UCLA materials. Pilot Common Core supplements as available.
Site EL Coordinator VSA	\$1,000.00	Other	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 thesite principal, assessing students, directing EL para-educators,monitoring RFEP students, conducting parent
Educational Supplies	\$2,370.00	English-Language Arts	1. Maintain a variety of elective courses 2. Support participation of at-risk students in at least one elective

## Oliver Wendell Holmes Junior High School

Technology Supplies	\$1,000.00	English-Language Arts	1. Focus on vocabulary development in English and English
Facilitator of English Learners	\$2,500.00	English-Language Arts	1. Focus on vocabulary development in English and English
Library Supplies & Books	\$3,000.00	English-Language Arts	1. Focus on vocabulary development in English and English
Reading Intervention Curriculum	\$800.00	English-Language Arts	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
Counselor	\$13,000.00	Other	1. Students have access to qualified, effective teachers.2. A rigorous curriculum is provided that meets state academic content standards.3. School wide focus to begin implementation of CA Common Core State Standards; emphasis on literacy and mathematics. 2014 release of new Math Framework and materials Will need to be reviewed and adopted.4. Accelerated interventions and 'safety' nets are provided for struggling students.
.785 FTE -Paraeducators	\$28,000.00	Other	1. Students have access to qualified, effective teachers.2. A rigorous curriculum is provided that meets state academic content standards.3. School wide focus to begin implementation of CA Common Core State Standards; emphasis on literacy and mathematics. 2014 release of new Math Framework and materials Will need to be reviewed and adopted.4. Accelerated interventions and 'safety' nets are provided for struggling students.

## Oliver Wendell Holmes Junior High School

Supplies	\$3,380.00	Other	1. Students have access to qualified, effective teachers.2. A rigorous curriculum is provided that meets state academic content standards.3. School wide focus to begin implementation of CA Common CoreState Standards; emphasis on literacy and mathematics. 2014 release of new Math Framework and materialsWill need to be reviewed and adopted.4. Accelerated interventions and 'safety' nets are provided for struggling students.
Conferences	\$1,250.00	Other	1. Analyze results of student, staff and parent surveys concerning climate and the learning environment as available.
Educational Supplies	\$1,470.00	Other	1. Analyze results of student, staff and parent surveys concerning climate and the learning environment as available.

## Oliver Wendell Holmes Junior High School

WEB leadership VSAs	\$5,500.00	Other	1. Analyze results of student, staff and parent surveys concerning climate and the learning environment as available.
Boot Camps (Homework Clubs)	\$2,600.00	Other	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
Site Plan Coordinator VSA	\$1,500.00	Other	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.
<hr/>			
LCFF - Base Total Expenditures:	\$67,670.00		
LCFF - Base Allocation Balance:	\$12,380.00		

### Funding Source: Local Categorical

**\$14,140.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Department budgets		\$1,140.00	English-Language Arts	1. Maintain a variety of elective courses 2. Support participation of at-risk students in at least one elective
Department budgets		\$13,000.00	English-Language Arts	Evaluate effectiveness of interventions & site council actions.



## Oliver Wendell Holmes Junior High School

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Local Categorical Total Expenditures: \$14,140.00

Local Categorical Allocation Balance: \$0.00

Oliver Wendell Holmes Junior High School Total Expenditures: \$122,860.00