

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: 10/11/2016

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:

Contact Person: Derek Brothers
Position: Principal
Phone Number: (530) 757-5445
Address: 1220 Drexel Dr.
Davis, CA 95616
E-mail Address: dbrothers@djud.net

The District Governing Board approved this revision of the SPSA on .

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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.

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.

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).

2015 we piloted the Youth Truth Survey. The Staff and community group reviewed the results and continues to use the to help improve the school climate for the 2017-2018 school year.

Classroom Observations

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

The principal and vice-principal regularly visits classroom to give feedback on improving student learning.

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 CASSPP 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 CASSPP 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, counselors and department chairs.

Staffing and Professional Development

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

All staff currently met 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. We are in the process of adoption the instructional materials for Language Art 2016. 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. 2016 brings a continued 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 AIM 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 and Math 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, Physical Education, Social Studies 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 Math Clinic to 8/9th graders, a Reading Class for our lowest readers and a Study Skills for our student on an IEP and STEEL class to help English learners. 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.

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 some par educators support in the regular program. In addition struggling students in some academic classes Students performing below grade-level standards in mathematics are in smaller class sizes. The program is designed to help them successfully complete Common Core 3 in 9th or 10th grade. Ninth graders who need extra help with Common Core 3 an also can take an additional Math 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, and 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 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 and School Climate. Parent Information nights are also held in the fall to welcome new parents to the community and parents of ELL participants. In the Spring grade level meetings are held to help parents with the registration for the next years courses. Holmes is also represented on the Superintendent Parent Advisory committee and AIM Advisory Committee.

Funding

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

LCFF supplement and special education funds provide the par educators who help under-performing students in mainstream, English language development and special education classes. LCFF base funds provide funding for personnel. School climate/Leadership class. A special reading/language class for struggling readers is funded through general funds. LCFF supplement also support the 2 Leadership classes, Holmes Ambassadors and WEB program that provide peer support and training for students.

18. Fiscal support (EPC)

Funding sources include: the current Parcel tax, Davis Educational Foundation, LCFF and Lottery. These help to support smaller class sizes for intervention and support classes, 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	222	277	210	264	209	264	94.6	95.3
Grade 8	224	230	213	223	212	222	95.1	97
All Grades	446	507	423	487	421	486	94.8	96.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2601.8	2597.9	35	35	41	38	13	16	10	11
Grade 8	2616.9	2613.1	35	29	41	42	12	19	11	9
All Grades	N/A	N/A	35	32	41	40	13	17	11	10

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	43	42	44	42	12	16
Grade 8	48	46	37	41	14	14
All Grades	46	44	41	41	13	15

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	48	45	40	41	11	14
Grade 8	48	37	41	45	10	17
All Grades	48	42	41	43	11	15

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	28	30	66	64	6	7
Grade 8	32	34	58	59	9	6
All Grades	30	32	62	62	8	7

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	47	45	45	46	8	9
Grade 8	42	43	45	47	12	10
All Grades	44	44	45	46	10	10

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	222	277	214	264	214	264	96.4	95.3
Grade 8	224	230	213	222	210	222	95.1	96.5
All Grades	446	507	427	486	424	486	95.7	95.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2619.3	2608.6	50	47	24	21	16	20	9	12
Grade 8	2645.5	2648.6	59	55	16	20	8	12	15	13
All Grades	N/A	N/A	54	51	20	21	12	16	12	12

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	57	56	32	29	12	15	
Grade 8	67	64	16	20	17	16	
All Grades	62	59	24	25	14	15	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	54	51	37	33	9	16
Grade 8	55	52	31	39	13	9
All Grades	54	51	34	36	11	13

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	47	50	50	39	2	11
Grade 8	49	56	40	34	11	10
All Grades	48	53	45	37	7	10

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7		17		50	58		25	25					25		
8	50	10		25	30		13	40		13	10			10	
9	20	33		40	17		40	17			17			17	
Total	27	18		36	39		27	29		5	7		5	7	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	27	13		18	56		18	31		9			27		
8	50	8		20	33		10	42		10	8		10	8	
9	21	33		37	33		26	11		5	11		11	11	
Total	30	16		28	43		20	30		8	5		15	5	

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:

SUBJECT: English-Language Arts

LEA GOAL:

#3 Develop and a 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.

SCHOOL GOAL #1:

Goal #1

- 90% of 9th grade graduates from Holmes will successfully complete a 9TH GRADE English class with a grade of C or better.
- All 7th and 8th graders will increase an average of 8 scaled score points or more on the CAASPP for English Language Arts
- 85% of all 7th and 8th graders will either be Standard Nearly Met or Above the standards on each claim for ELA / Literacy on the CAASPP
- Claim #1 Reading- “Students can read closely and analytically to comprehend a range on increasingly complex literacy and informational texts”
- Claim #2 – Writing – “Students can produce effective and well-grounded writing for a range of purposes and audiences
- Claim #3 – Speaking and listening– “Students will employ effective speaking and listening skills for arrange of purposes and audiences
- Claim #4 – research / Inquiry – “Students can engage in research and inquiry to investigate topics and to analyze, integrate and present information

Data Used to Form 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

Holmes	7th	8th	School
Overall	73%	71%	72%
Reading	84%	87%	85%
Writng	86%	82%	85%
Listening	94%	93%	94%
Research	91%	90%	90%

9th grade

Students Passes PCT

All ELA	231	216	93.5%
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Findings from the Analysis of this Data:

In January 2017

87% of 9th Grade of passed English with a C or better

72% of 8th and 7th grade Met or Exceed the English portion on the CAASPP

How the School will Evaluate the Progress of this Goal:

CAASPP 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. Other school tests, for example, and classroom assignments provide equally important information. It is important to note that these results will not be used to determine if a student moves on to the next grade.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	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 : 6/30/2017	1. Eric Moody 2. English department 3. Scott Grensted, maintain computer access 4. Library staff	Technology Supplies	LCFF - Supplemental	1,000
			Facilitator of English Learners	LCFF - Supplemental	2,500
			Library Supplies & Books	LCFF - Supplemental	2,000
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 : 6/30/2017	1. Administration 2. Counselors 3. Elective teachers	Department budgets	Local Categorical	14,880
Evaluate effectiveness of interventions & site council actions.	Start Date : 11/24/2008 Completion Date : 6/30/2017	Administration Teachers.			
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 : 6/30/2017	1. Department budgets 2. Site principals, 3. 2 FTE Reading Intervention teacher,	Read180 Intervention Teacher, .2 FTE	District Funded	19,000
			Reading Intervention Curriculum	LCFF - Supplemental	872

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:

SUBJECT: Other

LEA GOAL:

#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.

SCHOOL GOAL #2:

SCHOOL GOAL #2

- 90% of targeted 9th grade subgroup populations who graduates from Holmes will successfully complete
- Common Core Math 3 or higher Math class with a grade of C or better.
- An English 9 or like class with a grade of C or better.
- 85% of all 7th and 8th graders subgroup populations will either be Standard Nearly Met or Above the standards on each claim for ELA / Literacy on the CAASPP
- Claim #1 Reading- “Students can read closely and analytically to comprehend a range on increasingly complex literacy and informational texts”
- Claim #2 – Writing – “Students can produce effective and well-grounded writing for a range of purposes and audiences
- Claim #3 – Speaking and listening– “Students will employ effective speaking and listening skills for arrange of purposes and audiences
- Claim #4 – research / Inquiry – “Students can engage in research and inquiry to investigate topics and to analyze, integrate and present information

Data Used to Form 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.

Findings from the Analysis of this Data:

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

ELA (7/8) Percent that either were Standard Nearly Met or Higher

White	92%
Asian	98%
Latino	67%
Black	69%

9th ELA Number (Passed)

White	125	(95%)
Asian	50	(100%)
Latino	26	(79%)
Black	5	(83%)

Math (7/8) Percent that either were Standard Nearly Met or Higher

White	91%
Asian	99%
Latino	64%
Black	62%

9th Math Number (Passed)

White	115	(92%)
Asian	49	(98%)
Latino	23	(70%)
Black	5	(83%)

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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.-

How the School will Evaluate the Progress of this Goal:

How the School will evaluate the Progress of this Goal:

1. CAASPP test results
2. Youth Truth Survey
3. Family Meetings from Holmes School Advocates
4. Positive School Climate meeting

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ol style="list-style-type: none"> 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 : 6/30/2017	<ol style="list-style-type: none"> 1. School wide network of support. 2. Administration and counselors 3. Monitor individual students. 4. Teachers implement. 	Counselor Supplies		LCFF - Base	15,669

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 & 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 : 6/30/2017</p>	<p>1. (WEB). M. Dufresne, Caroline LaFlamme</p> <p>2. (Mix-It-Up & Positive School Climate), J. Kennedy</p> <p>3. (HSA).Ellen Shields, Marci Montanari</p> <p>4. Heather Wade (Athletic director).</p> <p>5. Many teachers sponsor clubs</p> <p>6. Homework Club: Ellen Shields and</p> <p>7. Jennifer Sisneros</p> <p>.</p>	Conferences		LCFF - Supplemental	1,000
			Educational Supplies		LCFF - Base	1021
			WEB leadership VSAs		LCFF - Supplemental	6500
			Holmes Ambassador leadership VSAs		LCFF - Supplemental	4848

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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"> 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. 	<p>Start Date : 8/31/2008 Completion Date : 6/6/2017</p>	<ol style="list-style-type: none"> 1. Counselors, 2. Administration, 3. Teachers. 4. (Boot Camp) 5. Heather Wade: E. Shields 6. N. Agee (Student of the 7. Month) 	<p>Summer Boot Camp and Homework Club VSA Summer Boot Camp and Homework Club VSA</p>			
<ol style="list-style-type: none"> 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. 	<p>Start Date : 8/25/2008 Completion Date : 6/30/2017</p>	<ol style="list-style-type: none"> 1. Administration, 2. Site staff development led by Leadership Team. 3. Schoolloop trainers: J. Sommer & L. Neely 	<p>Site Plan Coordinator VSA</p>			
<p>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</p>	<p>Start Date : 7/1/2010 Completion Date : 6/30/2017</p>	<ol style="list-style-type: none"> 1. Assistant Superintendent of Instructional Services 2. Site EL: Coordinator (Eric Moody) 	<p>Site EL Coordinator VSA</p>		District Funded	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
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 Colaborative PD (not including subs)	Start Date : 7/1/2010 Completion Date : 6/30/2017	1. Principal 2. AVID Coordinator	AVID Program Coordinator, .2 FTE	District Funded	17,000
			AVID Tutors	District Funded	3,000
			AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)	District Funded	3,300
			AVID Summer Institute	District Funded	4,000
			Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)	District Funded	600
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.	Start Date : 7/1/2010 Completion Date : 6/30/2016	1. Principal 2. All staff members	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:

SUBJECT: Mathematics
LEA GOAL:
#3 Develop and a 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.
SCHOOL GOAL #3:
Goal #3 <ul style="list-style-type: none">• 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.• All 7th and 8th graders will increase by an average of 8 scaled score points or more on the CAASPP Mathematics• 85% of all 7th and 8th graders subgroup populations will either be Standard Nearly Met or Above the standards on each claim for Mathematics on the CAASPP• Claim #1 – Concepts & Procedures - “Students can explain and apply concepts and interpret and carry out mathematical procedures with precision and fluency”• Claim #2 – Problem Solving– “Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies”• Claim #3 – Communicating Reasoning – “Students can clearly and precisely construct visible argument to support their own reasoning and to critique the reasoning of others”
Data Used to Form 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. Enrollment data and grade analysis

Findings from the Analysis of this Data:

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 (Scores are by percentages)

Course	7th	8th	School
Mathematic	68%	75%	72%

7th	8th	School	
Concepts	84%	84%	84%
Problems	84%	91%	87%
Communicate	89%	90%	90%

9th grade
 Students Passes PCT
 All Math 231 213 92.2%

How the School will Evaluate the Progress of this Goal:

CAASPP 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. Other school tests, for example, and classroom assignments provide equally important information. It is important to note that these results will not be used to determine if a student moves on to the next grade.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Identify students below grade level in grade 6. Enroll them in Common Core Math 1 (CC1) as 7th grader in small class size and specialized materials. Emphasize diagnostics of basic skills, growth mindset, Jo Boaler materials and remediation while moving ahead into CC2 topics. Invite those 6th graders to an August Boot Camp.	Start Date : 11/8/2006 Completion Date : 6/30/2017	1. Counselors. 2. Heather Wade, Pat King (data). 3. Heather Wade	Educational Supplies		LCFF - Base	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Continue support in Transition in 8th grade with smaller classes, adapt existing CC2 curriculum for content as much as possible to meet Standards & adapt TM materials. Encourage their participation in Clinic and CC3 in grade 9.	Start Date : 9/10/2006 Completion Date : 6/30/2017	Math Department	Educational Supplies		LCFF - Base	220
3. Have a Math Clinic Class to target students who need help in passing CC3 In 8th / 9th grade, math teachers collaborate with Math clinic teacher in the Fall to help with the transition to CC3 - 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). Also would like to developing strategies for reading math problems. This class will included Individual meeting with support staff including counselors.	Start Date : 9/21/2007 Completion Date : 6/30/2017	Math Department	Educational materials		LCFF - Base	200
4. Students in General Math as 9th graders have many special needs. Identify language and attendance issues, as well as special education	Start Date : 9/21/2007 Completion Date : 6/30/2017	Math Department	Educational materials			

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	54,400	0.00
LCFF - Base	17,410	0.00
LCFF - Supplemental	18,720	0.00
Local Categorical	14,880	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	54,400.00
LCFF - Base	17,410.00
LCFF - Supplemental	18,720.00
Local Categorical	14,880.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,252.00
Goal 2	64,438.00
Goal 3	720.00

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				
Eric Moody		X			
Sonam Singh		X			
Nina Nero		X			
Eric Hays					
Rachel Dunn				X	
Tarri Swanson				X	
Bella Acosta				X	X
Allyson Kang					X
Nithmi Jayasundara					X
Lea Darrah				X	
Numbers of members of each category:	1	3	1	4	3

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

X 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 4/11/2016.

Attested:

Derek Brothers

Typed Name of School Principal

Signature of School Principal

Date

Tarri Swanson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Oliver Wendell Holmes Junior High School

Funding Source: District Funded

\$54,400.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Read180 Intervention Teacher, .2 FTE		\$19,000.00	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 the reading skills of students who are identified as qualifying for the class. Implement Read 180.
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 meetings, conducting monthly site EL meetings, overseeing EL CPM efforts
AVID Program Coordinator, .2 FTE		\$17,000.00	Other	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 Colaborative PD (not including subs)
AVID Tutors		\$3,000.00	Other	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 Colaborative PD (not including subs)
AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)		\$3,300.00	Other	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 Colaborative PD (not including subs)

Oliver Wendell Holmes Junior High School

AVID Summer Institute	\$4,000.00	Other	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 Colaborative PD (not including subs)
Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)	\$600.00	Other	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 Colaborative PD (not including subs)
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: \$54,400.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$17,410.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Educational Supplies		\$300.00	Mathematics	1. Identify students below grade level in grade 6. Enroll them in Common Core Math 1 (CC1) as 7th grader in small class size and specialized materials. Emphasize diagnostics of basic skills, growth mindset, Jo Booler materials and remediation while moving ahead into CC2 topics. Invite those 6th graders to an August Boot Camp.
Educational Supplies		\$220.00	Mathematics	2. Continue support in Transition in 8th grade with smaller classes, adapt existing CC2 curriculum for content as much as possible to meet Standards & adapt TM materials. Encourage their participation in Clinic and CC3 in grade 9.

Oliver Wendell Holmes Junior High School

Educational materials	\$200.00	Mathematics	3. Have a Math Clinic Class to target students who need help in passing CC3 In 8th / 9th grade, math teachers collaborate with Math clinic teacher in the Fall to help with the transition to CC3 - 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). Also would like to developing strategies for reading math problems. This class will included Individual meeting with support staff including counselors.
Counselor	\$15,669.00	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.
Educational Supplies	\$1,021.00	Other	1. Analyze results of student, staff and parent surveys concerning climate and the learning environment as available. Monthly Positive SchoolClimate 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 andclubs, Safe School Ambassadors andLeadership classes.3. Administrator & counselor classroom visits for 7th, 8th , and 9thTo 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.

LCFF - Base Total Expenditures: \$17,410.00

LCFF - Base Allocation Balance: \$0.00

Funding Source: LCFF - Supplemental

\$18,720.00 Allocated

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

WEB leadership VSAs	\$6,500.00	Other	<p>1. Analyze results of student, staff and parent surveys concerning climate and the learning environment as available. Monthly Positive SchoolClimate 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 andclubs, Safe School Ambassadors andLeadership classes.3. Administrator & counselor classroom visits for 7th, 8th , and 9thTo 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.</p>
Holmes Ambassador leadership VSAs	\$4,848.00	Other	<p>1. Analyze results of student, staff and parent surveys concerning climate and the learning environment as available. Monthly Positive SchoolClimate 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 andclubs, Safe School Ambassadors andLeadership classes.3. Administrator & counselor classroom visits for 7th, 8th , and 9thTo 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.</p>
Conferences	\$1,000.00	Other	<p>1. Analyze results of student, staff and parent surveys concerning climate and the learning environment as available. Monthly Positive SchoolClimate 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 andclubs, Safe School Ambassadors andLeadership classes.3. Administrator & counselor classroom visits for 7th, 8th , and 9thTo 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.</p>
Reading Intervention Curriculum	\$872.00	English-Language Arts	<p>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.</p>

Oliver Wendell Holmes Junior High School

Technology Supplies	\$1,000.00	English-Language Arts	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.
Facilitator of English Learners	\$2,500.00	English-Language Arts	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.
Library Supplies & Books	\$2,000.00	English-Language Arts	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.

LCFF - Supplemental Total Expenditures: \$18,720.00

LCFF - Supplemental Allocation Balance: \$0.00

Funding Source: Local Categorical

\$14,880.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Department budgets		\$14,880.00	English-Language Arts	1. Maintain a variety of elective courses. 2. Support participation of at-risk students in at least one elective.

Local Categorical Total Expenditures: \$14,880.00

Local Categorical Allocation Balance: \$0.00

Oliver Wendell Holmes Junior High School Total Expenditures: \$105,410.00