

# The Single Plan for Student Achievement

**School:** Oliver Wendell Holmes Junior High School  
**CDS Code:** 57726786060396  
**District:** Davis Joint Unified School District  
**Principal:** Jean Kennedy  
**Revision Date:** 3/30/2018

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 .**

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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).

We have given the Youth Truth Survey for the last two years. The Staff and community group reviewed the results and continues to use the to help improve the school climate for the 2018-2019 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 LCAP funding. The Illuminate program is used to review individual and group performance on standards tests. Work focused on implementing the 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. The new English book adoption has abled English teachers to test reading levels of all students using an online SRI test. 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. . The District has sponsored teachers attending training focused on the CA Common Core Standards and RTI (Response to Interventions). The science department and social studies department will be looking at new curriculum materials during the 2018-2019 year.

### 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. 2018 brings a continued focus on RTI reading strategies in every subject matter and best teaching practices.

### 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 will offer a support class for each grade level for general education students. This class will focus executive function skills needed in a classroom along with math and English support. Data will be collected to monitor student progress. Study Skills classes are offered for a student on an IEP and STEEL class to help English learners. We also have an AVID class. There is a need for more support classes.

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 para 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 no later than 9th grade. Ninth graders who need extra help with Common Core 3 can also take an additional support 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

Accelerated Reader will be 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

### **Description of Barriers and Related School Goals**

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	277	236		264	223		264	222		95.3	94.5	
Grade 8	230	270		223	257		222	257		97	95.2	
All Grades	507	506		487	480		486	479		96.1	94.9	

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2597.9	2591.0		35	34.68		38	34.68		16	15.77		11	14.86	
Grade 8	2613.1	2600.9		29	30.74		42	34.63		19	19.07		9	15.56	
All Grades	N/A	N/A	N/A	32	32.57		40	34.66		17	17.54		10	15.24	

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

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

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

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

**Conclusions based on this data:**

1. The number of students in the %standard not met has risen.
2. Overall majority of students are doing good.
3. Need to further research the subgroups of students in the standards not met group.

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	277	236		264	224		264	223		95.3	94.9	
Grade 8	230	270		222	258		222	255		96.5	95.6	
All Grades	507	506		486	482		486	478		95.9	95.3	

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2608.6	2610.5		47	50.67		21	19.73		20	13.90		12	15.70	
Grade 8	2648.6	2633.5		55	52.94		20	17.65		12	12.55		13	16.86	
All Grades	N/A	N/A	N/A	51	51.88		21	18.62		16	13.18		12	16.32	

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

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

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

**Conclusions based on this data:**

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

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>7</b>	17	29		58	57		25	14							
<b>8</b>	10	15		30	77		40	8		10			10		
<b>9</b>	33	20		17	60		17	20		17			17		
<b>Total</b>	18	22		39	65		29	14		7			7		

#### Conclusions based on this data:

1. Students who are classified as EL 1, 2, or 3 go to Harper Junior High
2. Overall improvement.
3. Need to study the long term English Learners.

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>7</b>	13	37		56	42		31	16						5	
<b>8</b>	8	13		33	63		42	19		8			8	6	
<b>9</b>	33	15		33	54		11	23		11	8		11		
<b>Total</b>	16	23		43	52		30	19		5	2		5	4	

#### 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 student performance 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/Math</b>
<b>LEA GOAL:</b>
Davis Joint Unified educators will close the achievement gap.
<b>SCHOOL GOAL #1:</b>
Goal #1 <ul style="list-style-type: none"><li>90% of 9th grade who graduate from Holmes will successfully complete a 9TH GRADE English class with a grade of C or better.</li><li>Students receiving standard not met on the CAASPP ELA and Math will be identified and given the needed support to increase their scores by 10%.</li></ul>
<b>Data Used to Form this Goal:</b>
In the Fall of 20167 reports from California's new Common Core-aligned testing system known as CAASPP; these are the results of the Smarter Balanced Assessments administered last spring % Standard Not Met Holmes      15-16      16-17 7th ELA      11%          14.8% 7th Math      12%          15.7% 8th ELA      9%            15.5% 8th Math      13%          16.9%  Subgroups Economically Disadvantaged: % of students for Standard Not Met 7th Grade ELA: 43%    8th Grade ELA: 51% 7th Grade Math: 48%    8th Grade Math: 44%  Hispanic: % of students for Standard Not Met th Grade ELA: 37%    8th Grade ELA: 33% 7th Grade Math: 40%    8th Grade Math: 36%

**Findings from the Analysis of this Data:**

In January 2017  
 87% of 9th Grade of passed English with a C or better  
 68% of 8th and 7th grade Met or Exceed the English portion on the CAASPP and 71% the math portion.

**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. 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 and Accelerated Math. 3. Maintain and enrich library collections for all students.	Start Date : 8/30/2018 Completion Date : 6/30/2019	1. Eric Moody 2. English department 3. Scott Grensted, maintain computer access 4. Library staff 5. Support class teachers	Technology Supplies		LCFF - Base	1,000
			Support Teacher Training/Planning VSA		LCFF - Base	2,000
			Library Supplies & Books		LCFF - Base	2,000
			Support class supplies and books		LCFF - Supplemental	2,000
			Renaissance Accelerated Reader		LCFF - Supplemental	3000
			Accelerated Math		LCFF - Supplemental	3000
1. Maintain a variety of elective courses 2. Support participation of at-risk students in at least one elective	Start Date : 9/2/2018 Completion Date : 6/30/2019	1. Administration 2. Counselors 3. Elective teachers	Department budgets		Local Categorical	14,880
Evaluate effectiveness of interventions & site council actions.	Start Date : 1/31/2018 Completion Date : 6/30/2019	Administration Teachers.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	Start Date : 7/1/2018 Completion Date : 6/30/2019	1.Department budgets 2.Site principals, 3..2 FTE Reading/Support Intervention teacher,	Intervention Teacher, .2 FTE		District Funded	19,000
1. Students have access to qualified effective teachers. 2. A rigorous curriculum is provided that meets state academic content standards. 3. Accelerated interventions and safety nets are provided for struggling students.	Start Date : 9/2/2018 Completion Date : 6/30/2019	1. School wide network of support. 2. Administration and counselors. 3. Monitor Individual students. 4. Teachers implement.	Counselor .1		LCFF - Supplemental	7835
Teachers will continue to provide effective instruction and to improve their teaching techniques.	Start Date : 9/2/2018 Completion Date : 6/30/2019	1. Support Teachers 2. Teachers 3. Staff	Academic Conferencing		District Funded	8200

## 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 student performance 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>
Provide an inclusive environment for all students
<b>SCHOOL GOAL #2:</b>
SCHOOL GOAL #2
<ul style="list-style-type: none"><li>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.</li></ul>

**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.

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

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

**Findings from the Analysis of this Data:**

- -----
- 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
<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 : 9/1/2018</p> <p>Completion Date : 6/30/2019</p>	<p>1. (WEB). J. Bryant, J. Diaz, D. Leal</p> <p>2. (Mix-It-Up &amp; Positive School Climate), M. Dufresne</p> <p>3. (HSA).Ellen Shields, Marci Montanari</p> <p>4. Leigh Choate (Athletic director).</p> <p>5. Many teachers sponsor clubs</p> <p>6. Homework Club: Ellen Shields and Jennifer Sisneros</p>	Positive Climate conferences		LCFF - Base	1000
			Educational Supplies		LCFF - Base	1098
			WEB leadership VSA		LCFF - Base	6000
			Holmes School Ambassador VSA		LCFF - Base	3200

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"> <li>1. Identify those students not succeeding each quarter for counselor and staff focus.</li> <li>2. Seek ways to have students feel more connected to our Holmes community.</li> <li>3. Elicit names from 6th grade teachers of students at-risk and provide Summer Boot Camp with a focus on adjusting to Jr High, study skills and math reasoning.</li> </ol>	<p>Start Date : 8/2/2018 Completion Date : 6/30/2019</p>	<ol style="list-style-type: none"> <li>1. Counselors,</li> <li>2. Administration,</li> <li>3. Teachers.</li> <li>4. (Boot Camp) Nina Nero</li> <li>5. Student of the Month</li> </ol>	<p>Summer Boot Camp and Homework Club VSA</p>		<p>LCFF - Base</p>	<p>2500</p>
<ol style="list-style-type: none"> <li>1. Provide a "robust" information system to staff and parents so individual and cohort information is readily available through CDE data, Site Plan, School Loop, and Illuminate.</li> <li>2. Provide training to staff.</li> </ol>	<p>Start Date : 8/31/2018 Completion Date : 6/6/2019</p>	<ol style="list-style-type: none"> <li>1. Administration,</li> <li>2. Site staff development led by Leadership Team.</li> <li>3. Schoolloop trainers:</li> </ol>	<p>VSA</p>		<p>LCFF - Base</p>	<p>1000</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 : 7/1/2018 Completion Date : 6/30/2019</p>	<ol style="list-style-type: none"> <li>1. Assistant Superintendent of Instructional Services</li> <li>2. Site EL: Coordinator (Eric Moody)</li> </ol>	<p>Site EL Coordinator VSA</p>		<p>District Funded</p>	<p>1500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 : 7/1/2018 Completion Date : 6/30/2019	1. Principal 2. AVID Coordinator	AVID Program Coordinator, .2 FTE		District Funded	17000
			AVID Tutors		District Funded	3000
			AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)		District Funded	3300
			AVID Summer Institute		District Funded	4000
			Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)		District Funded	600
				District Funded	17,000	
				District Funded	3,000	
				District Funded	3,300	
				District Funded	4,000	
				District Funded	600	

## 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 student performance 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>
21st Century Teaching and Learning
<b>SCHOOL GOAL #3:</b>
1.Critical Thinking/Problem Solving  Students reason effectively in order to identify, define, and solve complex problems and essential questions.
2. Creativity and Innovation  Students take risks, explore multiple possibilities, challenge the status quo, and seek to continually improve processes and products. They deliberate through a design process to solve problems and act on creative ideas.
<b>Data Used to Form this Goal:</b>
District collection of information gathered to come up with a graduate profile. Input from student, staff, parents, and community.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
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. Maker space will be open after school and in the morning to encourage students to be innovative and creative.	Start Date : 9/1/2018 Completion Date : 6/30/2019	1. Teacher	VSA for maker space		LCFF - Supplemental	3000
			Maker Space Supplies		LCFF - Supplemental	705

## 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 student performance 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

# Planned Improvements in Student Performance

## School Goal #5

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 student performance 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 #5:</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

## Planned Improvements in Student Performance

### School Goal #6

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 student performance 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 #6:</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

## Planned Improvements in Student Performance

### School Goal #7

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 student performance 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 #7:</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

## Planned Improvements in Student Performance

### School Goal #8

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 student performance 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 #8:</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

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Increase proficiency in English Language Arts &amp; Math</b>
<b>SCHOOL GOAL #1:</b>
Professional Learning Community Development & Department Collaboration

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</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	84,500	0.00
LCFF - Base	18798	-1,000.00
LCFF - Supplemental	20540	1,000.00
Local Categorical	14,880	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	84,500.00
LCFF - Base	19,798.00
LCFF - Supplemental	19,540.00
Local Categorical	14,880.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>
	92,683.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	27,000.00
	District Funded	57,500.00
	LCFF - Base	3,200.00
	LCFF - Base	16,598.00
	LCFF - Supplemental	15,835.00
	LCFF - Supplemental	3,705.00
	Local Categorical	14,880.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	62,915.00
<b>Goal 2</b>	72,098.00
<b>Goal 3</b>	3,705.00

## 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
Jean Kennedy	X				
Eric Moody		X			
Sonam Singh		X			
Nina Nero		X			
Eric Hays				X	
Rachel Dunn				X	
Tarri Swanson				X	
Craig Haley			X		
Keane Deas					X
Jihan Moon					X
Lily E					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</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

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 5/14/2018.

Attested:

Jean Kennedy

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

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

\_\_\_\_\_  
Date

Tarri Swanson

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

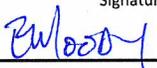
\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## 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 5/14/2018.

Attested:

<u>Jean Kennedy</u> Typed Name of School Principal	 Signature of School Principal	<u>5-14-18</u> Date
<u>Tarri Swanson</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>5-14-18</u> Date

# Budget By Expenditures

## Oliver Wendell Holmes Junior High School

**Funding Source: District Funded**

**\$84,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Academic Conferencing		\$8,200.00	English-Language Arts/Math	Teachers will continue to provide effective instruction and to improve their teaching techniques.
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, conduct 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)

## Oliver Wendell Holmes Junior High School

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)
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)
	\$17,000.00	Other	
	\$3,000.00	Other	
	\$3,300.00	Other	
	\$4,000.00	Other	
	\$600.00	Other	

# Oliver Wendell Holmes Junior High School

Intervention Teacher, .2 FTE	\$19,000.00	English-Language Arts/Math	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.
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District Funded Total Expenditures: \$84,500.00

District Funded Allocation Balance: \$0.00

## Funding Source: LCFF - Base

**\$18,798.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Positive Climate conferences		\$1,000.00	Other	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>UCD interns provide after school tutoring in the library.</li> <li>Increase communication with parents.</li> </ol>

# Oliver Wendell Holmes Junior High School

Educational Supplies

\$1,098.00 Other

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

WEB leadership VSA

\$6,000.00 Other

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

# Oliver Wendell Holmes Junior High School

Holmes School Ambassador VSA	\$3,200.00	Other	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. UCD interns provide after school tutoring in the library.</li> <li>5. Increase communication with parents.</li> </ol>
Summer Boot Camp and Homework Club VSA	\$2,500.00	Other	<p>Establish a "culture of excellence" for all so student work is acknowledged and encouraged beyond the CST's.</p> <ol style="list-style-type: none"> <li>1. Identify those students not succeeding each quarter for counselor and staff focus.</li> <li>2. Seek ways to have students feel more connected to our Holmes community.</li> <li>3. Elicit names from 6th grade teachers of students at-risk and provide Summer Boot Camp with a focus on adjusting to Jr High, study skills and math reasoning.</li> </ol>
VSA	\$1,000.00	Other	<ol style="list-style-type: none"> <li>1. Provide a "robust" information system to staff and parents so individual and cohort information is readily available through CDE data, Site Plan, School Loop, and Illuminate.</li> <li>2. Provide training to staff.</li> </ol>
Technology Supplies	\$1,000.00	English-Language Arts/Math	<ol style="list-style-type: none"> <li>1. Focus on vocabulary development in English and English Language Development classes.</li> <li>2. Provide technology access for socioeconomically disadvantaged students in core classes through extended hours in the library, the laptop cart, and Accelerated Reader and Accelerated Math.</li> <li>3. Maintain and enrich library collections for all students.</li> </ol>

# Oliver Wendell Holmes Junior High School

Support Teacher Training/Planning VSA	\$2,000.00	English-Language Arts/Math	<ol style="list-style-type: none"> <li>1. Focus on vocabulary development in English and English Language Development classes.</li> <li>2. Provide technology access for socioeconomically disadvantaged students in core classes through extended hours in the library, the laptop cart, and Accelerated Reader and Accelerated Math.</li> <li>3. Maintain and enrich library collections for all students.</li> </ol>
Library Supplies & Books	\$2,000.00	English-Language Arts/Math	<ol style="list-style-type: none"> <li>1. Focus on vocabulary development in English and English Language Development classes.</li> <li>2. Provide technology access for socioeconomically disadvantaged students in core classes through extended hours in the library, the laptop cart, and Accelerated Reader and Accelerated Math.</li> <li>3. Maintain and enrich library collections for all students.</li> </ol>

LCFF - Base Total Expenditures: \$19,798.00

LCFF - Base Allocation Balance: (\$1,000.00)

## Funding Source: LCFF - Supplemental

**\$20,540.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Support class supplies and books		\$2,000.00	English-Language Arts/Math	<ol style="list-style-type: none"> <li>1. Focus on vocabulary development in English and English Language Development classes.</li> <li>2. Provide technology access for socioeconomically disadvantaged students in core classes through extended hours in the library, the laptop cart, and Accelerated Reader and Accelerated Math.</li> <li>3. Maintain and enrich library collections for all students.</li> </ol>
Renaissance Accelerated Reader		\$3,000.00	English-Language Arts/Math	<ol style="list-style-type: none"> <li>1. Focus on vocabulary development in English and English Language Development classes.</li> <li>2. Provide technology access for socioeconomically disadvantaged students in core classes through extended hours in the library, the laptop cart, and Accelerated Reader and Accelerated Math.</li> <li>3. Maintain and enrich library collections for all students.</li> </ol>

## Oliver Wendell Holmes Junior High School

Accelerated Math	\$3,000.00	English-Language Arts/Math	<ol style="list-style-type: none"> <li>1. Focus on vocabulary development in English and English Language Development classes.</li> <li>2. Provide technology access for socioeconomically disadvantaged students in core classes through extended hours in the library, the laptop cart, and Accelerated Reader and Accelerated Math.</li> <li>3. Maintain and enrich library collections for all students.</li> </ol>
VSA for maker space	\$3,000.00	Other	<ol style="list-style-type: none"> <li>1. Maker space will be open after school and in the morning to encourage students to be innovative and creative.</li> </ol>
Maker Space Supplies	\$705.00	Other	<ol style="list-style-type: none"> <li>1. Maker space will be open after school and in the morning to encourage students to be innovative and creative.</li> </ol>
Counselor .1	\$7,835.00	English-Language Arts/Math	<ol style="list-style-type: none"> <li>1. Students have access to qualified effective teachers.</li> <li>2. A rigorous curriculum is provided that meets state academic content standards.</li> <li>3. Accelerated interventions and safety nets are provided for struggling students.</li> </ol>

LCFF - Supplemental Total Expenditures: \$19,540.00

LCFF - Supplemental Allocation Balance: \$1,000.00

### Funding Source: Local Categorical

**\$14,880.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Department budgets		\$14,880.00	English-Language Arts/Math	<ol style="list-style-type: none"> <li>1. Maintain a variety of elective courses</li> <li>2. Support participation of at-risk students in at least one elective</li> </ol>

Local Categorical Total Expenditures: \$14,880.00

Local Categorical Allocation Balance: \$0.00

Oliver Wendell Holmes Junior High School Total Expenditures: \$138,718.00