



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Oliver Wendell Holmes Junior High School
Address	1220 Drexel Dr. Davis, CA 95616
County-District-School (CDS) Code	57726786060396
Principal	Jean Kennedy
District Name	Davis Joint Unified School District
SPSA Revision Date	January 31, 2022
Schoolsite Council (SSC) Approval Date	5/11/2021
Local Board Approval Date	

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- School Vision and Mission 5
- School Profile 5
- Stakeholder Involvement 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - Student Population 15
 - Overall Performance 17
 - Academic Performance 18
 - Academic Engagement 29
 - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
 - Goal 1 34
 - Goal 2..... 36
 - Goal 3..... 42
 - Goal 4..... 45
 - Goal 5..... 46
 - Goal 6..... 47
 - Goal 7 48
 - Goal 8..... 49
- Annual Review and Update 51
 - Goal 1 51
 - Goal 2..... 53
 - Goal 3..... 57
 - Goal 4..... 59
 - Goal 5..... 60
 - Goal 6..... 61
 - Goal 7 62
 - Goal 8..... 63
- Budget Summary and Consolidation 64
 - Budget Summary 64
 - Allocations by Funding Source..... 64
 - Expenditures by Funding Source 65

Expenditures by Budget Reference66
Expenditures by Budget Reference and Funding Source67
School Site Council Membership68
Recommendations and Assurances69
Addendum.....70
Instructions: Linked Table of Contents70
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....73
Appendix B: Select State and Federal Programs.....75

School Vision and Mission

The parents, students, faculty and support staff at Holmes Junior High School are committed to the achievement of excellence in academics and all other curricular pursuits. They are also committed to the cultivation of individual abilities and talents in a supportive environment where respect for individual and group differences and for the rights of others guide behavior. Students, parents, school staff, and community members work together, at school and at home, to achieve maximum growth and development for all students. Holmes Junior High is characterized by a strong feeling of community and Holmes Patriot PRIDE.

School Profile

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school Site Council reviewed and discussed the goals at their meetings throughout the school year. Throughout the year the team reviews data from a variety of sources including Youth Truth Survey, California Healthy Kids, i-Ready, MDTP, DESSA, student grades. The Site Council consists of teachers, parents, and students. Various input was given at these meetings by the following groups- AVID, WEB, HSA, ASB, and other groups.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	232	219	185
Grade 8	223	237	222
Grade 9	245	223	244
Total Enrollment	700	679	651

Conclusions based on this data:

1. Holmes has a seen a decline in student enrollment similar to the rest of the district.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	33	40	41	4.7%	5.9%	6.3%
Fluent English Proficient (FEP)	144	145	143	20.6%	21.4%	22.0%
Reclassified Fluent English Proficient (RFEP)	0	7	9	0.0%	21.2%	22.5%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	211	231	184	207	218	0	207	218	0	98.1	94.4	0.0
Grade 8	236	221	225	224	207	0	224	207	0	94.9	93.7	0.0
All Grades	447	452	409	431	425	0	431	425	0	96.4	94	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2605.	2614.		40.10	43.12		34.30	35.78		11.11	11.01		14.49	10.09	
Grade 8	2595.	2613.		34.38	36.71		30.80	37.68		15.63	10.63		19.20	14.98	
All Grades	N/A	N/A	N/A	37.12	40.00		32.48	36.71		13.46	10.82		16.94	12.47	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	54.11	50.00		30.43	37.50		15.46	12.50	
Grade 8	46.19	49.27		31.39	33.17		22.42	17.56	
All Grades	50.00	49.64		30.93	35.39		19.07	14.96	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	54.63	48.17		30.24	39.91		15.12	11.93	
Grade 8	41.44	38.83		36.49	45.15		22.07	16.02	
All Grades	47.78	43.63		33.49	42.45		18.74	13.92	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	29.13	29.03		59.71	62.67		11.17	8.29	
Grade 8	35.87	34.95		49.78	52.43		14.35	12.62	
All Grades	32.63	31.91		54.55	57.68		12.82	10.40	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	49.03	53.00		39.32	38.71		11.65	8.29	
Grade 8	40.99	45.37		40.09	39.51		18.92	15.12	
All Grades	44.86	49.29		39.72	39.10		15.42	11.61	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Holmes Junior High Continue to have a high percentage of students participating in CAASPP testing.
2. Holmes Junior High will have 2022 CAASPP numbers to use for comparison purposes next year.
3. 18-19 School year shows a drop in the percentage Below Standard in all categories.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	211	231	184	208	218	0	207	218	0	98.6	94.4	0.0
Grade 8	236	221	225	225	211	0	225	211	0	95.3	95.5	0.0
All Grades	447	452	409	433	429	0	432	429	0	96.9	94.9	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2626.	2618.		55.56	48.62		19.81	21.56		10.63	18.35		14.01	11.47	
Grade 8	2624.	2649.		50.22	59.72		15.11	12.32		12.44	9.95		22.22	18.01	
All Grades	N/A	N/A	N/A	52.78	54.08		17.36	17.02		11.57	14.22		18.29	14.69	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	64.73	56.22		18.36	27.19		16.91	16.59	
Grade 8	54.91	64.11		21.88	16.27		23.21	19.62	
All Grades	59.63	60.09		20.19	21.83		20.19	18.08	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	56.04	48.17		29.47	38.07		14.49	13.76	
Grade 8	53.33	55.45		26.67	26.07		20.00	18.48	
All Grades	54.63	51.75		28.01	32.17		17.36	16.08	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	51.69	45.16		37.68	45.16		10.63	9.68	
Grade 8	49.11	56.67		32.14	28.10		18.75	15.24	
All Grades	50.35	50.82		34.80	36.77		14.85	12.41	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Holmes Junior High will have 2022 CAASPP numbers to use for comparison purposes next year.
2. The percentage of students who did not meet standard went down by 4%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*	*	*	*	*	8	8
8	1608.3	*	1548.2	1610.1	*	1565.4	1605.8	*	1530.5	11	5	13
9	*	1587.6	*	*	1590.5	*	*	1584.4	*	*	12	6
All Grades										24	25	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*		*	*		*	*	*	*	*
8	*	*	23.08	*	*	23.08		*	38.46		*	15.38	11	*	13
9	*	33.33	*	*	41.67	*		25.00	*		0.00	*	*	12	*
All Grades	62.50	36.00	18.52	*	44.00	40.74		20.00	29.63		0.00	11.11	24	25	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*		*	*		*	*		*	*	*	*	*
8	*	*	30.77	*	*	30.77		*	38.46		*	0.00	11	*	13
9	*	50.00	*		41.67	*		0.00	*		8.33	*	*	12	*
All Grades	75.00	48.00	25.93	*	44.00	51.85		4.00	22.22		4.00	0.00	24	25	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*		*	*	*	*	*	*	*	*	*	*	*
8	*	*	7.69	*	*	15.38	*	*	53.85	*	*	23.08	11	*	13
9	*	8.33	*	*	41.67	*	*	41.67	*		8.33	*	*	12	*
All Grades	58.33	16.00	7.41	*	24.00	40.74	*	48.00	37.04	*	12.00	14.81	24	25	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	23.08	*	*	53.85		*	23.08	11	*	13
9	*	8.33	*	*	91.67	*		0.00	*	*	12	*
All Grades	54.17	24.00	18.52	45.83	68.00	66.67		8.00	14.81	24	25	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*		*	*		*	*	*	*	*
8	*	*	69.23	*	*	30.77		*	0.00	11	*	13
9	*	91.67	*	*	0.00	*		8.33	*	*	12	*
All Grades	91.67	84.00	66.67	*	12.00	33.33		4.00	0.00	24	25	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	15.38	*	*	23.08	*	*	61.54	11	*	13
9	*	16.67	*	*	66.67	*		16.67	*	*	12	*
All Grades	58.33	20.00	18.52	*	48.00	37.04	*	32.00	44.44	24	25	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	7.69	*	*	84.62		*	7.69	11	*	13
9	*	16.67	*	*	75.00	*		8.33	*	*	12	*
All Grades	*	12.00	7.41	70.83	84.00	88.89		4.00	3.70	24	25	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Subgroup too small to draw a conclusion on this data and not enough years of data yet.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
651	18.9	6.3	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	6.3
Foster Youth	3	0.5
Homeless	1	0.2
Socioeconomically Disadvantaged	123	18.9
Students with Disabilities	88	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.5
American Indian or Alaska Native	4	0.6
Asian	160	24.6
Filipino	13	2.0
Hispanic	121	18.6
Two or More Races	62	9.5
Native Hawaiian or Pacific Islander	1	0.2
White	273	41.9

Conclusions based on this data:

- Holmes Junior High socioeconomically disadvantaged students percentage population is increasing.

2. With the help of MTSS we need to make sure all students are being supported.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Blue		

Conclusions based on this data:

1. Chronic Absenteeism has been a problem in the 21-22 school year following the pandemic.
2. Overall academic performance is very high. Need to look into the performance increases of each subgroup in more detail.

School and Student Performance Data

Academic Performance English Language Arts

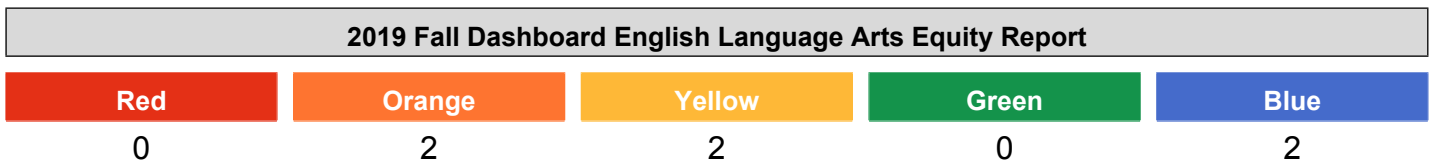
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>54.6 points above standard</p> <p>Increased ++13.9 points</p> <p>425</p>	<p>English Learners</p> <p>Orange</p> <p>64 points below standard</p> <p>Declined -7 points</p> <p>31</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>22.2 points below standard</p> <p>Increased Significantly ++18.2 points</p> <p>85</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>77.6 points below standard</p> <p>Increased Significantly ++31.3 points</p> <p>59</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 109 points above standard Maintained ++2.4 points 104	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.2 points below standard Increased Significantly ++18.1 points 75	 No Performance Color 66.5 points above standard Increased ++9.9 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 62.6 points above standard Increased ++12.8 points 192

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9	39.3 points below standard Declined Significantly -48.4 points 22	51.6 points above standard Increased ++14 points 319

Conclusions based on this data:

- Holmes Junior High sees increases in Students performance with Disabilities, Hispanic, and socioeconomic disadvantaged students.
- This represents 2019 Data. We will have 2022 data in the fall.

School and Student Performance Data

Academic Performance Mathematics

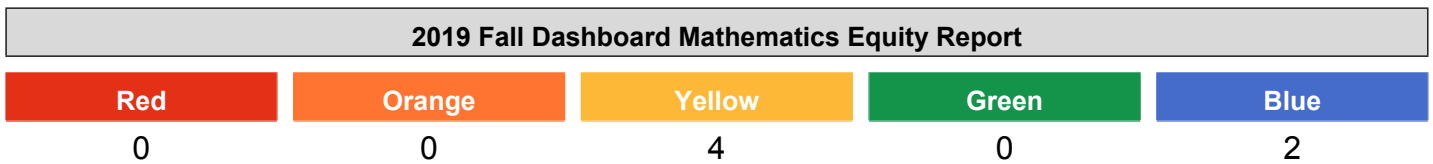
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>56.6 points above standard</p> <p>Increased ++8.3 points</p> <p>429</p>	<p>English Learners</p> <p>Yellow</p> <p>48.5 points below standard</p> <p>Increased ++11.8 points</p> <p>31</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>30.7 points below standard</p> <p>Increased Significantly ++22 points</p> <p>85</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>90.8 points below standard</p> <p>Increased Significantly ++11.1 points</p> <p>59</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 139.2 points above standard Increased ++3.6 points 104	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 48 points below standard Increased ++8.8 points 75	 No Performance Color 46.4 points above standard Increased Significantly ++15.7 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 63 points above standard Increased ++5.7 points 196

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9	26.6 points below standard Declined Significantly -55.6 points 22	49.3 points above standard Increased ++8.6 points 323

Conclusions based on this data:

1. Holmes Junior High large gain seen in performance of students with disabilities.
2. Saw moderate gains seen in EL students and Socio-economically disadvantaged students.
3. This represents 2019 Data. We will have 2022 data in the fall.

School and Student Performance Data

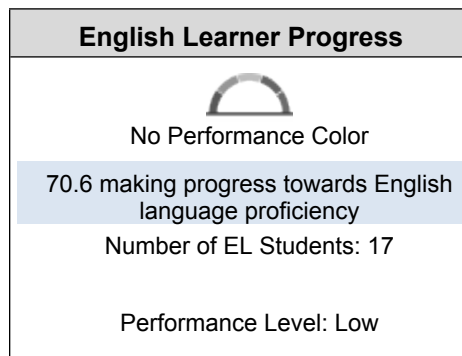
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.5	5.8	17.6	52.9

Conclusions based on this data:

- This represents 2019 Data. We will have 2022 data in the fall.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

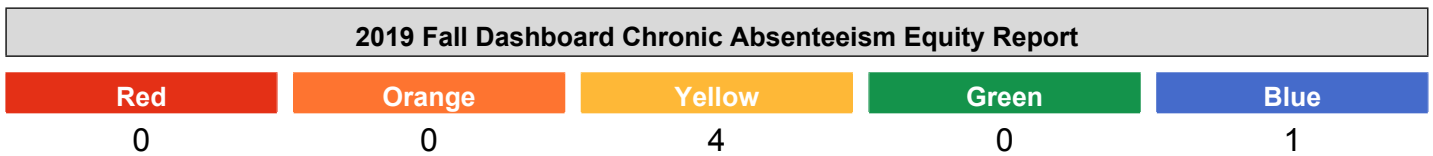
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 7.1 Declined -1.5 464	<p>English Learners</p>  No Performance Color 15.8 Declined -13.4 19	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Yellow 16.7 Declined -2.3 102	<p>Students with Disabilities</p>  Yellow 17.1 Declined -7.9 70

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 0.9 Maintained -0.1 110	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19 Declined -1.4 84	 No Performance Color 4.5 Declined -12.8 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 6.6 Maintained -0.4 211

Conclusions based on this data:

- Overall Holmes Junior High saw declines in chronic absenteeism, but 21-22 has shown an increase.
- This represents 2019 Data. We will have 2022 data in the fall.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

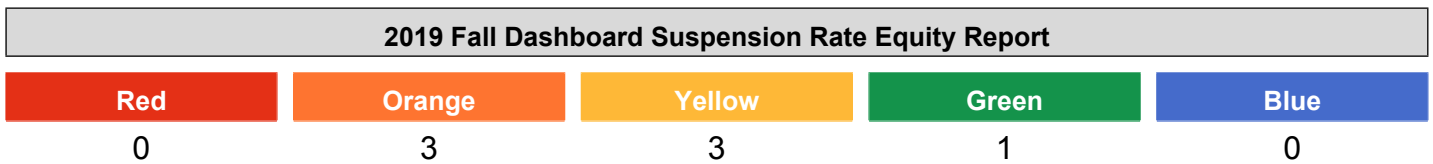
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 3.9 Increased +0.7 717	<p>English Learners</p> Yellow 8.1 Declined -4.4 37	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 4
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not 2	<p>Socioeconomically Disadvantaged</p> Yellow 8.8 Declined -1.1 171	<p>Students with Disabilities</p> Orange 11.9 Increased +2 101

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 15.4 Increased +4.3 13	 No Performance Color Less than 11 Students - Data 6	 Yellow 1.8 Increased +0.5 166	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9 Increased +1 134	 Orange 9.3 Maintained -0.1 54	 No Performance Color Less than 11 Students - Data 2	 Green 1.5 Maintained -0.1 336

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	3.9

Conclusions based on this data:

1. Holmes Junior High Continues to use restorative practices and are currently also implementing PBIS.
3. This represents 2019 Data. We will have 2022 data in the fall.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Teaching & Learning

Goal Statement

To increase student preparation for college and careers, Holmes will work on supporting the district Graduate Profile and technologies associated with the district Graduate Profile. The district is now 1:1 for student devices so there is a need for student computer support. Holmes staff will be provided professional development on learning management system- Canvas. Career Technical Education (CTE) classes that led to a pathway to the high school will be supported. Holmes will support a 8th grade Career Day field trip. Students in 7th grade cluster will be exposed to different CTE pathways.

LCAP Goal

All students will experience 21st Century Teaching and Learning.

Basis for this Goal

Staff discussion and collaboration, classroom observations, technology support

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of parents using CANVAS	Collect data on how students use Canvas as a way to keep track of their assignments.	70% of parents will be observing their student in Canvas
Increase number of students taking a CTE class at junior high level and moving to a pathway at the highschool.	Track students from CTE classes at Holmes who sign up for a pathway at the highschool.	50% of students in Ag. Biology will continue in the Agricultural pathway
Improve use of Canvas as a communication tool	Collect data on parts on the learning management system being utilized by staff.	All staff will continue to use Canvas to post assignments.

Planned Strategies/Activities

Strategy/Activity 1

Technology support for staff and students

Students to be Served by this Strategy/Activity

All students. Target group- unduplicated students

Timeline

Start Date : August 2022 Completion Date : June 2023

Person(s) Responsible

Principal, counselors, Teacher

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	CANVAS support for staff
Amount	2000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Technology support for staff

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Opportunity Gap

Goal Statement

By targeting in-class instructional methods and continuing to support our struggling students, Holmes continues to reduce the opportunity gap between subgroups. Our MTSS team has set improving academic literacy in all core subjects as one of the goals we will continue to work on as a staff. We will work to provide opportunities for every student to be successful by removing barriers, providing services, assessing needs, facilitating appropriate interventions, and improving instructional strategies used in every classroom. As school we will begin to focus on performance assessments and grading for equity.

LCAP Goal

DJUSD educators will close the opportunity gap.

Basis for this Goal

Data used to form this goal: i-Ready scores CAASPP results, class performance, EL reclassification data, staff meetings and collaboration, CA state dashboard, MTSS team

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP English Scores	Data from the last 3 years	Maintain the recent increases seen in subgroups.
CAASPP Math Scores	Data from the last 3 years	Maintain the recent increases seen in subgroups.
School Suspension rates	Average for the last 4 years	Decrease the number of overall suspensions
Youth Truth Survey	Data from the last years	Increase engagement and connections in all grade levels.
Attendance Rates	Data from the last 3 years	Decrease the number of chronically absent students
i-Ready scores	Data from last 2 years	Decrease the number of struggling readers
Semester Grades	Data from last 4 years	Decrease the number of D and F in core classes

Planned Strategies/Activities

Strategy/Activity 1

MTSS: Improving Academic Literacy Support

1. Professional Development to continue supporting increasing reading comprehension for all students. Including training for more teachers in Reading Apprenticeship program.
2. Continue support for co-teaching one period of English 9.
3. Maintain and enrich library collections for all students.
4. Increase vocabulary development and enrichment for all students throughout all subject matters.
5. Provide additional support for the struggling readers.
6. Use of i-Ready to give student data on reading.

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2022 Completion Date : June 2023

Person(s) Responsible

Administration, certificated and classified staff, Librarian, District instructional coaches, EL coordinator, AVID teacher, support class teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Library supplies and books
Amount	1000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	VSA for staff to provide PD for Reading Apprenticeship Program and other trainings to promote secondary reading/literacy across all curriculum areas. Including how to use i-Ready scores to improve curriculum.
Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for co-taught, support classes, and any classroom supplies to benefit the unduplicated students.

Strategy/Activity 2

MTSS: Improving math differentiation methods for students struggling in CC2 and CC3.

1. Continue to support co-teaching in one section of CC3.
2. Use of data provided by i-Ready, CAASPP, MDTP to improve instruction.
3. Provide mentoring services to students struggling in math
4. Provide a math clinic class to help with learning loss due to distance learning.

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2022 Completion Date : June 2023

Person(s) Responsible

Administration, certificated and classified staff, Librarian, District instructional coaches, EL coordinator, AVID teacher, support class teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Mentoring support. VSA for teacher to organize mentors
Amount	19000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.2 FTE Intervention teacher

Strategy/Activity 3

Academic Conferencing: To pay for conferences and substitutes for Holmes staff to increase their knowledge relating to goals outlined in the SPSA plan for 21-22.

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2022 Completion Date : June 2023

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	District Funded
Description	MTSS ACAL Conference

Strategy/Activity 4

Provide services for EL students, including but not limited to testing ELPAC, and reclassifying students when they have met their goals.

Students to be Served by this Strategy/Activity

EL students

Timeline

Start Date : August 2022 Completion Date : June 2023

Person(s) Responsible

EL coordinator, administration

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site EL Coordinator VSA

Strategy/Activity 5

Coordinate successful implementation of AVID program:
* AVID Coordinator .2 FTE
* AVID Tutors (1 tutor per 7 students)
* AVID materials, resource texts, field trips
(not including subs)
* AVID Summer Institute
(5 participants, including administrator)
* YCOE AVID Colaborative PD
(not including subs)

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2022 Completion Date : June 2023

Person(s) Responsible

AVID teacher/Coordinator , AVID Site Team, Principal

Proposed Expenditures for this Strategy/Activity

Amount	17000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	AVID Program Coordinator, .2 FTE
Amount	3000
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	AVID Tutors
Amount	2500
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)
Amount	500
Source	District Funded
Description	AVID Summer Institute -
Amount	600
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)

Strategy/Activity 6

Family Communication. Increase communication with families of unduplicated students. Evening events to increase link to school

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2022 Completion Date : June 2023

Person(s) Responsible

Administration, certificated and classified staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	VSA to staff to organize evening events, provide need interpreter, provide snacks

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Inclusive and Safe School Environments

Goal Statement

Holmes will continue to support WEB (Where Everybody Belongs), HSA (Holmes School Advocates), athletics, ASB and Leadership, and introduce Patriot PRIDE through the adoption of PBIS (Positive Behavioral Interventions and Supports). Fund .2 FTE for a counselor to provide needed SEL support after distance learning.

LCAP Goal

All classrooms and school communities will be a safe and inclusive environments.

Basis for this Goal

School and District rules and procedures; attendance data; Youth Truth survey, evaluations from WEB, Suspension and referral rates; PBIS training meetings, rate of athletic participation HSA meetings

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth Survey	Youth Truth data from the last 3 years	Increase engagement and connections in all grade levels
Attendance	Attendance data from the last 3 years	Decrease the number of chronically absent students
School Suspension	Suspension rates from previous school years	Decrease the number of overall suspensions
Office referral data	Year 1 data from SWIS collection system associated with PBIS	Start to compile SWIS data to determine areas that need to be worked on.

Planned Strategies/Activities

Strategy/Activity 1

Continue to develop and implement WEB program for incoming 7th graders.
Continue to support Holmes student advocates to address bullying and student connectedness issues.
Continue to support Holmes counseling time to support SEL.
Identify those students not succeeding each quarter for counselor and staff to focus on.
Seek ways to have students and families feel more connected to Holmes community

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2022 Completion Date : June 2023

Person(s) Responsible

Administration, WEB leaders, HSA family leaders, counselors

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	WEB leadership VSA
Amount	2000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Holmes Student Advocates VSA
Amount	13000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To support .2 FTE for a counselor
Amount	7000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To support .2 FTE for a counselor

Strategy/Activity 2

Seek ways to have students and families feel more connected to Holmes community
Develop lesson plans to implement PBIS
Provide training to staff

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2022 Completion Date : June 2023

Person(s) Responsible

MTSS team, PBIS team, Administrators

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Description	MTSS/PBIS PD development VSA
Amount	1418
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for positive reinforcement
Amount	839
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for positive reinforcement

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

21 Century Teaching and Learning

Goal Statement

This is a place to reference the graduate profile: Creativity and Innovation, Critical Thinking, Communication, Collaboration, Civic and Cultural Awareness, and Adaptability and Resilience
Eg. Students will apply critical thinking to defend their thinking to peers or an audience in every class.
Students will demonstrate digital citizenship in their work during ELA/ELD time while using instructional technology.

LCAP Goal

21 Century Teaching and Learning

Basis for this Goal

Use Summary of data analysis done in annual update portion of SPSA .
Be sure to include subgroups: EL, SpEd, low SED, and low parent education.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Measures from board; formative assessments, CAASPP, YT, ELPAC , Attendance		

Planned Strategies/Activities

Strategy/Activity 1

Give an overview of how proposed expenditure will impact students you are serving (section below) and why you expect the metric to shift.

IT specialists will

Students to be Served by this Strategy/Activity

All Students will ... (MTSS goal may fit here)

Specific student groups

Timeline

Person(s) Responsible

Site leader, MTSS team, ... someone who will look at strategy, implementation, and review impact on student experience

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

To increase student preparation for college and careers, Holmes will work on supporting the district Graduate Profile and technologies associated with the district Graduate Profile. The district is now 1:1 for student devices so there is a need for student computer support. Holmes staff will be provided professional development on learning management system- Canvas. Holmes staff will work to provide a Maker Space for students that provide resources/space for all students to use creativity and innovation to solve problems. The goal is to provide the necessary materials and to staff a maker space two hours a week after school. Career Technical Education (CTE) classes that led to a pathway to the high school will be supported.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of students using Maker Space.	By end of fall semester, 20 students will be using Maker Space at least once a week.	Never started a Maker Space this year due to no staff to work it.
Number of parents using CANVAS	85% of parents will be observing their student in Canvas	Did not meet the % but parents our using Canvas
Increase number of students taking a CTE class at junior high level and moving to a pathway at the highschool.	50% of students in Ag. Biology will continue in the Agricultural pathway	TBD still
Improve use of Canvas as a communication tool	All staff will continue to use Canvas to post assignments.	Use of common front page in CANVAS by all staff

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Maker Space room will be open twice a week after school to encourage students to be innovative and creative.	Due to COVID restrictions we did not have a maker space the 21-22 school year.	VSA for staff for maker space hours 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3000	Did not use 0
		Maker space student supplies. 4000-4999: Books And Supplies LCFF - Supplemental 1500	0
Technology support for staff and students	Provide CANVAS lessons to both students and staff.	1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000	2000
Professional Development to teach teachers how to effectively use the	Provided CANVAS PD and updated Patriot Portal on a weekly basis. Developed an uniform	VSA for lead teacher to design and implement professional development for other	3000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
learning management system, CANVAS	CANVAS opening page for each course.	teachers. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3000	

Analysis

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

The implementation of a common page for CANVAS was very successful. Easier for students and families to find assignments.

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

Canvas and technology support very effective. Need to find a way to adjust Maker space and incorporate some of these goals into after school homework club.

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

We did not develop a Maker Space this year

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

Next year we are taking off the implementation of a maker space but will keep on the technology and Canvas support

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

By targeting in-class instructional methods and continuing to support our struggling students, Holmes continues to reduce the opportunity gap between subgroups. Our MTSS team has set improving academic literacy in all core subjects as one of the goals we will continue to work on as a staff. We will work to provide opportunities for every student to be successful by removing barriers, providing services, assessing needs, facilitating appropriate interventions, and improving instructional strategies used in every classroom. As school we will begin to focus on performance assessments and grading for equity.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP English Scores	Maintain the recent increases seen in subgroups.	No 2021 CAASPP data
CAASPP Math Scores	Maintain the recent increases seen in subgroups.	No 2021 CAASPP data
School Suspension rates	Decrease the number of overall suspensions	Number of suspensions is decreasing. Will start collecting data for PBIS next year
Youth Truth Survey	Increase engagement and connections in all grade levels.	Data available. Engagement rates relatively the same.
Attendance Rates	Decrease the number of chronically absent students	Chronic absenteeism has been an issue for the 21-22 school year
SRI scores	Decrease the number of struggling readers	Final SRI still to be given.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
MTSS: Improving Academic Literacy Support 1. Professional Development to continue supporting increasing reading comprehension for all students. Including training for more teachers in Reading Apprenticeship program. 2. Continue support for co-teaching one period of English 9.	Library books, paid staff to put on two Reading Apprenticeship PD sessions, provide supplies for co-teaching classes, support classes, and any students needing school supplies.	Library supplies and books 4000-4999: Books And Supplies LCFF - Base 2000	2000
		VSA for staff to provide PD for Reading Apprenticeship Program and other trainings to promote secondary reading/literacy across all curriculum areas. Including how to use i-	1500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>3. Maintain and enrich library collections for all students.</p> <p>4. Increase vocabulary development and enrichment for all students throughout all subject matters.</p> <p>5. Provide additional support for the struggling readers.</p> <p>6. Use of i-Ready to gave student data on reading.</p>		<p>Ready scores to improve curriculum. 1000-1999: Certificated Personnel Salaries LCFF - Base 1500</p>	
		<p>Supplies for co-taught, support classes, and any classroom supplies to benefit the unduplicated students. 4000-4999: Books And Supplies LCFF - Supplemental 1500</p>	<p>1500</p>
<p>MTSS: Improving math differentiation methods for students struggling in CC2 and CC3.</p> <p>1. Continue to support co-teaching in one section of CC3.</p> <p>2. Use of data provided by CAASPP, MDTP to improve instruction.</p> <p>3. Provide mentoring services to students struggling in math</p> <p>4. Provide a math clinic class to help with learning loss due to distance learning.</p>	<p>Support teacher to help struggling general education students.</p>	<p>Mentoring support. VSA for teacher to organize mentors 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000</p>	<p>1000</p>
		<p>.2 FTE Intervention teacher 1000-1999: Certificated Personnel Salaries District Funded 19000</p>	<p>19000</p>
<p>Academic Conferencing: To pay for conferences and substitutes for Holmes staff to increase their knowledge relating to goals outlined in the SPSA plan for 21-22.</p>	<p>Used to pay staff to attend MTSS and PBIS meetings</p>	<p>Academic Conferences District Funded 3000</p>	<p>District Funded 3000</p>
<p>Provide services for EL students, including but not limited to testing ELPAC, and reclassifying students when they have met their goals.</p>	<p>Held two parent meetings. Time to reclassify and test students</p>	<p>Site EL Coordinator VSA 1000-1999: Certificated Personnel Salaries District Funded 2000</p>	<p>District Funded 2000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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)	Period for AVID teacher to coordinate. Besides class activities she planned two field trips and a college day.	AVID Program Coordinator, .2 FTE 1000-1999: Certificated Personnel Salaries District Funded 17000 AVID Tutors 2000-2999: Classified Personnel Salaries District Funded 3000 AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs) 4000-4999: Books And Supplies District Funded 2500 AVID Summer Institute - District Funded 500 Sacramento County Office of Education Collaborative AVID Professional Development (not including subs) 5800: Professional/Consulting Services And Operating Expenditures District Funded 600	District Funded 17000 District Funded 3000 District Funded 2500 District Funded 500
Family Communication. Increase communication with families of unduplicated students. Evening events to increase link to school	VSA hours for staff	VSA to staff to organize evening events, provide need interpreter, provide snacks None Specified LCFF - Supplemental 1000	1000
MTSS data collection.	VSA hours for MTSS support	VSA to analyze data for MTSS team 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000	1000

Analysis

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

Overall given the stress of this year, staff did an excellent job keeping students engaged in school. Staff supported giving the SRI test three times this year. Staff continued to support the implementation of PBIS.

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

By mid year staff was involved in Reading PD going over Reading Apprenticeship strategies. Still committed to increase reading strategies for all.

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

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

Next year we will have more data available and can make adjustments needed based on data.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

Holmes will continue to support WEB (Where Everybody Belongs), HSA (Holmes School Advocates), athletics, ASB and Leadership, and introduce Patriot PRIDE through the adoption of PBIS (Positive Behavioral Interventions and Supports). Fund .2 FTE for a counselor to provide needed SEL support after distance learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Youth Truth Survey	Increase engagement and connections in all grade levels	Remained the same
Attendance	Decrease the number of chronically absent students	Increase in chronically absent student
School Suspension	Decrease the number of overall suspensions	School suspensions is down.
Office referral data	Start to compile SWIS data to determine areas that need to be worked on.	Did not start SWIS data collection this year. Will start in August 2022

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue to develop and implement WEB program for incoming 7th graders. Continue to support Holmes student advocates to address bullying and student connectedness issues. Continue to support Holmes counseling time to support SEL. Identify those students not succeeding each quarter for counselor and staff to focus on. Seek ways to have students and families feel more connected to Holmes community		WEB leadership VSA 1000-1999: Certificated Personnel Salaries LCFF - Base 8000	8000
		Holmes Student Advocates VSA 1000-1999: Certificated Personnel Salaries LCFF - Base 3452	3300
		To support .2 FTE for a counselor 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 10000	1000
		To support .2 FTE for a counselor 1000-1999: Certificated Personnel Salaries LCFF - Base 7000	7000
Seek ways to have students and families feel more connected to Holmes community		MTSS/PBIS PD development VSA LCFF - Supplemental 3000	3000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop lesson plans to implement PBIS Provide training to staff		Supplies for positive reinforcement 4000-4999: Books And Supplies LCFF - Supplemental 921	900

Analysis

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

WEB, HSA, and the extra counselor time was needed this school year. These overall helped the school community.

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

All of these were very effective this school year.

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

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

We will continue with these goals since they really help keep the school climate positive.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 8

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	93,857.00

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	0	-47,600.00
LCFF - Base	20839	0.00
LCFF - Supplemental	25418	0.00
Local Categorical	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	47,600.00
LCFF - Base	20,839.00
LCFF - Supplemental	25,418.00

Expenditures by Budget Reference

Budget Reference	Amount
	6,000.00
1000-1999: Certificated Personnel Salaries	75,000.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	7,757.00
5800: Professional/Consulting Services And Operating Expenditures	600.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	500.00
	District Funded	3,000.00
1000-1999: Certificated Personnel Salaries	District Funded	38,000.00
2000-2999: Classified Personnel Salaries	District Funded	3,000.00
4000-4999: Books And Supplies	District Funded	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	600.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	18,000.00
4000-4999: Books And Supplies	LCFF - Base	2,839.00
	LCFF - Supplemental	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	19,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,418.00
None Specified	LCFF - Supplemental	1,000.00

School Site Council Membership

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

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

Name of Members	Role
Jean Kennedy	Principal
Katie Sluis	Other School Staff
Alison Broaddus	Classroom Teacher
Lisa Mowry	Classroom Teacher
Kimiko Yamamoto	Classroom Teacher
Gaby Avila-Tuttle	Classroom Teacher Parent or Community Member
Sophie Javers	Parent or Community Member
Jennifer Roach	Parent or Community Member
Janell Campbell	Parent or Community Member
Karina Neel	Parent or Community Member
Abigail Chan	Secondary Student
Norah Feldt	Secondary Student
Satya Jackson-Dunning	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

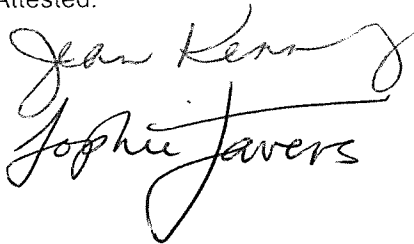
Other: School Climate Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-10-2022.

Attested:



Principal, Jean Kennedy on May 10, 2022

SSC Chairperson, Sophie Javers on May 10, 2022

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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