2023-2024

Holmes Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.
The SPSA contains the following:

Needs Assessment·

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement·

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/ , has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, "double dose" courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for "transition" grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis
iReady - 22 23 Diagnostic Growth Results286/368 students tested 37% - Mid or above GL19% - Early on GL28% - One Grade Level Below13% - Two GL below3% - Three or more GL below88% are mid or above grade level in phonological awareness89% are mid or above grade level in high-frequency wordsComprehension in both literature and informational text and vocabulary are the challenging areasSBAC 22 23Overall 58% up 6%, African Americans 47%, English Language Learners 53%

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis
By June 2024, at least 80% of students at Holmes will achieve one year of academic growth and development in ELA as indicated by FRSA, District Assessments, state assessments, and iReady Diagnostic.By June 2024, at least 80% of students at Holmes below grade level will demonstrate greater than one year of growth in ELA as indicated on FRSA, District Assessment, state assessments, and iReady Diagnostic.FRSA - 85-90% iReady - At least one years growth in ELASBAC - At least 10-point growth in ELA Summary of Goals: By June 2024, at least 80% of students at Holmes will achieve one year of academic growth and development in ELA as indicated by FRSA, District Assessments, state assessments, and iReady Diagnostic. By June 2024, at least 80% of students at Holmes below grade level will demonstrate greater than one year of growth in ELA as indicated on FRSA, District Assessment, state assessments, and iReady Diagnostic. FRSA - 85-90% iReady - At least one year's growth in ELA SBAC - At least 10-point growth in ELA Summary of Progress monitoring: Monitor district assessments including unit assessments, FRSA, iReady, and SBAC for all students and broken down by category to understand how the gap is closing Action Plan: Holmes teachers will deliver quality instruction at the Tier I level and provide guided reading or small group instruction during the day, meeting with neediest students daily. Targeted intervention will be provided for select students through before school, after school, Saturday school, and/or reading intervention support during the school day.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis
iReady - 22 23 Diagnostic Growth Results271/368 students tested 27% - Mid or above GL23% - Early on GL38% - One Grade Level Below11% - Two GL below2% - Three or more GL belowThere are no domains that show a high percentage of students who are early on or mid/above grade level. All domains (number and operations, algebra and algebraic thinking, measurement and data, and geometry show a high need for improvement.SBAC 22 23Overall 46% up 3%, African Americans 36%, English Language Learners 27%

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis
By June 2024, at least 80% of students at Holmes will achieve one year of academic growth and development in Math as indicated by District Assessments, state assessments, and iReady Diagnostic. By June 2024, at least 80% of students at Holmes below grade level will demonstrate greater than one year of growth in Math as indicated on District Assessment, state assessments, and iReady Diagnostic.iReady - At least one years growth in mathSBAC - At least 10-point growth in math Summary of Goals: By June 2024, at least 80% of students at Holmes will achieve one year of academic growth and development in Math as indicated by District Assessments, state assessments, and iReady Diagnostic. By June 2024, at least 80% of students at Holmes below grade level will demonstrate greater than one year of growth in Math as indicated on District Assessment, state assessments, and iReady Diagnostic. iReady - At least one year's growth in math SBAC - At least 10-point growth in math Summary of Progress Monitoring: We will monitor district assessments including unit tests, iReady, and SBAC, and broken down by category so we can understand how we are closing the gap Action Plan: Holmes teachers will provide a targeted review of key missed concepts for students who need support in order to access grade-level instruction.Tutoring will be provided for select students in the area of math based on iReady performance.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis
October 2023 ELL Data25% - Well Developed22% - Moderately Developed47% - Somewhat Developed6% - Beginning Stage

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

Holmes ELL students will grow in the areas of listening, speaking, reading, and writing and increase English language proficiency levels by at least 1 level overall by June 2024.
Summary of Goals:
Holmes's ELL students will grow in the areas of listening, speaking, and writing
Summary of Progress Monitoring:
We will check progress on district assessments including iReady, ELPAC, and SBAC

Action Plan: Holmes teachers will know their ELLs, deliver designated ELD with fidelity, and continue to incorporate best practices for ELLs throughout the school day with integrated ELD. Targeted intervention will be provided for ELL students through before school, after school, Saturday school, and/or reading intervention support during the school day

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis
Attendance was 90.4%, an increase of 3.4%Chronic Absenteeism was 37%, an increase of 13.5%PULSE Survey (4th and 5th Grades)-They have empathy and think about others-Willing to listen to others-They feel close to people at this school-Students are happy to be a part of the school-Respect amongst peers is an issue (47%)-Generally, students are open to listening to others and show empathy but lack understanding of their own identity-Students find it hard to make friendsCORE Survey-We were high in Climate of Support for Academic Learning 82% (higher than LBUSD)-78% have internet and devices (however, still lower than LBUSD)-Went down in all areas-Safety was the lowest and it is lower than the average LBUSD.-Students not feeling safe at Holmes-Students do not have a strong sense of belonging

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis
By June 2024, Holmes' attendance will improve by 10% from 87% to 97%.The focus this year will be to increase the knowledge and fairness of discipline, rules and norms by at least 7 points from 83% to 90% based on CORE survey results. Summary of goals: Students will understand school and classroom rules. Students will demonstrate a sense of belonging based on the CORE survey results. Summary of progress monitoring: Monitor CORE and Pulse survey results. Action plan: Implement soft start and school-wide Harmony and PBIS lessons.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	**Prior Year Goal**	**Status**	**Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment**	**For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals**
ELA	1) By June 2023, at least 80% of students at Holmes will achieve one year of academic growth and development in ELA as indicated by FRSA, District Assessments, state assessments, and iReady Diagnostic.By June 2023, at least 80% of students at Holmes below grade level will demonstrate greater than one year of growth in ELA as indicated on FRSA, District Assessment, state assessments, and iReady Diagnostic.Action PlanHolmes teachers will deliver quality instruction at the Tier I level and provide guided reading or small group instruction during the day, meeting with neediest students daily.Targeted intervention will be provided for select students through before school, after school, Saturday school, and/or reading intervention support during the school day	Goal Partially or Not Met	iReady - 22 23 Diagnostic Growth Results 286/368 students tested; 58% made annual typical growth 37% - Mid or above GL 19% - Early on GL 28% - One Grade Level Below 13% - Two GL below 3% - Three or more GL below 88% are mid or above grade level in phonological awareness 89% are mid or above grade level in high-frequency words Comprehension in both literature and informational text and vocabulary are the challenging areas SBAC 22 23 Overall 58% up 6%, African Americans 47%, English Language Learners 53%	By June 2024, at least 80% of students at Holmes will achieve one year of academic growth and development in ELA as indicated by FRSA, District Assessments, state assessments, and iReady Diagnostic. By June 2024, at least 80% of students at Holmes below grade level will demonstrate greater than one year of growth in ELA as indicated on FRSA, District Assessment, state assessments, and iReady Diagnostic. FRSA - 85-90% iReady - At least one year's growth in ELA SBAC - At least 10-point growth in ELA

Math	1) By June 2023, at least 80% of students at Holmes will achieve one year of academic growth and development in Math as indicated by District Assessments, state assessments, and iReady Diagnostic.By June 2023, at least 80% of students at Holmes below grade level will demonstrate greater than one year of growth in Math as indicated on District Assessment, state assessments, and iReady Diagnostic.Action PlanHolmes teachers will provide a targeted review of key missed concepts for students who need support in order to access grade-level instruction.Tutoring will be provided for select students in the area of math based on iReady performance.	Goal Partially or Not Met	iReady - 22 23 Diagnostic Growth Results 271/368 students tested; 52% made annual typical growth 27% - Mid or above GL 23% - Early on GL 38% - One Grade Level Below 11% - Two GL below 2% - Three or more GL below There are no domains that show a high percentage of students who are early on or mid/above grade level. All domains (number and operations, algebra and algebraic thinking, measurement and data, and geometry show a high need for improvement. SBAC 22 23 Overall 46% up 3%, African Americans 36%, English Language Learners 27%	By June 2024, at least 80% of students at Holmes will achieve one year of academic growth and development in Math as indicated by District Assessments, state assessments, and iReady Diagnostic. By June 2024, at least 80% of students at Holmes below grade level will demonstrate greater than one year of growth in Math as indicated on District Assessment, state assessments, and iReady Diagnostic. iReady - At least one year's growth in math SBAC - At least 10-point growth in math

English Learner	1) Holmess ELL students will grow in the areas of listening, speaking, reading, and writing and increase English language proficiency levels by at least 1 level overall by June 2023.Action PlanHolmes teachers will know their ELLs, deliver designated ELD with fidelity, and continue to incorporate best practices for ELLs throughout the school day with integrated ELD.Targeted intervention will be provided for ELL students through before school, after school, Saturday school, and/or reading intervention support during the school day.	Goal Partially or Not Met	October 2023 ELL Data 25% - Well Developed (22% LY) 22% - Moderately Developed (41% LY) 47% - Somewhat Developed (22% LY) 6% - Beginning Stage (16% LY)	Holmes's ELL students will grow in the areas of listening, speaking,
Culture/Climate	1) By June 2023, Holmess attendance will improve by 10% from 87% to 97%.The focus this year will be to increase the knowledge and fairness of discipline, rules and norms by at least 7 points from 83% to 90% based on CORE survey results.	Goal Partially or Not Met	Attendance was 90.4%, an increase of 3.4% Knowledge and fairness of discipline, rules and norms decreased to 77%.	By June 2024, Holmes's attendance will improve from 90.4% to 97%. The focus this year will be to increase the PULSE/CORE survey results by 5%/ A focus will be on respect among peers, identity, and safety.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Supplemental - Sets of 6 books to replace outdated books for teachers to use in small groups at the student's instructional level. (SM 6)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)
Colored printers and ink for SPED classes to use since their curriculum does not come in color like the general education curriculum. (SM 7)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
Laminator and film to laminate materials used in the classrooms and around campus. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Closing the Achievement Gap & ELL Academic Intervention School data shows that there is an increased need for an academic intervention program supporting reading, writing, and math for select students in grades K-2 and 3-5. Two academic reading intervention personnel (substitutes or retired teachers, one for TK/K-2 and one for 3-5) will hold small group intervention sessions 3-4 times a week within a 6 hour day. ASSIGNMENT RESERVED FOR RETIRED LBUSD TEACHERS (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Reading books for students in primary grades who do not have access to reading materials. These books would go home for students to read at home with their families. (SM 5)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Renew one-year site license subscription to Flocabulary to supplement learning across curriculum areas. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Supplemental - Math practice books for students to practice their addition, subtraction, multiplication, and division math facts. (SM 4)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)

Copy paper for flyers to go home to families (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Radios for administration, office, recreation aides to communicate with one another to ensure student and staff safety. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Primary teachers will use the professional development books throughout the school year as they get trained on small group instruction (PD 1)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)
Intermediate Office Assistant - Bilingual Spanish needed to serve our students and families for the purpose of increasing student attendance and parent involvement. Support provided directly correlates to student achievement and overall well being. Total FTE is 1.0 (35days) IOA-Bilingual (.50 FTE - General Fund) and (.50 FTE - Title I/LCFF) to serve as a supplemental resource for students and families at Holmes during the 2022-2023 school year. Support: ELAC designee, primary language support for parents in the office/workshops/parent meetings, assist with family outreach for uniform support, attendance/chronic absenteeism follow up (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Psychologist needed for social-emotional needs of students (self-esteem groups, Harmony groups, school-wide sense of belonging campaigns, etc.), mental health and academic supplemental services to students and families for the purpose of increasing student achievement and engagement. Total FTE is 1.00 (5 days) Psychologist (.80 FTE - General Fund) and (.20 FTE - Title I) to serve as a supplemental resource for students and families at Holmes during the 20222023 school year. INTERVENTIONS: Psychologist will run the folowing supplemental programs @ Holmes to support academics: Girl's Self-Esteem Groups, Social Skills Groups, School-wide Sense of Belonging Campaign, Mentor Program Coordinator (IN 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require: Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language. Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level (Newsela) Thinking Maps Core5 ELLevation iReady

• District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.		

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays "On Demand" Reading/Writing assessments Culminating Writing Task Research Task & Presentation SBAC Summative assessment (Grades 3-8)	Write from the Beginning supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Newsela Thinking Maps

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice. As part of the K-5 Units of Instruction, all K-5 students will engage in: • Daily Math Routines • Math Tasks • Mathematical Discourse	Formative Assessment Lessons embedded into the Unit of Instruction End-of-Unit Assessment embedded into the Unit of Instruction SBAC Summative assessment (Grades 3-8)	HMH - GoMath Textbook Series Early Mathematics, A Resource for Teaching Young Children LBUSD Supplemental Instructional Resources ST Math

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
School data shows that there is an increased need for an academic intervention program supporting reading, writing, and math SBAC ELA|40, SBAC Math|20, Elementary Reading - FRSA|40	Closing the Achievement Gap & ELL Academic Intervention School data shows that there is an increased need for an academic intervention program supporting reading, writing, and math for select students in grades K-2 and 3-5. Two academic reading intervention personnel (substitutes or retired teachers, one for TK/K-2 and one for 3-5) will hold small group intervention sessions 3-4 times a week within a 6 hour day. ASSIGNMENT RESERVED FOR RETIRED LBUSD TEACHERS	Identified At-Risk Students	Title 1 $90,062 Teacher Hourly P Schedule (2) for 575 hours annually - Title 1 100%	08/28/2023 - 06/16/2024 Weekly	Principal	Principal Student Acheivement Data SBAC ELA|40, SBAC Math|20, Elementary Reading - FRSA|40

Students and families show an increased need for intervention support for mental health support for academic success, attendance, and self esteem Attendance/Chronic Absenteeism Rate|20, Culture-Climate Survey (Student-Staff)|50, SEL Survey|30	Psychologist needed for social-emotional needs of students (self-esteem groups, Harmony groups, school-wide sense of belonging campaigns, etc.), mental health and academic supplemental services to students and families for the purpose of increasing student achievement and engagement. Total FTE is 0.6 (3 days) Psychologist (.40 FTE - General Fund) and (.20 FTE - Title I) to serve as a supplemental resource for students and families at Holmes during the 2023 2024 school year. INTERVENTIONS: Psychologist may run the following supplemental programs @ Holmes to support academics: Girl's Self-Esteem Groups,	All Students, Homeless, Identified At-Risk Students, Other Targeted Students, English Learners, Newcomers, All Parents	LCFF $33,409 Psychologist .2 FTE - LCFF 100%	08/15/2023 - 06/30/2024 Daily	Psychologist	Increased academic success Increased parent communication Decreased absences and tardies Increased participation in supplemental interventions. Attendance/Chronic Absenteeism Rate|20, Culture-Climate Survey (Student-Staff)|50, SEL Survey|30

	Social Skills Groups, School-wide Sense of Belonging Campaign, Mentor Program Coordinator					

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	**Gr. 5 to MS Transition**	**Gr. 8 to HS Transition**
The counselor communicates with the parents of the students in the Child Development Center to nform of the registration period and to inform them of what students learn in Kindergarten and are expected to know. The Principal andd teachers also host a Kindergarten meeting to inform parents of the programs and polices and opportunities for involvement.	To reduce the student's affective filter, our counselor provides each fifth grade class with intimate informational meetings, where electives, programs such as AVID, GATE, Excel, and Honors, as well as Classical middle schools verses K-8 Middle and 6-8 grade transitional middle schools are explained. Each spring the counselor hosts two Parent Meetings to inform parents about the various middle school programs in LBUSD. The	No Data.

	information includes an explanation of home school, paired schools, transportation, and special programs. Every middle school has different programs and our school counselor provides students and parents with information, options, and support to fill out the LBUSD School of Choice application. The counselor provides information about the School of Choice process and explains if the student does not follow through with the process he/she will automatically be assigned to their home middle school. The counselor provides continued support through the process as needed. The counselor follows up with famiies to ensure parents complete the application process within the designated time frame. The counselor provides parents with telephone conferencing and students with individual conferences to ensure the completion of the School of Choice application process. The counselor conducts individualized program qualifications review for all fifth grader students designated as Gifted or Excel, as defined by the LBUSD Gifted and Talented Office. The counselor facilitates the fifth grader's referral process for GATE/Excel testing in alignment with the LBUSD Gifted and Talent Office within the School of Choice application time frame.	

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**
Student engagement activities to increase school community and school climate.	Kids Night Out Stemology Fair Family Picnics Red Ribbon Week Activities Read Across America Week Activities Best Buddies Room Buddies Chess Club Basketball Club Football Club Stemology Monthly Spirit Assemblies	PTO Donations School Funds	Throughout the year	School staff, parents, students	Attendance

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Indentified Need(s)	**Planned Staff Development**	**Funding Source & Cost**	**Dates/Hours of Training Session**	**Personnel**	**Tools Used for Monitoring Implementation & Effectiveness**

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis
Teachers are involved in the decision making process about curriculum and other school programs through our Professional Development & Action Teams, and grade level/SPED meetings. Teachers are involved in collecting and analyzing individual and grade-level data, offering input through SST's and IEP's, and working in their grade level teams to set goals, plan and modify instructional lessons, and support one another.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Method for Assessing Effectiveness**
Opportunities for parents to support their child and the school through school-sponsored events to increase school climate.	Family Picnics Family Fun Nights Parent Workshops PTO SSC ELAC	PTO Donations Title I Funds	Throughout the year	Parents, staff, students	Attendance

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	91557
Title I Parent and Family Involvement (3008)	2180

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	36540

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:
During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations
Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration
Equity, Engagement & Partnerships (EEP), **State and Federal Programs** (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education
Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care
Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist
Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy
The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development
LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge
Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859
Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences
Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration
The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE
The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD
This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations
These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals
The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics
These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program
The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online
APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra
Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Lori Grady	
Staff	Classroom Teacher	Lenard Rebullar	06-24-2025
Staff	Classroom Teacher	Claudia Vega	06-24-2025
Staff	Classroom Teacher	Tamia Jones	06-24-2025
Staff	Non Classroom Teacher	Laurel Elliot	06-14-2024
Community	Parent	Bianca [redacted]	06-24-2025
Community	Parent	Peter [redacted]	06-24-2025
Community	Parent	Kentrese [redacted]	06-24-2025
Community	Parent	Janell [redacted]	06-24-2025
Community	Parent	Kristina [redacted]	06-24-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Jose [redacted]
DELAC Representative	Parent of EL Student (required)	Elfega [redacted]
Principal or Designee	Staff Member (required)	Lori Grady
Secretary	Staff Member (required)	Carol Alwood

Name	Representing
Rosalba [redacted]	Parent of EL Student
Susana [redacted]	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/24/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Provide tutoring for ELLs Get more families involved in ELAC: Bright blue flyers and/or folders, make a video for parents, include more information in flyers to explain the importance of ELAC, locate donations for incentives/prizes, reach out to families of ELLs to make sure they know about the resources and that they are invited Give awards to students for good attendance. Ms. Cazalez suggested a color-coded system where students are recognized each month for academics or attendance (yellow = getting there, green = good, blue = excellent) Teachers should be aware that using students as translators is a problem because it takes away from their learning (this came from DELAC, not as a complaint from anybody at Holmes) The committee wants to communicate the importance of ELL students being reclassified as RFEPs (reclassified fluent English proficient) before going to middle school so they have the opportunity to take electives. The group also would like to provide English and technology

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students Reclassification Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	10/24/2023
6. What was SSC's response to ELAC recommendations?	The response was positive and supportive. Lori Grady and Carol Alwood plan to research options for the school day parent/community training for adults.

Assurances & Approval

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, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/24/2023
2. The SSC approved the **Home-School Compact** on 10/24/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/24/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/19/2023, 09/21/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

ELAC Chair: _____ Printed Name: _____ Date: _____

SBAC ELA 2023 :: School Data by Subgroup

1/16/24

Holmes

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	172	172	42%	21	22	26	31	58%	↑6		↑9
		All Elementary	52%	31	21	23	25	48%	↑1		↑6
		District	52%	29	23	26	22	48%	↑-		↓1
Grade	Gr. 03	50	40%	20	20	20	40	60%	↑9		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	65	38%	22	17	29	32	62%	↑11		↑10
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	57	49%	21	28	28	23	51%	↓3		↑7
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	Hispanic	69	45%	30	14	30	25	55%	↑7		↑12
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	58	53%	22	31	19	28	47%	↑4		↑5
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Asian	12*	33%	8	25	42	25	67%	↑17		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
	Cambodian	11*	27%	9	18	36	36	73%	↑14		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

Holmes

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Other	11*	18%	18	27	55		82%	↑20		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	White	9*	44%	11	33	11	44	56%	↓44		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Filipino	8*	0%			13	88	100%	-		-
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑2
	Pacific Islander	5*	20%	20		60	20	80%	↑30		-
		All Elementary	69%	33	36	19	12	31%	↓4		↑3
		District	63%	31	32	28	9	38%	↓2		↓3
Gender	Female	85	39%	22	16	28	33	61%	↑6		↑12
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	87	46%	20	26	24	30	54%	↑6		↑6
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6
		All Elementary*	50%	13	38	38	13	50%	↑25		-
Special Populations	EL + RFEP	20	40%	35	5	40	20	60%	↑19		-
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	15*	47%	47		40	13	53%	↑23		-

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

Holmes

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	ELL	All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	5*	20%	20		40	40	80%	↑9		-
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	1*	100%	100				0%	-		-
		District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑7
	GATE/Excel	54	4%	4		28	69	96%	↑7		-
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓3
	Homeless	19*	68%	32	37	11	21	32%	↓2		-
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Homeless/Foster	20	70%	35	35	10	20	30%	↑1		-
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
		District	65%	41	24	23	12	35%	↓1		↓1
	Low SES	158	42%	22	20	26	32	58%	↑13		↑10
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
		District	59%	34	25	25	16	41%	↑1		↓1
	Special Ed.	17*	82%	53	29	6	12	18%	↓3		-
		All Elementary	81%	64	17	10	9	19%	↑2		↑4
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	17*	82%	53	29	6	12	18%	↓5		-

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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

Holmes

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	Spec Ed. Speech/RSP	All Elementary	77%	57	19	13	11	23%	↑2		↑5
		District	79%	56	23	14	7	21%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Holmes

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	172	172	54%	23	31	23	23	46%	↑2		-
		All Elementary	60%	33	27	22	18	40%	↑2		↓2
		District	66%	40	26	19	16	34%	↑1		↓5
Grade	Gr. 03	50	50%	28	22	24	26	50%	↑4		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	65	49%	18	31	25	26	51%	↑2		↑5
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	57	63%	25	39	19	18	37%	↑1		↓6
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	69	61%	25	36	22	17	39%	↑1		↑2
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	58	64%	34	29	19	17	36%	↑2		-
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Asian	12*	25%	25	25	50		75%	↑25		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	11*	18%	18	18	64		82%	↑23		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Holmes

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Other	11*	27%	18	9	27	45	73%	↑11		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	White	9*	33%	33		33	33	67%	↓33		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Filipino	8*	25%	25		38	38	75%	↓15		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
	Pacific Islander	5*	60%	20	40	20	20	40%	↑15		-
		All Elementary	73%	41	32	18	9	27%	↓3		↓3
		District	76%	46	30	17	8	24%	↓-		↓6
Gender	Female	85	59%	27	32	20	21	41%	↑-		-
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	87	49%	20	30	25	25	51%	↑5		-
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-
		District	62%	42	20	22	16	38%	↑4		↓3
Special Populations	EL + RFEP	20	65%	35	30	20	15	35%	↑5		-
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	15*	73%	40	33	13	13	27%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Holmes

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	ELL	All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	5*	40%	20	20	40	20	60%	↑17		-
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	1*	100%	100				0%	-		-
		All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	GATE/Excel	54	15%	2	13	33	52	85%	↑15		↓7
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	19*	58%	26	32	26	16	42%	↑15		-
		All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
	Homeless/Foster	20	60%	30	30	25	15	40%	↑16		-
		All Elementary	72%	45	27	18	10	28%	↑2		-
		District	79%	53	25	14	7	21%	↑1		↓4
	Low SES	158	56%	23	32	22	22	44%	↑6		-
		All Elementary	68%	39	29	20	12	32%	↑3		↓1
		District	73%	46	27	17	11	27%	↑2		↓5
	Special Ed.	17*	82%	53	29	12	6	18%	↑3		-
		All Elementary	82%	63	20	10	8	18%	↑3		↓-
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	17*	82%	53	29	12	6	18%	↑2		-

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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Holmes

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	Spec Ed. Speech/RSP	All Elementary	78%	55	23	12	10	22%	↑3		↓1
		District	84%	64	20	10	6	16%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.
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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

1/16/24

Holmes

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	57	57	86%	16	70	9	5	14%	↓11		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	74%	17	57	18	8	26%	↑1		-
Grade	Gr. 05	57	86%	16	70	9	5	14%	↓11		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	70%	16	54	20	10	30%	↑1		-
Ethnicity	Hispanic	25	84%	12	72	12	4	16%	↓11		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	21	90%	29	62	5	5	10%	↓5		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Filipino	4*	75%	75		25		25%	↓25		-
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-
	Other	3*	67%	67		33		33%	↓17		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
	White	2*	100%	100				0%	-		-
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-
	Pacific Islander	1*	100%	100				0%	-		-
		All Elementary	83%	22	61	17		17%	↓14		-
		District	88%	20	69	10	2	12%	↓4		-

The percentages in each Claim may not equal 100% due to rounding.
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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

Holmes

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Ethnicity	Asian	1*	100%	100				0%	-		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	Cambodian	1*	100%	100				0%	↓20		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
Gender	Female	23	91%	13	78	4	4	9%	↓23		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	34	82%	18	65	12	6	18%	↓1		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-
		District	68%	18	50	14	18	32%	↑11		-
Special Populations	EL + RFEP	9*	100%	22	78			0%	↓9		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	6*	100%	33	67			0%	-		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	3*	100%	100				0%	↓20		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	Foster	1*	100%	100				0%	-		-

The percentages in each Claim may not equal 100% due to rounding.
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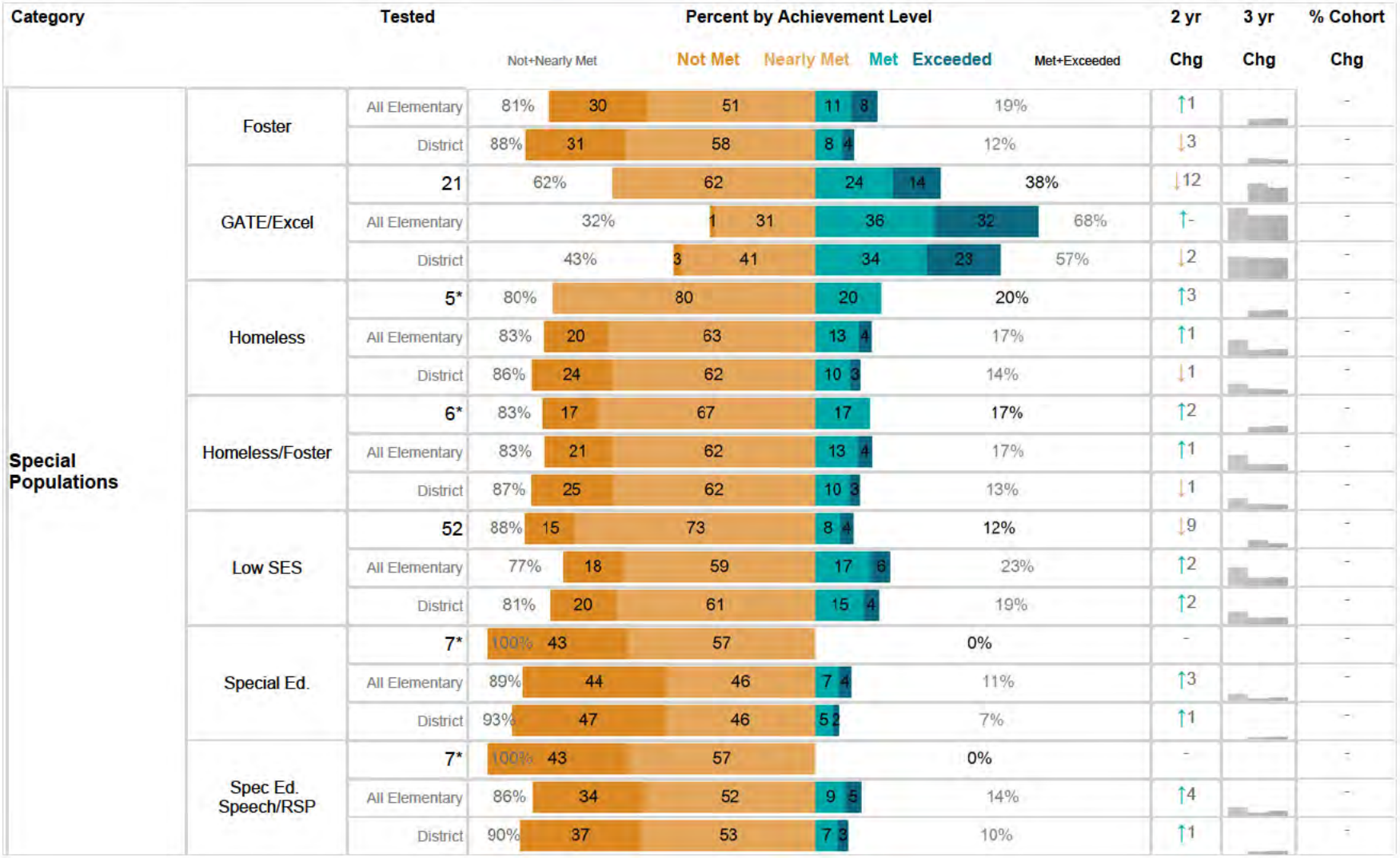
Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

Holmes



Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	Foster	All Elementary	81%	30	51	11	8	19%	↑1		-
		District	88%	31	58	8	4	12%	↓3		-
	GATE/Excel	21	62%		62	24	14	38%	↓12		-
		All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
	Homeless	5*	80%		80	20		20%	↑3		-
		All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	6*	83%	17	67	17		17%	↑2		-
		All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	52	88%	15	73	8	4	12%	↓9		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	7*	100%	43	57			0%	-		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	7*	100%	43	57			0%	-		-
		All Elementary	86%	34	52	9	5	14%	↑4		-
		District	90%	37	53	7	3	10%	↑1		-

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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Holmes

1/16/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	All Students	114	114	60		14 / 25 / 22 / 39
			All ES	49		22 / 22 / 24 / 32
			District	27		34 / 15 / 16 / 34
	Grade	Gr. 04 (Minimum Growth Target: 44)	62	58		13 / 31 / 23 / 34
			All ES	49		21 / 24 / 27 / 28
			District	48		22 / 24 / 27 / 27
		Gr. 05 (Minimum Growth Target: 35)	52	62		15 / 17 / 21 / 46
			All ES	50		22 / 20 / 22 / 36
			District	49		22 / 20 / 22 / 36
	Ethnicity	Hispanic	48	47		13 / 33 / 23 / 31
			All ES	49		23 / 22 / 24 / 31
			District	26		35 / 15 / 16 / 34
		African American	40	67		15 / 15 / 20 / 50
			All ES	50		22 / 22 / 22 / 34
			District	25		36 / 16 / 15 / 33
		Asian	8^	-		25 / 38 / 13 / 25
			All ES	53		21 / 23 / 23 / 34
			District	33		30 / 16 / 16 / 38
		Cambodian	8^	-		13 / 25 / 38 / 25
			All ES	53		20 / 22 / 25 / 33
			District	34		30 / 16 / 17 / 37

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Holmes

1/16/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Filipino	6^	-	17 / 17 / 17 / 50
			All ES	50	21 / 21 / 24 / 34
			District	31	32 / 14 / 16 / 37
		Other	5^	-	60 / 40
			All ES	49	19 / 23 / 27 / 31
			District	30	32 / 16 / 17 / 35
		Pacific Islander	4^	-	25 / 75
			All ES	41	23 / 26 / 25 / 26
			District	26	32 / 17 / 18 / 33
		White	3^	-	33 / 67 / 0
			All ES	53	19 / 22 / 27 / 33
			District	29	33 / 16 / 16 / 35
	Gender	Female	57	62	12 / 23 / 25 / 40
			All ES	50	21 / 22 / 25 / 32
			District	28	34 / 15 / 16 / 34
		Male	57	58	16 / 26 / 19 / 39
			All ES	50	22 / 22 / 24 / 32
			District	26	35 / 15 / 16 / 34
		Nonbinary	All ES^	72	17 / 17 / 33 / 33
			District	28	33 / 15 / 8 / 44
	Special Populations	EL + RFEP	16^	-	19 / 31 / 25 / 25

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Holmes

1/16/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	EL + RFEP	All ES	50		24 / 21 / 23 / 33
			District	25		36 / 13 / 15 / 36
		ELL	11^	-		27 / 36 / 18 / 18
			All ES	50		24 / 21 / 23 / 32
			District	34		31 / 16 / 18 / 35
		RFEP	5^	-		20 / 40 / 40
			All ES	50		22 / 21 / 23 / 34
			District	18		39 / 12 / 14 / 36
		Foster	1^	-		100
			All ES	55		25 / 10 / 31 / 33
			District	23		40 / 12 / 20 / 29
		GATE/Excel	41	58		10 / 27 / 32 / 32
			All ES	49		21 / 22 / 27 / 30
			District	27		34 / 15 / 18 / 33
		Homeless	11^	-		36 / 27 / 9 / 27
			All ES	55		21 / 21 / 25 / 34
			District	28		33 / 16 / 17 / 34
		Homeless/Foster	12^	-		33 / 25 / 8 / 33
			All ES	55		21 / 20 / 25 / 34
			District	28		34 / 16 / 17 / 33
		Low SES	106	61		15 / 23 / 22 / 41

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^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Holmes

1/16/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	Low SES	All ES	50		22 / 22 / 24 / 32
			District	26		35 / 15 / 16 / 34
		Special Ed.	12^	-		17 / 50 / 17 / 17
			All ES	43		27 / 20 / 23 / 31
			District	27		35 / 15 / 15 / 35
		Spec Ed. Speech/RSP	12^	-		17 / 50 / 17 / 17
			All ES	47		24 / 21 / 24 / 31
			District	28		35 / 15 / 16 / 34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Holmes

1/16/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	All Students	115	115	44		21 / 20 / 37 / 23
			All ES	38		23 / 28 / 28 / 20
			District	16		38 / 19 / 18 / 24
	Grade	Gr. 04 (Minimum Growth Target: 42)	62	57		11 / 19 / 40 / 29
			All ES	45		18 / 29 / 31 / 22
			District	44		18 / 29 / 31 / 21
		Gr. 05 (Minimum Growth Target: 39)	53	28		32 / 21 / 32 / 15
			All ES	32		28 / 27 / 26 / 19
			District	32		28 / 27 / 26 / 19
	Ethnicity	Hispanic	48	51		21 / 10 / 35 / 33
			All ES	39		23 / 28 / 28 / 21
			District	14		39 / 19 / 18 / 24
		African American	41	29		24 / 32 / 37 / 7
			All ES	35		26 / 27 / 28 / 20
			District	14		40 / 19 / 17 / 24
		Asian	8^	-		13 / 38 / 50
			All ES	42		21 / 26 / 30 / 23
			District	19		36 / 19 / 20 / 26
		Cambodian	8^	-		63 / 38
			All ES	42		21 / 26 / 31 / 22
			District	19		36 / 19 / 20 / 25

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Holmes

1/16/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)
					Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Ethnicity	Filipino	6^	-	33 / 33 / 17 / 17
			All ES	36	24 / 27 / 29 / 20
			District	22	36 / 17 / 22 / 26
		Other	5^	-	20 / 80 / 0
			All ES	40	21 / 29 / 29 / 21
			District	22	34 / 22 / 19 / 26
		Pacific Islander	4^	-	50 / 25 / 25
			All ES	30	29 / 29 / 26 / 15
			District	14	42 / 17 / 18 / 24
		White	3^	-	33 / 33 / 33
			All ES	36	22 / 33 / 28 / 18
			District	19	34 / 22 / 19 / 24
	Gender	Female	57	39	26 / 18 / 32 / 25
			All ES	38	23 / 28 / 29 / 20
			District	15	38 / 19 / 19 / 24
		Male	58	48	16 / 22 / 41 / 21
			All ES	39	24 / 28 / 27 / 21
			District	16	38 / 20 / 18 / 25
		Nonbinary	All ES^	59	33 / 50 / 17
			District	5	38 / 20 / 18 / 25
	Special Populations	EL + RFEP	16^	-	25 / 19 / 38 / 19

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Holmes

1/16/24

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	EL + RFEP	All ES	41	23 / 26 / 28 / 23
			District	12	41 / 18 / 17 / 24
		ELL	11^	-	27 / 45 / 27
			All ES	42	23 / 25 / 29 / 23
			District	23	35 / 19 / 19 / 26
		RFEP	5^	-	20 / 60 / 20 / 0
			All ES	40	24 / 27 / 26 / 23
			District	4	46 / 17 / 15 / 23
		Foster	1^	-	100
			All ES	41	24 / 26 / 33 / 17
			District	21	39 / 16 / 19 / 25
		GATE/Excel	41	39	24 / 12 / 46 / 17
			All ES	35	24 / 30 / 28 / 18
			District	19	35 / 21 / 20 / 25
		Homeless	11^	-	36 / 9 / 27 / 27
			All ES	37	26 / 27 / 26 / 21
			District	13	40 / 19 / 17 / 24
		Homeless/Foster	12^	-	33 / 8 / 25 / 33
			All ES	38	26 / 27 / 26 / 21
			District	14	40 / 19 / 17 / 24
		Low SES	106	44	22 / 19 / 37 / 23

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Holmes

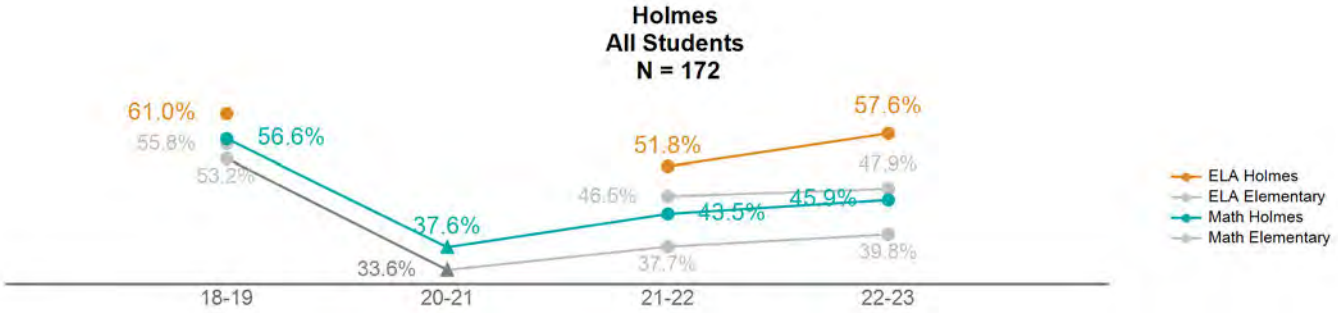
Category				N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	Low SES	All ES	38		24 / 28 / 28 / 21
			District	14		39 / 19 / 18 / 24
		Special Ed.	13^	-		23 / 38 / 23 / 15
			All ES	37		26 / 25 / 25 / 24
			District	20		36 / 19 / 16 / 29
		Spec Ed. Speech/RSP	13^	-		23 / 38 / 23 / 15
			All ES	39		24 / 26 / 26 / 24
			District	19		36 / 19 / 17 / 28

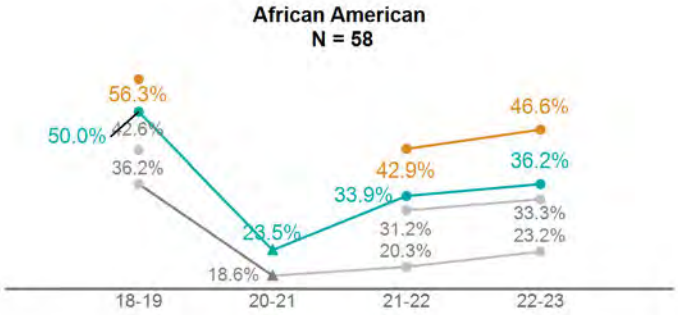
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC



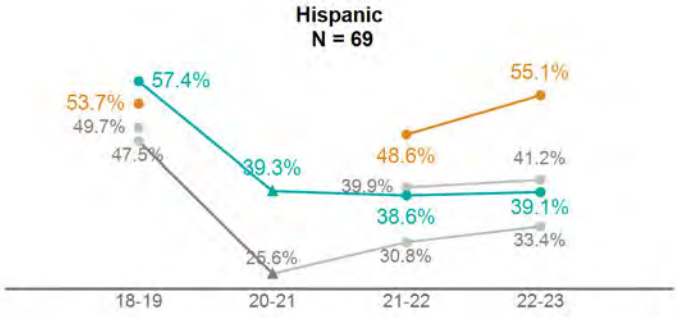


Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

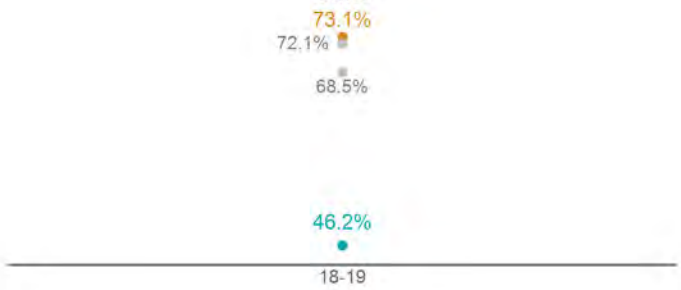
Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

Subgroup with fewer than 20 students.

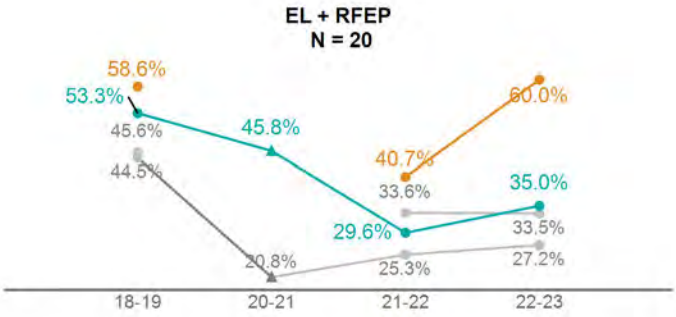
Other

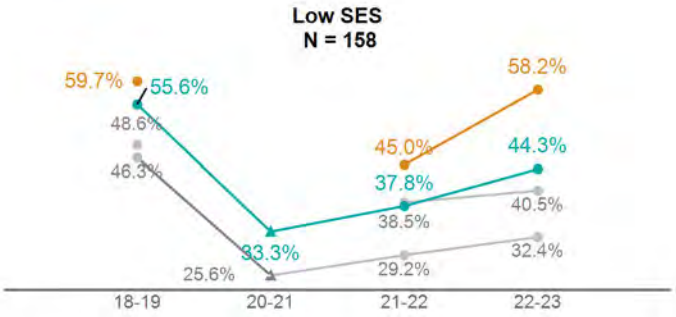


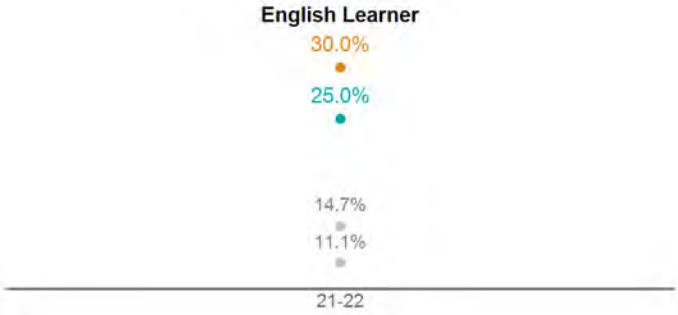
N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

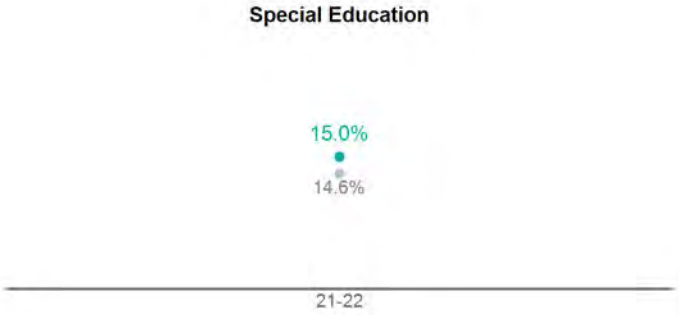
Submit Feedback

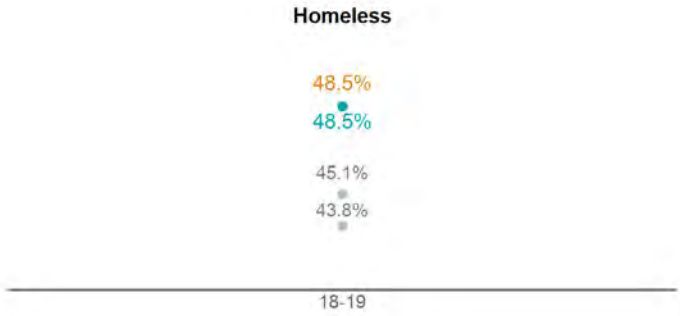
Percent of Students with Achievement Level of Met or Exceeded in SBAC





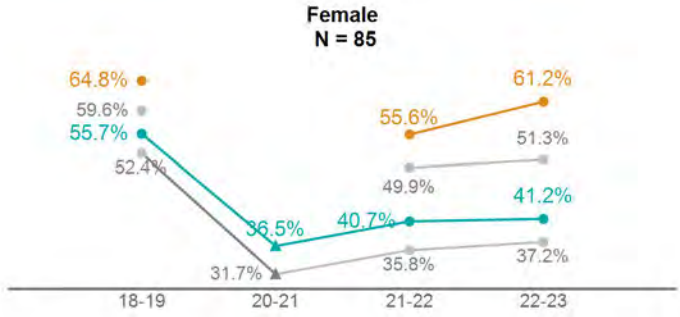


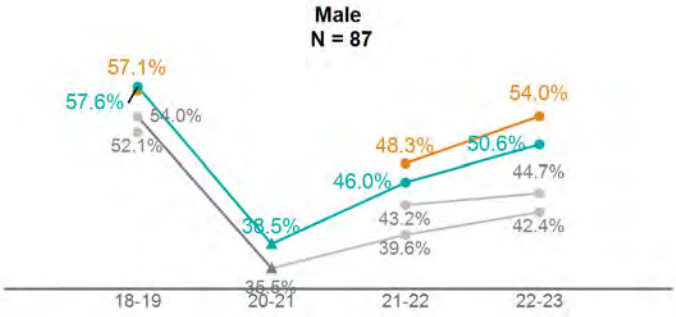




Foster Youth

Subgroup with fewer than 20 students.





N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑6
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		-
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑13
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑2
Cleveland	217	23%	6	16	30	47	77%	↑-		↑2
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑17
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑12
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑12
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑7
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑9

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Hudson	225	63%	45	18	23	14	37%	↑5		↑3
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑1
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑9
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓3
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		-
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑5
Prisk	273	22%	7	15	26	52	78%	↓2		↑9
Riley	196	55%	34	20	22	23	45%	↓2		↑8
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑7
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑16
Smith	352	65%	39	26	19	16	35%	↓2		↑-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑4
Willard	273	68%	41	27	18	14	32%	↑4		↑3

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Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓6
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓5
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

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Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	225	73%	49	24	17	10	27%	↑6		↓9
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓8
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓7
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑3
Twain	193	54%	26	27	26	20	46%	↑2		↑2
Webster	224	74%	47	27	18	8	26%	↑1		↓5
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓7

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Elementary	4,183	70%	16	54	20	10	30%	↑-		-
Addams	119	76%	18	58	20	4	24%	↑6		-
Alvarado	61	66%	8	57	25	10	34%	↓-		-
Barton	64	88%	27	61	8	5	13%	↓4		-
Birney	79	70%	20	49	22	9	30%	↑6		-
Bixby	69	61%	4	57	30	9	39%	↑3		-
Bryant	55	65%	15	51	25	9	35%	↑17		-
Burbank	88	75%	15	60	16	9	25%	↑3		-
Burcham	58	55%	9	47	21	24	45%	↑4		-
Carver	77	47%	3	44	32	21	53%	↑4		-
Chavez	67	85%	28	57	10	4	15%	↑2		-
Cleveland	76	51%	5	46	36	13	49%	↑7		-
Dooley	137	85%	18	68	12	2	15%	↓6		-
Edison	74	82%	27	55	15	3	18%	↓1		-
Emerson	49	45%	8	37	37	18	55%	↑4		-
Fremont	73	42%	3	40	34	23	58%	↓9		-
Gant	86	38%	3	35	31	30	62%	↑1		-
Garfield	88	78%	14	65	15	7	22%	↑2		-
Gompers	52	54%	15	38	37	10	46%	↑21		-
Grant	158	85%	20	65	10	5	15%	↓4		-
Harte	149	83%	22	60	13	4	17%	↑3		-
Henry	135	59%	9	50	27	15	41%	↓1		-
Herrera	130	68%	12	55	25	7	32%	↑5		-
Holmes	57	86%	16	70	9	5	14%	↓11		-

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Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8		-
Kettering	44	41%	2	39	41	18	59%	↓2		-
King	111	77%	13	64	16	7	23%	↑5		-
Lafayette	116	90%	15	75	9		10%	↓8		-
Lincoln	118	79%	13	66	18	3	21%	↓3		-
Longfellow	170	57%	5	52	20	23	43%	↓6		-
Los Cerritos	80	45%	8	38	30	25	55%	↓4		-
Lowell	82	51%	2	49	29	20	49%	↓1		-
Macarthur	55	62%	4	58	18	20	38%	↓-		-
Madison	43	56%	12	44	26	19	44%	↑6		-
Mann	60	80%	45	35	12	8	20%	↑13		-
McKinley	85	75%	16	59	21	4	25%	↑6		-
Naples	43	35%	2	33	30	35	65%	↓15		-
Oropeza	104	88%	33	56	10	2	12%	↓11		-
Prisk	91	29%	1	27	43	29	71%	↓6		-
Riley	73	71%	16	55	21	8	29%	↑2		-
Roosevelt	149	84%	20	64	11	5	16%	↓5		-
Signal Hill	107	72%	16	56	19	9	28%	↓4		-
Smith	123	74%	25	49	20	7	26%	↑8		-
Stevenson	97	78%	27	52	19	3	22%	↑3		-
Twain	71	61%	20	41	25	14	39%	↓6		-
Webster	89	76%	11	65	19	4	24%	↑10		-
Whittier	100	84%	35	49	12	4	16%	↑3		-
Willard	93	87%	24	63	11	2	13%	↓9		-

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Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓3
Bancroft	829	45%	20	25	35	20	55%	↑2		↑2
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓9
Hoover	512	66%	35	31	25	9	34%	↓7		↓8
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100		100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑8
Keller	448	37%	11	25	41	22	63%	↓5		↓5
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓1
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓3
Rogers	746	29%	14	15	33	38	71%	↓1		↓2
Stanford	1,124	33%	15	19	36	31	67%	↑7		↑-
Stephens	700	63%	34	29	27	10	37%	↑10		↑5
Washington	909	74%	43	31	20	6	26%	↓3		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%			100	100%		↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	3,987	78%	22	57	16	6	22%	↓1		-
Bancroft	299	75%	17	58	16	9	25%	↓4		-
Franklin	331	85%	29	56	12	3	15%	↓-		-
Hamilton	239	88%	26	62	11		12%	↓7		-
Hoover	167	92%	30	62	8		8%	↓9		-
Hughes	416	69%	14	55	20	11	31%	↑2		-
IVA	1	0%			100		100%	↑41		-
Jefferson	299	81%	17	64	15	4	19%	↑2		-
Keller	135	65%	7	59	24	11	35%	↓2		-
Lindbergh	137	88%	23	64	10	2	12%	↑3		-
Lindsey	239	89%	22	67	10		11%	↑1		-
Marshall	294	74%	20	54	21	4	26%	↓9		-
Nelson	276	93%	37	56	52		7%	↑1		-
Rogers	246	46%	9	38	33	21	54%	↑9		-
Stanford	365	62%	13	48	25	13	38%	↑3		-
Stephens	250	86%	29	57	11	3	14%	↓2		-
Washington	294	91%	32	59	6	3	9%	↑4		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓-
Avalon	249	74%	44	30	19	7	26%	↓6		↓4
Cubberley	635	32%	17	16	29	39	68%	↑2		↑1
Muir	644	59%	33	26	25	16	41%	↓5		↓1
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		↓-
Robinson	541	69%	40	28	22	9	31%	↓7		↓2
Tincher	529	31%	13	18	32	37	69%	↑-		↓-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓6
Cubberley	638	45%	24	21	23	32	55%	↑2		↓7
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	1,211	70%	16	53	19	11	30%	↑1		-
Avalon	109	85%	30	55	10	5	15%	↑2		-
Cubberley	198	55%	13	42	23	22	45%	↑6		-
Muir	201	81%	22	59	16	3	19%	↑1		-
Newcomb	163	29%	1	28	43	28	71%	↑7		-
Powell	202	88%	24	64	10	2	12%	↓5		-
Robinson	175	87%	17	70	12	1	13%	↓5		-
Tincher	162	64%	10	53	21	15	36%	↓1		-

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Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,776	48%	27	21	28	24	52%	↑2		↓9
Browning	58	78%	62	16	19	3	22%	↓20		↓29
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1
CAMS	162	1%			16	83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8
Jordan	422	71%	44	27	21	9	29%	↓2		↓7
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11
McBride	165	31%	9	22	40	29	69%	↓4		-
Millikan	755	35%	16	18	34	32	65%	↑10		↓11
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7
Reid	53	98%	77	21	2		2%	↓2		↓11
Renaissance	91	47%	21	26	29	24	53%	↑19		↓23
Sato	120	4%		3	2	39	57 96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓13

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,737	75%	53	21	15	11	25%	↑3		↓25
Browning	59	98%	83	15	2		2%	↓5		↓33
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26
CAMS	162	6%	5	20	74		94%	↑4		↓10
EPHS	225	97%	85	12	3		3%	↑1		↓23
Jordan	420	93%	75	18	7		7%	↑1		↓28
Lakewood	603	85%	62	23	12	3	15%	↑2		↓22
McBride	168	65%	36	29	28	7	35%	↑3		↓31
Millikan	756	66%	35	30	21	13	34%	↑4		↓30
Polytechnic	902	69%	54	15	17	13	31%	↑2		↓19
Reid	53	100%	96	4			0%	-		↓16
Renaissance	92	86%	64	22	10	4	14%	↑8		↓27
Sato	118	23%	6	17	25	52	77%	↓1		↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓29

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,432	75%	14	62	19	6	25%	↑3		-
Browning	59	92%	29	63	8		8%	↑1		-
Cabrillo	375	87%	14	73	13		13%	↑4		-
CAMS	163	21%		20	47	33	79%	↓-		-
EPHS	88	95%	19	76	5		5%	↓8		-
Jordan	454	91%	20	71	9		9%	↑2		-
Lakewood	635	85%	12	72	14	2	15%	↓4		-
McBride	152	69%	7	62	19	12	31%	↑15		-
Millikan	657	72%	12	59	23	6	28%	↑2		-
Polytechnic	852	70%	14	56	23	8	30%	↑2		-
Reid	60	98%	43	55	2		2%	↑2		-
Renaissance	88	85%	16	69	15		15%	-		-
Sato	93	20%		20	45	34	80%	↑19		-
Wilson	756	76%	14	62	20	4	24%	↑11		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	1	100%	100			0%		-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	32,799	52%	29	23	26	22	48%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	32,805	66%	40	26	19	16	34%	↑1		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

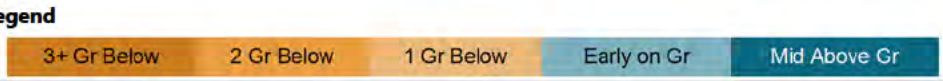
School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	13,813	74%	17	57	18	8	26%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

Submit Feedback

i-Ready Math Overall Relative Placement School Data by Subgroup Holmes 2022-2023



Category		Diagnostic Window	# Students	Percent by Category
All Students	277	3	277	2 12 38 22 27
Grade	Gr. 01	3	59	14 61 14 12
	Gr. 02	3	57	14 25 25 37
	Gr. 03	3	46	11 48 13 28
	Gr. 04	3	64	3 8 28 33 28
	Gr. 05	3	51	8 12 29 22 29
Ethnicity	African American	3	78	3 14 42 23 18
	Hispanic	3	125	3 15 39 20 22
Gender	Female	3	136	2 9 45 20 24
	Male	3	141	2 14 31 23 29
Special Populations	Low SES	3	255	2 12 39 22 25
	ELL	3	27	15 15 33 30 7
	EL + RFEP	3	34	12 12 32 26 18
	Special Ed.	3	30	7 17 50 17 10
	Spec Ed. Speech/RSP	3	30	7 17 50 17 10
	Homeless	3	22	9 45 23 23
	GATE/Excel	3	63	11 22 67

The percentages may not equal 100% due to rounding.

Submit Feedback

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Holmes 2022-2023

Category		Diagnostic Window	# Students	Percent by Category
All Students	281	3	281	4 12 28 19 38
Grade	Gr. 01	3	59	7 42 19 32
	Gr. 02	3	57	11 16 11 63
	Gr. 03	3	49	2 12 8 37 41
	Gr. 04	3	65	8 2 42 17 32
	Gr. 05	3	51	8 33 27 12 20
Ethnicity	African American	3	79	4 23 28 19 27
	Hispanic	3	126	6 12 31 21 31
Gender	Female	3	138	4 9 30 17 41
	Male	3	143	3 15 27 20 35
Special Populations	Low SES	3	259	3 12 29 18 38
	ELL	3	27	11 15 33 22 19
	EL + RFEP	3	34	9 12 29 24 26
	Special Ed.	3	31	19 19 32 13 16
	Spec Ed. Speech/RSP	3	31	19 19 32 13 16
	Homeless	3	23	13 9 39 9 30
	GATE/Excel	3	64	5 22 73

The percentages may not equal 100% due to rounding.

Jan 16, 2024

ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Holmes

Site Level Overall Performance Level Summary

24%	21%	37%	18%
Beginning Stage	Somewhat Developed	Moderately Developed	Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
3% Beg.	50% Some/Mod.	47% Well Dev.	6% Beg.	59% Some/Mod.	34% Well Dev.	31% Beg.	56% Some/Mod.	13% Well Dev.	19% Beg.	72% Some/Mod.	9% Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well
00	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	50%	50%	0%	0%	100%	0%
01	14%	14%	57%	14%	0%	57%	29%	0%	57%	29%	0%	71%	14%	43%	29%	14%
02	40%	20%	30%	10%	0%	40%	30%	10%	50%	10%	30%	40%	0%	10%	60%	0%
03	20%	20%	60%	0%	0%	20%	40%	0%	0%	60%	20%	40%	0%	0%	60%	0%
04	29%	14%	29%	29%	14%	43%	43%	14%	57%	29%	43%	43%	14%	14%	71%	14%
05	14%	14%	29%	43%	0%	29%	71%	0%	57%	43%	29%	43%	29%	14%	71%	14%

Reclassifcation Criteria

ELPAC Results (CDE Site)

School Demographics			
	School	District	State
African American	24.8%	11.6%	
Am. Indian	0%	.1%	
Asian	7%	6.1%	
Filipino	4.9%	2%	
Hispanic/Latino	45.7%	60.9%	
Multiple	9.1%	7.1%	
Pacific Islander	1.9%	.7%	
White	6.6%	11.3%	
English Learner	10.5%	21.2%	
Reclassified Fluent English Proficient	1.2%	2.1%	
Students w/Disabilities	16.9%	13.2%	
Free/Reduced Lunch	#Error	#Error	

School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI)

Holmes Elementary School

If ATSI, identify subgroups:

- ☐ African-American
- ☐ American Indian
- ☑ Asian-American
- ☑ English Learner
- ☐ Filipino
- ☐ Foster Youth
- ☐ Hispanic
- ☑ Homeless
- ☐ Pacific Islander
- ☐ Socioeconomically Disadvantaged
- ☐ Students with Disabilities
- ☐ Two or More Races
- ☐ White

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC **12/12/23**

Signature of Principal [redacted]

Signature of SSC Chair [redacted]

Click here for SSC Minutes where the addendum was approved.

Haga clic aquí para ver las actas del SSC donde se aprobó el anexo.

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

☐ **There are no resource inequalities present in our SPSA**. Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved**. Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☑ **There is some evidence of resource inequalities in the current SPSA**. However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA**. However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

We will...

- Continue SART meetings to discuss family needs/obstacles so we can meet those needs
- Provide attendance for incentives (signs for classes who reach the attendance goals, thank you cards for families improving attendance)
- School nurse to reach out to families of students out for health-related reasons
- Community resources to address obstacles related to chronic absenteeism
- Engage with families to determine what they need (surveys, person-to-person meetings, open communication, and relationship building)
- Capacity building to help build a culture of attendance

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits**: School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Plan Escolar para el Logro Estudiantil Anexo 2023-2024

Apoyo y Mejora Específica Adicional (ATSI)(ATSI)

Holmes Elementary School

Si es ATSI, identifique los subgrupos::

- ☐ Afroamericanos
- ☐ Indio americanos
- ☑ Asiático-americanos
- ☑ Estudiante que está aprendiendo inglés
- ☐ Filipinos
- ☐ Jóvenes en hogares de crianza
- ☐ Hispanos
- ☑ Sin hogar
- ☐ Isleños del pacífico
- ☐ Desfavorecidos socioeconómicamente
- ☐ Estudiantes con discapacidades
- ☐ Dos o más razas
- ☐ Blancos

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI , por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el SSC	**12/12/23**
Firma del director	[redacted]
Firma del presidente del SSC	[redacted]

Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

☐ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

☑ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

☐ **Hay alguna evidencia de inequidades de recursos en el SPSA actual.** Sin embargo, nuestro SSC ha determinado que los estudiantes a los que CSI / ATSI está dirigido están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

Lo haremos...

- Continuar con las reuniones de SART para discutir las necesidades/obstáculos de la familia para que podamos satisfacer esas necesidades.
- Proporcionar asistencia para incentivos (letreros para las clases que alcanzan las metas de asistencia, tarjetas de agradecimiento para las familias que mejoran la asistencia)
- La enfermera escolar se comunicará con las familias de los estudiantes por motivos de salud
- Recursos comunitarios para abordar los obstáculos relacionados con el ausentismo crónico
- Involucrarse con las familias para determinar lo que necesitan (encuestas, reuniones persona a persona, comunicación abierta y construcción de relaciones)
- Desarrollo de capacidades para ayudar a construir una cultura de asistencia.

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear "listas de vigilancia", es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación. A la luz de la pandemia de COVID-19, también se exploraron la pérdida del aprendizaje y otros problemas similares.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa, particularmente en un entorno de aprendizaje a distancia.
- Con base en la investigación y los análisis de "brechas" descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD promovió en este proceso de

toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el "rastreador de intervención" del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo**: El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases**: Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo**: Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director**: Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán "Listas de Vigilancia" que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función "escuelas a observar" permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están "en riesgo", "severamente en riesgo", "de alto riesgo" y "cautelosamente en riesgo" a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.

Holmes Elementary School

SCHOOL-PARENT COMPACT

The **Holmes Elementary School Site Council** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2023-2024 school year.

School Responsibilities

Holmes Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as included in our School Plan for Student Achievement (SPSA).

2. Hold parent-teacher conferences (annually in November) during which this compact will be discussed as it relates to the individual child's achievement.

3. Provide parents with frequent reports on their children's progress through Achievement Reports on a semester calendar. Provide parents of students in our special education program with progress reports twice a year.

4. Provide parents reasonable access to staff through the school website and Parent Vue.

5. Provide parents opportunities to volunteer in our VIPS program (VIPS - based on district approval), participate in PTO and observe activities in their child's classroom.

Approved by SSC on 10/24/23.

Holmes Elementary School

SCHOOL-PARENT COMPACT

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Monitoring attendance.
Ensuring that homework is completed.
Monitoring amount of student screen time.
Volunteering in child's classroom
Participating, as appropriate, in decisions relating to my child's education.
Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on policy advisory groups, such as School Site Council (SSC), Parent Teacher Organization (PTO), & English Language Advisory Committee (ELAC).

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the state's high standards. Specifically, I will:

Come to school with a scholar attitude, ready to learn and exhibit appropriate behavior.
Do my homework every day and ask for help when I need it.

Read at least 20 minutes (K & 1), 30 minutes (2 & 3) and 40 minutes in (4 & 5) every day outside of school time.

Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Lori Grady, Principal [redacted]
School (Principal) _____ Date

_____ _____
School (Teacher) Date

_____ _____
Parent Date

_____ _____
Student Date

Approved by SSC on 10/24/23.

Escuela Primaria Holmes

PACTO ESCUELA-PADRES

El **Consejo del Sitio Escolar de la Escuela Primaria Holmes** y los padres de los estudiantes que participan en actividades, servicios y programas financiados por Título I, Parte A de la Ley de Educación Primaria y Secundaria (ESEA) (niños participantes), recuerde que este pacto describe cómo los padres , todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los estándares altos del Estado.

Este pacto entre la escuela y los padres estará vigente durante el 2023-2024 año escolar.

Responsabilidades de

La Escuela Primaria Holmes:

1. Proporcionará un currículo e instrucción de alta calidad en un entorno de aprendizaje efectivo, y de apoyo que permita a los niños participantes cumplir con los estándares estatales de rendimiento académico estudiantil como se incluye en nuestro Plan Escolar para el Rendimiento Estudiantil (SPSA).

2. Tener conferencias de padres y maestros (anualmente en Noviembre) durante las cuales se discutirá este pacto en relación con el logro individual del niño.

3. Proporcionar a los padres información frecuente sobre el progreso de sus hijos/as a través de informes de logros en un calendario semestral. Proporcionar a los padres de los estudiantes en nuestro programa de educación especial sobre el progreso dos veces al año.

4. Proporcionar a los padres un acceso razonable al personal a través de School Loop y Parent Vue.

5. Proporcionar a los padres oportunidades para ser voluntarios a través de nuestro programa VIPS (VIPS - basado en la aprobación del distrito). Y participar en PTO y observar y participar en PTO y observar las actividades del aula

Escuela Primaria Holmes

PACTO ESCUELA-PADRES

Responsabilidades de los padres

Responsabilidades de los padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

Monitoreando la asistencia.
Asegurarse de que se complete la tarea.
Monitoreo de la cantidad de tiempo de pantalla del estudiante.
Ser voluntario en el salón de clases del niño/a
Participar, según corresponda, en las decisiones relacionadas con la educación de mi hijo/a.
Promover el uso positivo del tiempo extracurricular de mi hijo/a.

Mantenerme informado sobre la educación de mi hijo/a y comunicarse con la escuela leyendo de inmediato todos los avisos de la escuela o del distrito escolar recibidos por mi hijo/a o por correo y respondiendo, según corresponda.

Servir, en la medida de lo posible, en grupos asesores de políticas, como el Consejo del Sitio Escolar (SSC), Asosacion de Padres y Maestros, Comité Asesor de Aprendizaje de Inglés ELAC.

Responsabilidades del estudiante

Yo, como estudiante, compartiré la responsabilidad de mejorar mi rendimiento académico y alcanzar los altos estándares del estado. Específicamente, yo :

Iré a la escuela con una actitud de estudiante, listo para aprender y mostrar un comportamiento apropiado.
Hacer mi tarea todos los días y pedir ayuda cuando la necesito.

Leer al menos 20 minutos (K y 1), 30 minutos (2 y 3) y 40 minutos (4 y 5) todos los días fuera del horario escolar.

Entregar a mis padres o al adulto responsable de mi bienestar todos los avisos e información que recibo de mi escuela todos los días.

Lori Grady, Directora [redacted]

Escuela (Directora) _____ Fecha _____

Escuela (Maestro) _____ Fecha _____

Padre _____ Fecha _____

Estudiante _____ Fecha _____

Aprobado por SSC el 24/10/23.

Holmes Elementary School
Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Holmes Elementary School has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Holmes Elementary School's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Holmes Elementary School agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact, which addresses the importance of ongoing, meaningful communication (i.e. annual conferences, progress reports, access to staff and opportunities to volunteer in the classroom) between the school and family, as a component of its Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT MANDATORY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Holmes Elementary School will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
    - Attendance at one of the district trainings or school site training. Topics include:
        i. Responsibilities & Roles of SSC and its members
        ii. Composition of SSCs
        iii. Budgetary considerations
        iv. Single Plan for Student Achievement
        v. Role of ELAC and other advisory committees
    - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
        i. Invite other families and stakeholders to attend the meeting

ii. Advertise in Title I Newsletter/school website, at Back-to-School night, through School Messenger, etc.

- At Meeting
  i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
  ii. Write or update the Family Involvement Guidelines & Home-School Compacts
  iii. Oral and written translations be made available for Spanish families to allow for discussions

2. Holmes Elementary School will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
   - At a SSC & ELAC meeting
   - Section of Newsletter/school website
   - Annual Title I Meeting
   - Main Office Counter
   - Back to School Night/via backpack
3. Holmes Elementary School will update periodically its Family Involvement Guidelines to meet the changing needs of families and the school:
   - At SSC and ELAC meetings
   - Family information meetings
   - School site council must vote to approve the guidelines
4. Holmes Elementary School will convene an Annual Title I Public Meeting to inform families of the following:
   - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
   - Hold a flexible number of meetings at varying times
   - Notifications/fliers sent home in language families can understand
   - Announcement made on school marquee, school website, school calendar, and School Messenger
   - Child care provided
5. Holmes Elementary School will provide updated information to families about Title I programs throughout the school year:
   - Section of Newsletter
   - On Main Office Counter
   - At SSC, ELAC meetings and other family meetings (PTO/BSAI, etc.)
6. Holmes Elementary School will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Holmes Elementary will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
   - Family Events 4x/year; Family surveys at least 2x/Year
   - Principal chats
   - In school newsletters
   - Back-to-School night
   - At SSC & ELAC meetings
7. Holmes Elementary School will coordinate and integrate family involvement programs, with other district programs, including Child Development Center, Head Start, Early Head Start, public preschools, etc., and conduct activities that encourage and support families in participating more fully in the early education of their children by:

- Coordination of Transitional Kindergarten at selected sites
- Promotion/advertisement of the District's Kindergarten festivals
- Back to School Bash (Holmes)

8. Holmes Elementary School will submit to the district any family comments if the schoolwide plan under section 1114(b)(2) is not satisfactory to families of participating children:
    - At School site council meetings

PART III

SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Holmes Elementary School will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
    - District trainings offered for families and staff
    - Family education workshops on site
    - Family-Teacher Conferences
    - Family Workshops posted on district website
    - DCAC, DELAC and other district family forums/meetings
    - District website resources: click "P" for Parent University
2. Holmes Elementary School will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
    - Outlines shared responsibility of home, school and student in academic achievement
    - Developed, discussed and reviewed at first SSC and ELAC meetings
    - School site council must vote to approve compact
    - Home-School Compact to be sent home via backpack
3. Holmes Elementary School will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
    - the state's academic content standards
    - the state and local academic assessments including alternate assessments
4. Holmes Elementary School will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
    - Family Workshops per parent interest surveys (technology and science)
5. Holmes Elementary School will, with the assistance of the district and families, encourage the use of a variety of technology to communicate with parents
    - School Messenger (phone calls, emails, text messages)
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
    - School employee volunteers will be doing the translations of written materials/notifications that are sent to families

* * * * * * *

PART IV.
ADOPTION

Holmes Elementary School's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/24/2023 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/3/2023. Holmes Elementary School, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

[redacted]
Signature of Principal

10/30/2024
Date

Pautas de Participación Familiar de la Escuela Primaria Holmes

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria Holmes se ha desarrollado conjuntamente con los miembros del Consejo del Plantel Escolar y distribuido a las familias de los niños participantes, Pautas de Participación de la Familia Escolar, que contiene la información requerida por la sección 1118 (b) de la Ley de Educación Primaria y Secundaria (ESEA). Las pautas establecen que expectativas de para la participación familiar y describen cómo la escuela Primaria Holmes implementará una serie de actividades específicas de participación familiar. El Pacto entre el hogar y la escuela está incorporado en las Pautas de participación escolar y familiar.

PARTE I

La Escuela Primaria Holmes acuerda implementar los siguientes requisitos:

- Desarrollar conjuntamente y distribuir a las familias de los niños participantes, las Pautas de Participación de la Familia Escolar que la escuela y las familias de los niños participantes acuerden.
- Notificar a las familias sobre las Pautas de participación de la familia en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que la familia pueda entender.
- Poner a disposición de la comunidad local las Pautas de participación escolar y familiar.
- Actualizar periódicamente las pautas de participación de la familia en la escuela para satisfacer las necesidades cambiantes de las familias y la escuela.
- Adoptar el pacto de la escuela entre el hogar y la escuela, que aborda la importancia de la comunicación continua y significativa (es decir, conferencias anuales, informes de progreso, acceso al personal y oportunidades para ser voluntario en el aula) entre la escuela y la familia, como un componente de sus Pautas de participación familiar. .
- Acepta regirse por la siguiente definición legal de participación familiar y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II.

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ DE FORMA OBLIGATORIA PAUTAS DE PARTICIPACIÓN FAMILIAR Y COMPONENTES

1. La Escuela Primaria Holmes tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación escolar de la familia y su plan escolar, si corresponde, de una manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA:
    - Asistencia a una de las capacitaciones del distrito o de la escuela. Los temas incluyen:
        i. Responsabilidades y roles del SSC y sus miembros
        ii. Composición de los SSC
        iii. Consideraciones presupuestarias
        iv. Plan único para el rendimiento estudiantil
        v. Papel del ELAC y otros comités asesores

- Planificar la reunión con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Plan único para Logro de los estudiantes
    i. Invitar a otras familias y partes interesadas a asistir a la reunión
    ii. Anunciarse en el boletín de Título I/el sitio web , en la noche de regreso a la escuela, a través de un mensajero de la escuela, etc.
- En la reunión
    i. Revisar el plan único para el logro del estudiante y, como grupo, anotar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario
    ii. Escribir o actualizar las Pautas de participación familiar y los pactos entre el hogar y la escuela
    iii. Se pondrán a disposición de las familias en español en traducciones orales y escritas para permitir las discusiones

2. La Escuela Primaria Holmes tomará las siguientes acciones para distribuirlas a las familias y al comunidad local, las Pautas de participación familiar de la escuela:
    - En una reunión de SSC y ELAC
    - Sección de Boletín de noticias/el sitio web
    - Reunión anual del Título I
    - En el mostrador de la oficina principal
    - Noche de regreso a clases/a través de la mochila
3. La Escuela Primaria Holmes actualizará periódicamente sus Pautas de participación familiar para satisfacer las necesidades cambiantes de las familias y la escuela:
    - En las reuniones de SSC y ELAC
    - Reuniones de información familiar
    - El consejo escolar debe votar para aprobar las pautas
4. Escuela Primaria Holmes convocará una reunión pública anual del Título I para informar a las familias sobre lo siguiente:
    - Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y el derecho de las familias a participar.
    - Realizar un número flexible de reuniones en diferentes momentos
    - Habra Notificaciones/volantes enviados a casa en el idioma que las familias pueden entender
    - Anuncios hechos en el sitio web de la escuela, a través de pagina escolar, el calendario de la escuela, y School Messenger
    - Se proporciona cuidado de niños
5. La Escuela Primaria Holmes proporcionará información actualizada a las familias sobre los programas de Título I durante todo el año escolar:
    - Sección del boletín
    - en el mostrador de la oficina principal
    - En SSC , reuniones de ELAC y otras reuniones familiares (PTO / BSAI, etc.)
6. La Escuela Primaria Holmes proporcionará a las familias una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante, y los niveles de competencia que se espera que alcancen los estudiantes. La Primaria Holmes también brindará oportunidades para reuniones regulares para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos:
    - Eventos Familiares 4 veces al año; Encuestas familiares al menos 2 veces al año
    - Charlas con el director(a)

- En los boletines
- Eventos Escolares de Noche de regreso a la escuela
- En las reuniones de SSC y ELAC
- Conferencias de padres eh maestros/as

7. La escuela primaria Holmes coordinará e integrará los programas de participación familiar con otros programas del distrito, incluidos Centro de desarrollo infantil, Head Start, Early Head Start, pre escolares, etc., y realizar actividades que alienten y apoyen a las familias a participar más plenamente en la educación temprana de sus hijos mediante:
    - Coordinación de Kindergarten en sitios seleccionados
    - Promoción / publicidad de los festivales de Kindergarten del distrito
    - Regreso a la escuela (Holmes)

8. La Escuela Primaria Holmes presentará al distrito cualquier comentario de la familia si el plan de toda la escuela bajo la sección 1114 (b) (2) no es satisfactorio para las familias de los niños participantes:
    - En las reuniones del consejo escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. La Escuela Primaria Holmes Desarrollará la capacidad de las escuelas y las familias para una fuerte participación familiar, a fin de garantizar la participación efectiva de las familias y apoyar una asociación entre la escuela involucrada, las familias y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación:
    - Capacitaciones del distrito que ofrece para las familias y al personal
    - Talleres de educación de la familia en las instalaciones
    - Conferencias Familia y maestros
    - Talleres familiares en el sitio web del distrito
    - DCAC, DELAC y en otros foros de la familia en la vecindad / reuniones
    - De recursos página del internet: haga clic en "P" para la Universidad de Padres
2. La Escuela Primaria Holmes incorporará el Pacto entre el hogar y la escuela como un componente de sus Pautas de participación escolar y familiar:
    - Describir la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico
    - Desarrollado, discutido y revisado en las primeras reuniones de SSC y ELAC
    - El consejo escolar debe votar para aprobar el compacto entre el El hogar y la escuela
    - Se enviará a casa en una mochila
3. La Escuela Primaria Holmes , con la ayuda de su distrito, brindará asistencia a las familias de los niños que asisten a la escuela para que comprendan temas como los siguientes
    - Estándares del contenido académico
    - Del estado, el estado y evaluaciones académicas locales, incluidas evaluaciones alternativas
4. La Escuela Primaria Holmes , con la ayuda del distrito, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, según corresponda, para fomentar la participación familiar, mediante:
    - Talleres familiares según encuestas de interés de los padres (tecnología y ciencia)
5. La Escuela Primaria Holmes , con la ayuda del distrito y las familias, fomentará el uso de una variedad de tecnología para comunicarse con los padres.

- School Messenger (llamadas telefónicas, correos electrónicos, mensajes de texto)

6. La escuela, en la medida de lo posible y apropiado, tomara las siguientes medidas para garantizar que la información relacionada con la escuela y los programas familiares, reuniones y otras actividades se envíe a las familias de los niños participantes en un formato comprensible y en un idioma que las familias puedan entender:
   - Los empleados de la escuela harán las traducciones de los materiales escritos / notificaciones que se envían a las familias

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PARTE IV.
ADOPCIÓN

La Escuela Primaria Holmes Pautas de Participación Familiar que han sido desarrolladas conjuntamente y acordadas por las familias de los niños que participan en los programas del Título I, Parte A. Las pautas fueron adoptadas por los miembros del Consejo del Plantel Escolar del sitio el **24/10/23** y estarán vigentes por el período de un año escolar. La escuela distribuirá las Pautas a todas las familias antes del **03/11/23**. La Escuela Primaria Holmes, cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.

[redacted]
Firma del director(a)

30/10/2023
Fecha