

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Holmes Elementary

School Plan for Student Achievement
2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

ELA Findings

SBAC ELASite 2023-2024 LevelsLiteracy All64% (172 stu) Black/African-American52% (50 stu) English Learner18% (11 stu) ELA increase of 7% over 22/23AA increase of 5% over 22/23EL decrease of 18% from 22/23Site 2023-2024 LevelsFoundational Reading Skills AssessmentAll54% - On Track, 78% Overall ProfBlack/African-American47% (17 stu) - On Track, 81% (29 stu) OPEnglish Learner 42% (8 stu) - On Track, 66% (12 stu) OP

ELA Goals

Since African American students, EL students didn't meet last year's goals, we have set new goals. Goals: By June 2025, 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 2025, 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 ELA SBAC - At least 5-point growth in ELA 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 reading intervention support during the school day and English Language Development (designated and integrated) for ELLs. Progress monitoring will include FRSA tracking and iReady assessments throughout the year. Teachers will also use student performance on the district common reading and writing assessment to inform instruction and show progress. The outcome will be reflected in the end of the year iReady assessment and ELA SBAC. Students will also be monitored throughout the year on reading and writing assessments.

Comprehensive Needs Assessment: Mathematics

Math Findings

SBAC MathSite 2023-2024 Levels MathAll 54% (172 stu)Black/African-American 36% (50 stu)English Learner 36% (11 stu)Math increase of 8% over 22/23AA percentage remained the same as 22/23EL decrease of 27% from 22/23

Math Goals

The area of need is for African American students and EL students as reflected in the data. By June 2025, 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 2025, 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 5 -point growth in math

Action Plan: Holmes teachers will provide a targeted review of key missed concepts for students who need support to access grade-level instruction. Provide real math experiences for our students using field trips, experts, community walks, etc. Progress monitoring will include exit tickets, student performance on common district assessments and iReady assessment. The outcome will be reflected in the final math iReady and Math SBAC.

Comprehensive Needs Assessment: English Learners

English Learner Findings

By the end of the 2023-2024 school year, of the 32 students who took the ELPAC, this is the breakdown of overall growth. 3 students' scores decreased by -1 to -0.4. 13 students' scores decreased by -0.4 to -0.2. 14 students' scores increased by +0.8 to +1.4. 2 students' scores increased by +1.4 to +2.0. During ELAC and site council, there was a discussion regarding the reason for some of the lower scores. Holmes has four SDC classrooms with ELL students, and this may explain some of the challenges students had with the test. However, these findings show that this year's extra emphasis on following through with the district's expectation of doing 30 minutes of designated ELD will benefit our EL students. 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. Teachers will monitor student progress through daily exit tickets, common assessments, and iReady scores. The outcome will be reflected in the final iReady test, SBAC, and ELPAC.

English Learner Goals

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 2025. Progress monitoring summary: Students will be monitored throughout the year with reading and writing assessments and speaking/listening performance tasks.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Attendance was 91.84% almost 6% short of our goal. Our Pulse survey increased by 1 point in all three areas (agency, belonging, and identity). Our CORE survey increased by 1 to 7 points in each area with Safety and Knowledge and Fairness of Discipline, Rules and Norms showing the greatest increase of 7 points.

Culture/Climate Goals

By June 2024, Holmes' attendance will improve from 90.4% to 97%. The focus this year will be to increase the PULSE/CORE survey results by at least 2%/ A focus will be on identity. Action plan: Implement soft start and school-wide Harmony and PBIS lessons. School staff teach and enforce our school-wide expectations. Provide culturally relevant and student-centered learning opportunities and display student work in classrooms and around campus. Attendance improvement and achievement will be celebrated during end-of-semester parties. Progress monitoring plan: The outcome of these goals will be reflected in the Pulse surveys in questions related to identity and in attendance percentages. We will keep track of attendance rates and meet with students who are at risk of being chronically absent. We will work with parents/caregivers whose children show lowered attendance rates to problem-solve and monitor to see improvement in attendance.

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 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	Goal Partially or Not Met	SBAC ELASite 2023-2024 LevelsLiteracy All 64% (172 stu) Black/African-American 52% (50 stu) English Learner 18% (11 stu) ELA increase of 7% over 22/23AA increase of 5% over 22/23EL decrease of 18% from 22/23Site	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 reading intervention support during the school day and English Language Development (designated and integrated) for ELLs.

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

	<p>students and broken down by category to understand how the gap is closing</p> <p>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.</p>			
Math	<p>1) 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 math SBAC - At least 10-point growth in math</p> <p>Summary of Goals:</p>	Goal Partially or Not Met	<p>SBAC MathSite 2023-2024 Levels MathAll 54% (172 stu) Black/African-American 36% (50 stu) English Learner 36% (11 stu) Math increase of 8% over 22/23 AA percentage remained the same as 22/23 EL decrease of 27% from 22/23</p>	<p>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. Provide real math experiences for our students using field trips, experts, community walks, etc.</p>

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.			
English Learner	<p>1) 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.</p> <p>Summary of Goals: Holmes's ELL students will grow in the areas of listening, speaking, and writing</p> <p>Summary of Progress Monitoring: We will check progress on district assessments including iReady, ELPAC, and SBAC</p> <p>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</p>	Goal Partially or Not Met	<p>October 2024 ELL Data</p> <p>10% - Well Developed 29% - Moderately Developed 23% - Somewhat Developed 6% - Intermediate 3% - Novice 19% - Beginning 10% - Blank</p> <p>69% increased proficiency level</p> <p>12% maintained proficiency level</p> <p>19% decreased proficiency level</p>	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.

<p>Culture/Climate</p>	<p>1) 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.</p> <p>Summary of goals: Students will understand school and classroom rules. Students will demonstrate a sense of belonging based on the CORE survey results.</p> <p>Summary of progress monitoring: Monitor CORE and Pulse survey results.</p> <p>Action plan: Implement soft start and school-wide Harmony and PBIS lessons.</p>	<p>Goal Partially or Not Met</p>	<p>Pulse Survey: Climate of Support for Academic Learning: 88% (up 6 points) Sense of Belonging: 78% (up 7 points) Knowledge of Fairness and Discipline, Rules and Norms: 78% (up 1 point)</p> <p>Attendance: 91.84%</p>	<p>Action plan: Implement soft start and school-wide Harmony and PBIS lessons. School staff teach and enforce our school-wide expectations. Provide culturally relevant and student-centered learning opportunities and display student work in classrooms and around campus.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>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, Social Skills Groups, School-wide Sense of Belonging Campaign, Mentor Program Coordinator (IN 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>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 2)</p>	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

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	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	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill

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.

- 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.

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

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

i-Ready Personalized Learning

ELlevation

iReady

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • 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 <p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

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

<p>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) 80</p>	<p>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 (.50 FTE - General Fund) and (.10 FTE - LCFF) 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,</p>	<p>All Students, Homeless, Identified At-Risk Students, Other Targeted Students, English Learners, Newcomers, All Parents</p>	<p>LCFF \$18,518 Psychologist .1 FTE - LCFF 100%</p>	<p>08/15/2024 - 06/30/2025 Daily</p>	<p>Psychologist</p>	<p>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) 80</p>
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	Social Skills Groups, School-wide Sense of Belonging Campaign, Mentor Program Coordinator					
School data shows that there is an increased need for an academic intervention program supporting reading, writing, and math SBAC ELA 50, Elementary Reading - FRSA 50	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 \$50,583 Teacher Hourly P Schedule (2) for 298 hours annually - Title 1 100%	08/15/2024 - 06/30/2025 Weekly	Principal	Principal Student Achievement Data SBAC ELA 50, Elementary Reading - FRSA 50

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Preschool meetings for families to discuss TK and answer questions.	The counselor team will visit all 5th-grade classrooms to go over the middle school-of-choice process. The site facilitator will provide 5th-grade teachers with timeline information related to middle school transition.	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified 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.

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
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No supplemental budgeted items have been approved.

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)	47489
Title I Parent and Family Involvement (3008)	2306

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	33320

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

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 Ramirez	06-24-2025
Staff	Classroom Teacher	Tamia Jones	06-24-2025
Staff	Other School Personnel	Laurel Elliot	06-12-2026
Community	Parent/Community Member	██████████ Fioretta	06-24-2025
Community	Parent/Community Member	██████████ McCree	06-24-2025
Community	Parent/Community Member	██████████ Jackson	06-24-2025
Community	Parent/Community Member	██████████ Qualters	06-24-2025
Community	Parent/Community Member	██████████ Croom	06-12-2026

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)	██████ San Juan
DELAC Representative	Parent of EL Student (required)	██████████████ Cazalez
Principal or Designee	Staff Member (required)	Lori Grady
Secretary	Staff Member (required)	Carol Alwood

Name	Representing
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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?	10/15/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>The group recommended the following:</p> <ul style="list-style-type: none"> - Teacher communication: We would like regular reports on how our children are doing. - Homework help: Can we get extra homework attention - Reading intervention: Set aside money for reading intervention teachers. - Psychologist: Continue funding an extra day for the school psychologist. - Communication: One way we can help our ELLs and their families is by communicating and better explaining the ELPAC, ELPAC alternative test, reclassification, and how we monitor students who test out of English services. - Attendance monitoring: Continue to provide awards and recognition for English learners who are making progress and being reclassified.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>SBAC Reading Results for EL students CELDT/ELPAC Results Reclassification Data EL Attendance Rates</p>

5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/12/2024
6. What was SSC's response to ELAC recommendations?	The school site council agreed all of these are important and impactful services and programs. Site council suggested we can include some items in the school newsletter to create awareness. SSC also suggested we continue to build attendance at ELAC meetings so families can be more aware of the reclassification process and student ELPAC scores.

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): 11/12/2024
2. The SSC approved the **Home-School Compact** on 10/08/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/15/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/17/2024
5. SSC Participated in the Annual Evaluation of SPSA:11/12/2024
6. The SPSA was approved at the following SSC Meeting: 11/12/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

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 2024-2025 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 and March for select students) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports via ParentVUE 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 (must be cleared through the district VIPS department), participate in PTO, and engage in activities in their child's classroom.

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, by mail, or through phone calls or electronically, 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
School(Principal)

10/28/2024
Date

School(Teacher)

Date

Parent

Date

Student

Date

El **Consejo Local de la Escuela Primaria Holmes** y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título I, Parte A de la Ley de Educación Primaria y Secundaria (ESEA) (niños participantes), acuerdan 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 altos estándares del Estado.

Este pacto entre escuela y padres está vigente durante el 2024-2025 año escolar.

Responsabilidades escolares

La Escuela Primaria Holmes:

1. Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los niños participantes cumplir con los estándares de rendimiento académico estudiantil del estado como se incluyen en nuestro Plan Escolar para el Rendimiento Estudiantil (SPSA).
2. Celebrar conferencias de padres y maestros (anualmente en noviembre y marzo para estudiantes selectos) durante el cual se discutirá este pacto en relación con el logro individual del niño.
3. Proporcionar a los padres informes frecuentes, a través de ParentVUE sobre el progreso de sus hijos a través de informes de logros en un calendario semestral. Proporcionar a los padres de estudiantes en nuestro programa de educación especial informes de progreso dos veces al año.
4. Proporcionar a los padres acceso razonable al personal a través de el sitio web de la escuela y Vue para padres.
5. Proporcionar a los padres oportunidades para ser voluntarios (debe ser aprobado a través del distrito VIPS departamento), participar en PTO, y participar en actividades en el aula de su hijo.

Responsabilidades de los padres

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

Seguimiento de asistencia.

Asegurarse de que se complete la tarea.

Monitorear la cantidad de tiempo que los estudiantes pasan frente a la pantalla.

Voluntariado en el aula infantilmetro

Participar, según corresponda, en las decisiones relacionadas con la educación de mi hijo.

Promover el uso positivo del tiempo extracurricular de mi hijo.

Mantenerme informado sobre la educación de mi hijo y comunicarme con la escuela leyendo de inmediato todos los avisos de la escuela o del distrito escolar que reciba mi hijo., por correo, o a través de llamadas telefónicas o electrónicamente, y responder, según corresponda.

Servir, en la medida de lo posible, en grupos asesores de políticas, como el Consejo Escolar (SSC), el Consejo de Padres Organización Docente (PTO) y Comité Asesor del Idioma Inglés (ELAC).

Responsabilidades del estudiante

I, como estudiante, compartiré la responsabilidad de mejorar mi logro académico y alcanzar los altos estándares del estado. Específicamente, I voluntad:

Venir a la escuela con una actitud escolar, listo para aprender y exhibir un comportamiento apropiado.

Hacer mi tarea todos los días y pedir ayuda cuando la necesite.

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

Dar mi mis padres o el adulto responsable de mi bienestar todos los avisos e información que recibo de mi escuela todos los días.

Lori Grady, directora
Escuela (Principal)

28/10/2024
Fecha

Escuela (Maestro)

Fecha

Padre

Fecha

Alumno

Fecha



Holmes Elementary School Family Involvement Guidelines

October 15, 2024

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 School-Home 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 School-Home 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. School 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 School Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter/school website, through School Messenger, etc.

- At Meeting
 - i. Review School 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 & School-Home 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
 - Hallway bulletin board outside of the office
 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
 5. Holmes Elementary School will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - Hallway bulletin board outside of the main office
 - At SSC & ELAC meetings
 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:
 - Promotion/advertisement of the District's Early Learning and 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 RESPONSIBILITIES 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, BSAI, and other district family forums/meetings
 - District website resources: click “P” for Parent University
2. Holmes Elementary School will incorporate the School-Home 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
 - School-Home Compact to be sent home electronically before November conferences
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, Smore newsletters)
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 employees will provide translations of written materials/notifications that are sent to families

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**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 10/15/2024 and will be in effect for the period of one school year. The school

will distribute the Guidelines to all families on or before 11/4/24. Holmes Elementary School, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

Date

10/28/2024



Escuela Primaria Holmes

Pautas de participación familiar

15 de octubre de 2024

Como escuela que recibe fondos del Título I, Parte A (Título I), Escuela Primaria Holmes ha desarrollado conjuntamente con los miembros del Consejo Escolar y distribuido a las familias de los niños participantes, Pautas de Participación Escolar y Familiar, que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Directrices establecen Escuela Primaria Holmes expectativas para la participación familiar y describir cómo la escuela implementará una serie de actividades específicas de participación familiar. El Escuela-Casa El compacto está incorporado en las Pautas de participación escolar y familiar.

PARTE I

Escuela Primaria Holmes se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente y distribuir a las familias de los niños participantes, Pautas de participación escolar familiar que la escuela y las familias de los niños participantes acuerden.
- notificará a las familias sobre las Pautas de participación escolar y familiar 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 Directrices para la participación escolar y familiar.
- Actualizar periódicamente las Pautas de participación escolar y familiar para satisfacer las necesidades cambiantes de las familias y la escuela.
- adoptar la escuela Escuela-Casa compacto, que aborda la importancia de una comunicación continua y significativa (es decir, conferencias anuales, informes de progreso, acceso al personal y oportunidades de voluntariado 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 LOS COMPONENTES DE LAS PAUTAS OBLIGATORIAS DE PARTICIPACIÓN FAMILIAR

1. 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 familiar y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar. Los temas incluyen:
 - i. Responsabilidades y funciones del SSC y sus miembros
 - ii. Composición de las SSC
 - iii. Consideraciones presupuestarias
 - iv. Escuela Plan para el rendimiento estudiantil

- v. Papel del ELAC y otros comités asesores
 - Planifique una reunión con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Escuela Plan para el rendimiento estudiantil
 - i. Invite a otras familias y partes interesadas a asistir a la reunión.
 - ii. Anuncie en el Boletín Título I/sitio web de la escuela, a través de Mensajero escolar, etc.
 - En la reunión
 - i. Revisar Escuela Planifique el rendimiento estudiantil y, como grupo, observe los cambios y haga ajustes (eliminaciones o adiciones) según sea necesario.
 - ii. Redactar o actualizar las Pautas de participación familiar y Pactos escuela-hogar
 - iii. Se pondrán a disposición de las familias españolas traducciones orales y escritas para permitir el debate.
2. Escuela Primaria Holmes Tomará las siguientes acciones para distribuir a las familias y a la comunidad local las Pautas de participación familiar de la escuela:
 - En una reunión del SSC y ELAC
 - Sección de Newsletter/sitio web de la escuela
 - Reunión Anual de Título I
 - Tablón de anuncios en el pasillo fuera de la oficina.
 3. Escuela Primaria Holmes actualizará periódicamente sus Pautas de participación familiar para satisfacer las necesidades cambiantes de las familias y la escuela:
 - En las reuniones del SSC y ELAC
 - Reuniones informativas familiares
 - El consejo escolar debe votar para aprobar las pautas
 4. Escuela Primaria Holmes convocará una reunión pública anual de Título I para informar a las familias 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
 - Celebrar un número flexible de reuniones en distintos horarios
 - Notificaciones/folleto enviados a casa en un idioma que las familias puedan entender.
 - Anuncio realizado en la marquesina de la escuela, sitio web de la escuela, calendario escolar, y mensajero escolar
 5. Escuela Primaria Holmes proporcionará información actualizada a las familias sobre los programas de Título I durante todo el año escolar:
 - Sección de Newsletter
 - Tablón de anuncios en el pasillo fuera de la oficina principal
 - En las reuniones del SSC y ELAC
 6. Escuela Primaria Holmes proporcionará a las familias una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Escuela Primaria Holmes También brindará oportunidades de reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relativas a la educación de sus hijos:
 - Eventos familiares 4 veces al año; Encuestas familiares al menos 2 veces al año
 - Charlas principales
 - En boletines escolares
 - Noche de regreso a clases
 - En las reuniones del SSC y ELAC

7. Escuela Primaria Holmes coordinará e integrará programas de participación familiar con otros programas del distrito, incluido Child centro de desarrollo, Head Start, Early Head Start, preescolares públicos, etc., y realizar actividades que alienten y apoyen a las familias a participar más plenamente en la educación temprana de sus hijos al:
 - Promoción/publicidad del Distrito Festivales de Aprendizaje Temprano y Jardín de Infantes
 - Fiesta de regreso a clases (Holmes)
8. Escuela Primaria Holmes presentará al distrito cualquier comentario familiar si el plan escolar según 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 DE LOS ESTUDIANTES

1. Escuela Primaria Holmes desarrollará la capacidad de las escuelas y las familias para una fuerte participación familiar, con el 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 ofrecidas para familias y personal.
 - Talleres de educación familiar en el sitio.
 - Conferencias de familia y maestros
 - Talleres familiares publicados en el sitio web del distrito
 - DCAC, DELAC, BSAly otros foros/reuniones familiares del distrito
 - Recursos del sitio web del distrito: haga clic en “P” para Universidad de padres
2. Escuela Primaria Holmes incorporará el Pacto escuela-hogar como componente de sus Directrices de participación escolar y familiar:
 - Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
 - Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC.
 - El consejo escolar debe votar para aprobar el pacto
 - Escuela-Hogar Compacto para ser enviado a casa electrónicamente antes de las conferencias de noviembre
3. Escuela Primaria Holmes Con la ayuda de su distrito, brindará asistencia a las familias de los niños atendidos por la escuela para que comprendan temas como los siguientes.
 - los estándares de contenido académico del estado
 - las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
4. 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 padres (tecnología y ciencia)
5. Escuela Primaria Holmes Con la ayuda del distrito y las familias, fomentaremos el uso de una variedad de tecnología para comunicarnos con los padres.
 - School Messenger (llamadas telefónicas, correos electrónicos, mensajes de texto, Más boletines)
6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con los programas, reuniones y otras actividades escolares y


familiares se envíe a las familias de los niños participantes en un formato comprensible y en un idioma que las familias pueden entender:

- Los empleados de la escuela proporcionarán traducciones de materiales escritos/notificaciones que se envían a las familias

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PARTE IV.
ADOPCIÓN

Escuela Primaria Holmes Las Pautas de participación familiar se han desarrollado y acordado conjuntamente con las familias de los niños que participan en los programas del Título I, Parte A. Las pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el 15/10/2024. y tendrá vigencia durante el período de un año escolar. La escuela distribuirá las Pautas a todas las familias el 4/11/2024 o antes. Escuela Primaria Holmes, cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.


Firma del director

28/10/2024
Fecha