



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Holly Oak Elementary School	43-69435-6047146	5/14/2024	6/20/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Holly Oak Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Holly Oak Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Holly Oak Elementary is committed to providing high-quality education to all students. To achieve this goal, the school analyzes student data yearly to develop a comprehensive School Plan for Student Achievement (SPSA). This plan was created with input from all staff, students, and parents who participated in the school site council (SSC). The SPSA is based on identified needs and best practices to improve all students' academic, attendance, behavioral, and social-emotional outcomes. Holly Oak's SPSA goals are aligned with the district's Local Control and Accountability Plan (LCAP) goals. The school uses a continuous improvement model to implement, monitor, and evaluate the SPSA annually. We are confident that this approach will help us achieve our goals and provide a better learning experience for our students. Holly Oak is focused on improving the progress of English Learners, socioeconomic disadvantaged, and Hispanic students. To address these needs, the school will continue to implement a diagnostic assessment tool to assess student academic progress three times a year. Based on the diagnostic assessment results, student growth goals will be established, and an individualized online instruction plan will be created for each student. We are proud that the SEAL model is used in all classrooms to focus on rich, powerful, precise, expressive, and academic language throughout the curriculum. Additionally, Holly Oak has a Positive Behavioral Interventions and Supports team to teach students expectations around respect, responsibility, and safety. Furthermore, the school has an RTI teacher who provides targeted intervention to a selected group of primary students. We are confident that our students will benefit greatly from these initiatives.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students, and other stakeholders is critical to developing the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the method used to involve advisory committees, parents, students, school faculty and staff, and the community in developing the SPSA and the annual review and update.

The School Site Council, English Learner Advisory Committee, and staff members reviewed and provided feedback on the proposed goals approved by the site council on May 14, 2024.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

When completing this section for school-wide plan (SWP), the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes. Completing this section fully addresses all relevant federal planning requirements.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

When completing this section for school-wide plan (SWP), the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes. Completing this section fully addresses all relevant federal planning requirements.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for school-wide plan (SWP), the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes. Completing this section fully addresses all relevant federal planning requirements.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Holly Oak Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.64%	0.23%	0.22%	3	1	1
African American	0.85%	1.36%	1.72%	4	6	8
Asian	39.62%	35.83%	32.76%	187	158	152
Filipino	8.26%	6.12%	4.53%	39	27	21
Hispanic/Latino	40.25%	45.58%	51.72%	190	201	240
Pacific Islander	%	0.23%	0.22%		1	1
White	4.66%	4.54%	3.66%	22	20	17
Multiple/No Response	4.87%	5.22%	5.17%	23	23	24
Total Enrollment				472	441	464

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	87	67	62
Grade 1	67	70	75
Grade 2	53	68	77
Grade3	66	50	69
Grade 4	62	56	49
Grade 5	64	65	59
Grade 6	73	65	73
Total Enrollment	472	441	464

Conclusions based on this data:

1. Hispanic/Latino and Asian students consistently represent the majority of student ethnicity at Holly Oak. Forty-six percent of students are Hispanic/Latino, and thirty-six percent are Asian.
2. There has been a decrease of 18 students from the 2020-2021 to 2022-2023 school year.
3. The African American, Pacific Islander, American Indian population represents the least amount of students represented.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	181	181	161	37.80%	38.3%	34.7%
Fluent English Proficient (FEP)	72	55	55	17.40%	15.3%	11.9%
Reclassified Fluent English Proficient (RFEP)	5	24	15	4.0%	2.8%	

Conclusions based on this data:

1. The English Learner population has increased by 3.2% over the past three years.
2. The number of fluent English proficient students has decreased by 4.9% over the past three years.
3. Reclassified Fluent English Proficient students have increased by 9.3% over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	64	48	0	63	48	0	63	48	0.0	98.4	100.0
Grade 4	66	62	55	0	62	55	0	62	55	0.0	100.0	100.0
Grade 5	68	63	67	0	60	67	0	60	67	0.0	95.2	100.0
Grade 6	61	72	68	0	70	66	0	70	66	0.0	97.2	97.1
All Grades	262	261	238	0	255	236	0	255	236	0.0	97.7	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.	2391.		17.46	12.50		11.11	16.67		20.63	33.33		50.79	37.50
Grade 4		2449.	2433.		19.35	18.18		24.19	16.36		22.58	25.45		33.87	40.00
Grade 5		2512.	2482.		20.00	17.91		41.67	20.90		18.33	29.85		20.00	31.34
Grade 6		2534.	2517.		25.71	13.64		25.71	39.39		21.43	19.70		27.14	27.27
All Grades	N/A	N/A	N/A		20.78	15.68		25.49	24.15		20.78	26.69		32.94	33.47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.87	8.33		52.38	62.50		31.75	29.17
Grade 4		16.13	16.36		69.35	58.18		14.52	25.45
Grade 5		25.00	10.45		66.67	68.66		8.33	20.90
Grade 6		21.43	12.12		50.00	56.06		28.57	31.82
All Grades		19.61	11.86		59.22	61.44		21.18	26.69

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.52	10.42		46.03	54.17		44.44	35.42
Grade 4		12.90	12.73		53.23	47.27		33.87	40.00
Grade 5		18.33	14.93		58.33	53.73		23.33	31.34
Grade 6		20.00	12.12		58.57	65.15		21.43	22.73
All Grades		15.29	12.71		54.12	55.51		30.59	31.78

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.52	4.17		65.08	79.17		25.40	16.67
Grade 4		8.06	7.27		80.65	69.09		11.29	23.64
Grade 5		11.67	7.46		80.00	71.64		8.33	20.90
Grade 6		17.14	10.61		70.00	75.76		12.86	13.64
All Grades		11.76	7.63		73.73	73.73		14.51	18.64

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11	8.33		52.38	64.58		36.51	27.08
Grade 4		11.29	14.55		61.29	63.64		27.42	21.82
Grade 5		16.67	8.96		65.00	77.61		18.33	13.43
Grade 6		12.86	19.70		71.43	68.18		15.71	12.12
All Grades		12.94	13.14		62.75	69.07		24.31	17.80

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Conclusions based on this data:

1. The percentage of students that exceeded standards overall decreased by 5.1% from the 2021-2022 to 2022-2023 school year.
2. The overall percentage of students who met standards decreased by 1.34% from the 2021-2022 to 2022-2023 school year.
3. The percentage of nearly met standards students has increased by 5.91% from the 2021-2022 to 2022-2023 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	64	48	0	63	48	0	63	48	0.0	98.4	100.0
Grade 4	66	62	55	0	62	55	0	62	55	0.0	100.0	100.0
Grade 5	68	64	67	0	62	67	0	62	67	0.0	96.9	100.0
Grade 6	62	72	68	0	71	66	0	71	66	0.0	98.6	97.1
All Grades	263	262	238	0	258	236	0	258	236	0.0	98.5	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2393.	2410.		14.29	12.50		28.57	25.00		11.11	33.33		46.03	29.17
Grade 4		2470.	2468.		14.52	25.45		29.03	20.00		35.48	25.45		20.97	29.09
Grade 5		2505.	2500.		22.58	16.42		20.97	22.39		27.42	26.87		29.03	34.33
Grade 6		2494.	2506.		9.86	18.18		19.72	13.64		29.58	36.36		40.85	31.82
All Grades	N/A	N/A	N/A		15.12	18.22		24.42	19.92		25.97	30.51		34.50	31.36

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22	14.58		38.10	50.00		39.68	35.42
Grade 4		24.19	27.27		48.39	43.64		27.42	29.09
Grade 5		29.03	22.39		40.32	47.76		30.65	29.85
Grade 6		12.68	18.18		47.89	39.39		39.44	42.42
All Grades		21.71	20.76		43.80	44.92		34.50	34.32

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.87	18.75		41.27	47.92		42.86	33.33
Grade 4		11.29	18.18		62.90	50.91		25.81	30.91
Grade 5		17.74	14.93		59.68	59.70		22.58	25.37
Grade 6		9.86	12.12		57.75	63.64		32.39	24.24
All Grades		13.57	15.68		55.43	56.36		31.01	27.97

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.87	16.67		47.62	66.67		36.51	16.67
Grade 4		12.90	25.45		64.52	47.27		22.58	27.27
Grade 5		11.29	8.96		59.68	68.66		29.03	22.39
Grade 6		8.45	16.67		66.20	54.55		25.35	28.79
All Grades		12.02	16.53		59.69	59.32		28.29	24.15

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Conclusions based on this data:

1. The percentage of students that exceeded standards overall increased by 3.1% from the 2021-2022 to 2022-2023 school year.
2. The overall percentage of students who met standards decreased by 4.5% from the 2021-2022 to 2022-2023 school year.
3. The percentage of nearly met standards students has increased by 4.5% from the 2021-2022 to 2022-2023 school year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1435.7	1416.8	1423.4	1446.5	1424.6	1428.5	1410.2	1398.2	1411.3	22	38	24
1	1457.3	1444.6	1459.9	1461.7	1450.6	1450.3	1452.3	1437.9	1469.0	23	25	29
2	1498.5	1480.6	1487.8	1482.6	1464.2	1483.1	1513.7	1496.7	1491.8	32	24	24
3	1499.3	1494.4	1488.1	1495.9	1494.2	1490.7	1502.2	1494.2	1484.9	28	31	19
4	1521.7	1521.7	1506.2	1519.7	1513.5	1501.1	1523.2	1529.5	1511.0	26	25	22
5	1523.1	1529.3	1527.0	1514.7	1521.7	1520.5	1531.0	1536.2	1532.9	20	24	22
6	1549.3	1532.5	1535.8	1554.3	1515.5	1532.1	1543.6	1549.0	1539.1	16	24	20
All Grades										167	191	160

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.73	10.53	8.33	40.91	23.68	50.00	22.73	47.37	20.83	13.64	18.42	20.83	22	38	24
1	8.70	4.00	10.34	47.83	40.00	34.48	26.09	32.00	48.28	17.39	24.00	6.90	23	25	29
2	28.13	12.50	8.33	37.50	45.83	62.50	28.13	33.33	20.83	6.25	8.33	8.33	32	24	24
3	29.63	16.13	5.26	40.74	38.71	52.63	14.81	32.26	26.32	14.81	12.90	15.79	27	31	19
4	19.23	36.00	22.73	53.85	36.00	50.00	19.23	12.00	13.64	7.69	16.00	13.64	26	25	22
5	25.00	29.17	40.91	25.00	37.50	18.18	35.00	20.83	31.82	15.00	12.50	9.09	20	24	22
6	37.50	37.50	30.00	37.50	25.00	50.00	12.50	16.67	10.00	12.50	20.83	10.00	16	24	20
All Grades	24.10	19.90	17.50	40.96	34.55	45.00	22.89	29.32	25.63	12.05	16.23	11.88	166	191	160

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	15.79	12.50	54.55	21.05	41.67	22.73	52.63	29.17	4.55	10.53	16.67	22	38	24
1	21.74	16.00	3.45	34.78	40.00	44.83	34.78	24.00	44.83	8.70	20.00	6.90	23	25	29
2	21.88	33.33	16.67	43.75	25.00	54.17	31.25	33.33	20.83	3.13	8.33	8.33	32	24	24
3	44.44	35.48	21.05	33.33	38.71	47.37	7.41	19.35	26.32	14.81	6.45	5.26	27	31	19
4	30.77	52.00	59.09	57.69	32.00	22.73	3.85	4.00	4.55	7.69	12.00	13.64	26	25	22
5	35.00	50.00	40.91	40.00	37.50	36.36	5.00	0.00	13.64	20.00	12.50	9.09	20	24	22
6	31.25	37.50	55.00	56.25	25.00	30.00	0.00	16.67	0.00	12.50	20.83	15.00	16	24	20
All Grades	28.92	32.98	28.13	45.18	30.89	40.00	16.27	23.56	21.25	9.64	12.57	10.63	166	191	160

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	7.89	8.33	13.64	23.68	33.33	54.55	36.84	41.67	13.64	31.58	16.67	22	38	24
1	4.35	16.00	13.79	52.17	12.00	27.59	21.74	28.00	37.93	21.74	44.00	20.69	23	25	29
2	25.00	16.67	16.67	43.75	50.00	37.50	21.88	20.83	33.33	9.38	12.50	12.50	32	24	24
3	14.81	12.90	5.26	33.33	22.58	15.79	25.93	38.71	57.89	25.93	25.81	21.05	27	31	19
4	7.69	16.00	13.64	38.46	40.00	45.45	42.31	28.00	18.18	11.54	16.00	22.73	26	25	22
5	20.00	12.50	18.18	25.00	29.17	22.73	30.00	45.83	31.82	25.00	12.50	27.27	20	24	22
6	18.75	16.67	20.00	37.50	37.50	35.00	12.50	25.00	35.00	31.25	20.83	10.00	16	24	20
All Grades	15.66	13.61	13.75	35.54	29.84	31.25	30.12	32.46	36.25	18.67	24.08	18.75	166	191	160

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	18.42	20.83	81.82	65.79	70.83	0.00	15.79	8.33	22	38	24
1	52.17	32.00	34.48	47.83	56.00	62.07	0.00	12.00	3.45	23	25	29
2	31.25	25.00	33.33	62.50	62.50	62.50	6.25	12.50	4.17	32	24	24
3	55.56	45.16	10.53	29.63	51.61	78.95	14.81	3.23	10.53	27	31	19
4	65.38	72.00	50.00	30.77	16.00	40.91	3.85	12.00	9.09	26	25	22
5	35.00	33.33	27.27	55.00	54.17	59.09	10.00	12.50	13.64	20	24	22
6	37.50	37.50	40.00	62.50	45.83	50.00	0.00	16.67	10.00	16	24	20
All Grades	42.77	36.65	31.25	51.81	51.31	60.63	5.42	12.04	8.13	166	191	160

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.81	7.89	4.17	57.14	65.79	75.00	19.05	26.32	20.83	21	38	24
1	13.04	4.00	3.45	65.22	76.00	79.31	21.74	20.00	17.24	23	25	29
2	28.13	25.00	29.17	65.63	66.67	62.50	6.25	8.33	8.33	32	24	24
3	44.44	41.94	42.11	44.44	38.71	52.63	11.11	19.35	5.26	27	31	19
4	40.00	16.00	54.55	52.00	68.00	31.82	8.00	16.00	13.64	25	25	22
5	36.84	70.83	72.73	42.11	16.67	22.73	21.05	12.50	4.55	19	24	22
6	46.15	37.50	60.00	46.15	37.50	25.00	7.69	25.00	15.00	13	24	20
All Grades	32.50	27.75	35.63	54.38	53.40	51.88	13.13	18.85	12.50	160	191	160

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	10.53	8.33	66.67	73.68	75.00	23.81	15.79	16.67	21	38	24
1	26.09	20.00	17.24	43.48	36.00	51.72	30.43	44.00	31.03	23	25	29
2	25.00	20.83	16.67	56.25	62.50	54.17	18.75	16.67	29.17	32	24	24
3	7.41	12.90	5.26	70.37	51.61	57.89	22.22	35.48	36.84	27	31	19
4	11.54	16.00	22.73	76.92	64.00	50.00	11.54	20.00	27.27	26	25	22
5	35.00	20.83	22.73	40.00	54.17	45.45	25.00	25.00	31.82	20	24	22
6	31.25	29.17	15.00	31.25	37.50	50.00	37.50	33.33	35.00	16	24	20
All Grades	20.00	17.80	15.63	56.97	55.50	55.00	23.03	26.70	29.38	165	191	160

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	40.91	23.68	34.78	31.82	44.74	47.83	27.27	31.58	17.39	22	38	23
1	0.00	8.00	17.24	81.82	64.00	65.52	18.18	28.00	17.24	22	25	29
2	28.57	29.17	37.50	57.14	54.17	50.00	14.29	16.67	12.50	28	24	24
3	26.92	12.90	10.53	57.69	74.19	73.68	15.38	12.90	15.79	26	31	19
4	3.85	36.00	18.18	84.62	40.00	63.64	11.54	24.00	18.18	26	25	22
5	20.00	16.67	22.73	55.00	70.83	68.18	25.00	12.50	9.09	20	24	22
6	30.77	16.67	45.00	61.54	70.83	45.00	7.69	12.50	10.00	13	24	20
All Grades	21.02	20.42	26.42	61.78	59.16	59.12	17.20	20.42	14.47	157	191	159

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The overall language scores show sixty-two percent of the students scored at levels 3 and 4.
2. The overall language scores show thirty-eight percent of the students scored at levels 1 and 2.
3. Written Language and Reading will continue to be areas of focus for our English Learner students in the upcoming school year.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
441	52.8	41	
Total Number of Students enrolled in Holly Oak Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	181	41
Foster Youth		
Homeless	4	0.9
Socioeconomically Disadvantaged	233	52.8
Students with Disabilities	34	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.4
American Indian	1	0.2
Asian	158	35.8
Filipino	27	6.1
Hispanic	201	45.6
Two or More Races	23	5.2
Pacific Islander	1	0.2
White	20	4.5

Conclusions based on this data:

1. Over half the student population is Socioeconomically Disadvantaged (52.8%).
2. Our English learner population is the second-largest student group (41%).
3. The highest enrollment by Race/Ethnicity is Hispanic (45.6%), and the smallest percentages are American Indian (0.2%) and Pacific Islander (0.2%).

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspension rates declined by 0.6%, and the school is the green.
2. Student achievement in the subject of mathematics increased by 9.3 points, and English language arts declined by 5.6 points.

3. Chronic Absenteeism continues to be a concern. About eighteen percent of students were chronically absent during the 2022-2023 school year.

School and Student Performance Data

Academic Performance English Language Arts

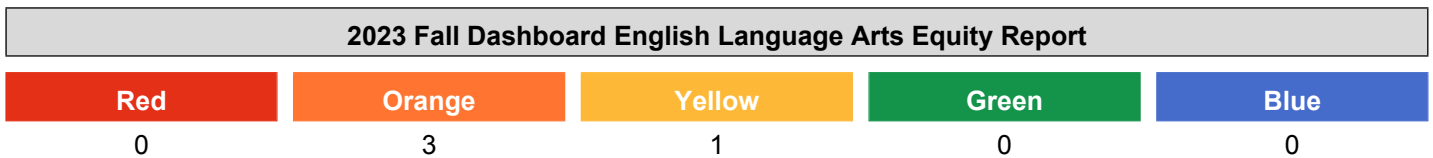
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>21.5 points below standard</p> <p>Decreased -5.6 points</p> <p>225 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>26.7 points below standard</p> <p>Decreased -7.7 points</p> <p>103 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>39.2 points below standard</p> <p>Decreased -7.6 points</p> <p>126 Students</p>	<p>Students with Disabilities</p> <p>77.7 points below standard</p> <p>Increased Significantly +18.1 points</p> <p>28 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	 Yellow 4.9 points above standard Maintained 0 points 101 Students	3.2 points above standard Decreased Significantly - 26.2 points 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59.8 points below standard Maintained -2 points 88 Students	19.6 points below standard Decreased Significantly - 54.8 points 16 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.7 points below standard Decreased -14.8 points 76 Students	68.9 points above standard Maintained +2.9 points 27 Students	35.5 points below standard Decreased -7.6 points 93 Students

Conclusions based on this data:

- Overall, students scored 21.5 points below standard.
- Hispanic students are at 59.8 points below standard.
- English learner students are at 26.7 points below standard.

School and Student Performance Data

Academic Performance Mathematics

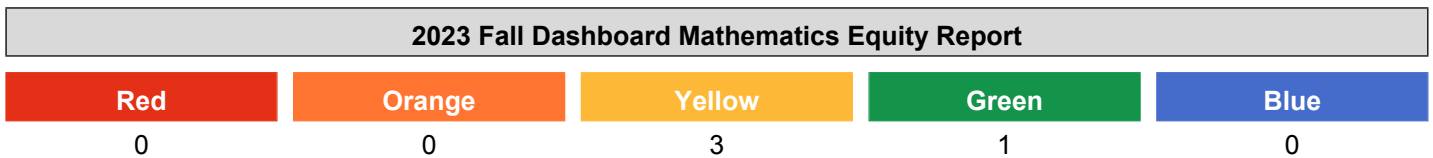
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 24.8 points below standard Increased +9.3 points 225 Students	English Learners Yellow 19.6 points below standard Maintained 0 points 103 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Yellow 34.1 points below standard Increased +10.1 points 126 Students	Students with Disabilities 77 points below standard Maintained +2.2 points 28 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	 Green 9.6 points above standard Increased +11.7 points 101 Students	23.8 points above standard Increased Significantly +25.3 points 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 71.8 points below standard Increased +13.7 points 88 Students	19.6 points below standard Decreased Significantly - 51.7 points 16 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
45 points below standard Decreased -7.2 points 76 Students	52 points above standard Increased +14 points 27 Students	44.8 points below standard Increased +12.3 points 93 Students

Conclusions based on this data:

1. Overall, students are 24.8 points below standard.
2. Asian students are 9.1 points above standard. Hispanic students are 71.8 points below standard.
3. English learners are 19.6 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

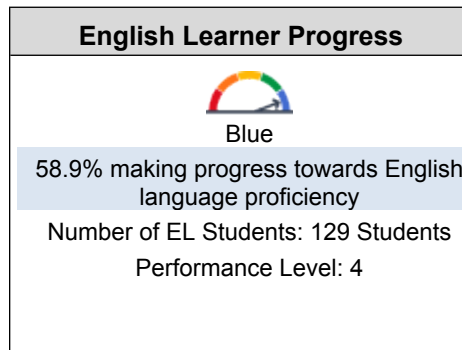
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	36	2	74

Conclusions based on this data:

1. 74% of students progressed to at least one ELPI level.
2. 36% of students maintained their ELPI level 1, 2, or 3. Two percent of students maintain their ELPI level 4.
3. 17% of students decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 18.2% Chronically Absent Increased 2 461 Students	 Red 19.8% Chronically Absent Increased Significantly 4.7 192 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	 Red 22.7% Chronically Absent Increased 2.5 251 Students	 Yellow 17.8% Chronically Absent Declined -4 45 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 1 Student	 Green 5.5% Chronically Absent Declined -2.4 163 Students	14.8% Chronically Absent Increased 7.1 27 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 29% Chronically Absent Increased 2.4 217 Students	10.7% Chronically Absent Declined -0.8 28 Students	Less than 11 Students 1 Student	22.2% Chronically Absent Increased 9.2 18 Students

Conclusions based on this data:

1. Overall, 18.2% of students were chronically absent.
2. 22.7% of socioeconomically disadvantaged students were chronically absent.
3. The population with the highest amount of absenteeism is Hispanic at 29%.

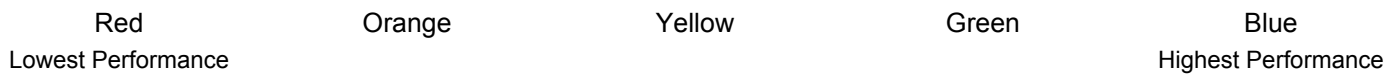
School and Student Performance Data

Academic Engagement Graduation Rate

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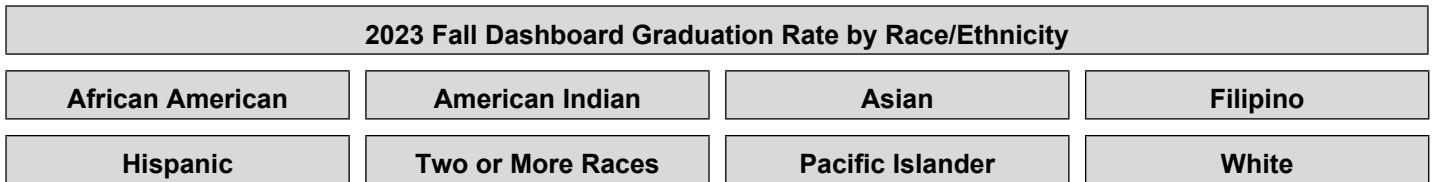
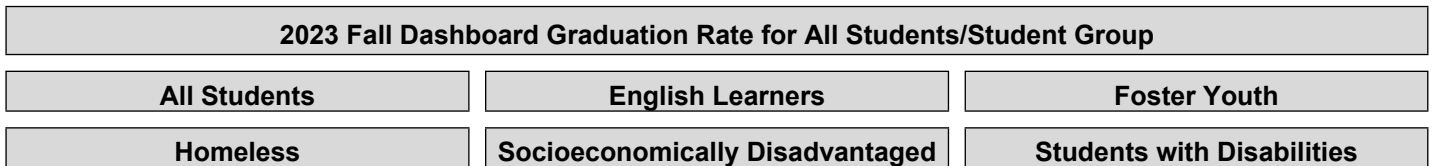
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

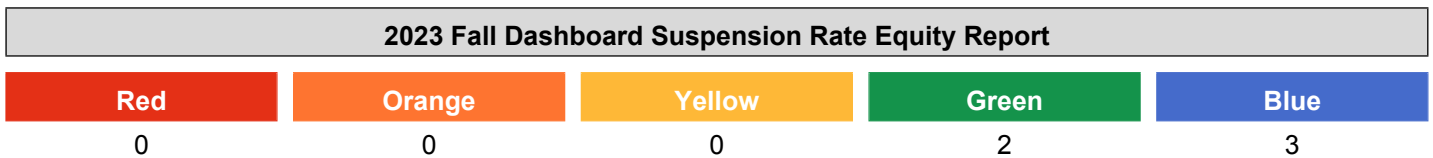
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 0.6% suspended at least one day Declined -0.6 478 Students	English Learners Green 1% suspended at least one day Maintained 0.1 196 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Blue 0.8% suspended at least one day Declined Significantly -1.3 259 Students	Students with Disabilities Blue 0% suspended at least one day Declined -4.3 45 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center">  Green 0.6% suspended at least one day Maintained 0.1 168 Students </p>	<p align="center"> 0% suspended at least one day Declined -2.6 27 Students </p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Blue 0.4% suspended at least one day Declined Significantly -1.5 227 Students </p>	<p align="center"> 0% suspended at least one day Maintained 0 28 Students </p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> 5.6% suspended at least one day Increased 5.6 18 Students </p>

Conclusions based on this data:

1. Overall, Holly Oak has a suspension rate of 0.6%. It declined by 0.6%.
2. The suspension rate of socioeconomically disadvantaged students is 0.8%
3. The suspension rate of Hispanic students is 0.4%

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions for Learning

Holly Oak Elementary School will provide the learning conditions needed to meet the needs of all students and provide a high-quality education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Holly Oak Elementary School is rated in the green.

Students in grades 3rd - 6th are assessed in Math and Language Arts on the CAASPP. At Holly Oak Elementary School all students scored 43% proficient in Math, and 36% proficient in Language Arts. Proficiency gaps existed for English Learner, Hispanic, and Socioeconomically Disadvantaged students in Math and Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 57% of ELs at Holly Oak Elementary School are making progress towards English language proficiency, putting Holly Oak Elementary in blue. At Holly Oak Elementary, 18% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Holly Oak Elementary School, all students scored 27% proficient. Proficiency gaps existed for English Learners.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th to monitor student progress toward grade level proficiency. In March of 2024, 48% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for supports for Special Education and English Learners. In March of 2024, 41% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated needs for supports for Special Education and English Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is green with 0.6% suspended at least one day. 1% of English Learner Students were suspended, putting them in green. 0.6% of Asians students were suspended, putting them in green.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by .5%.
CAASPP ELA	Students in the following sub group achieved proficiency at lower rates than all students. 23% of Hispanics, a gap of 16%.	The proficiency gap of all subgroups will decrease by 3%.
CAASPP Math	Students in the following sub group achieved proficiency at lower rates than all students. 19% of Hispanics, a gap of 19%.	he proficiency gap of all subgroups will decrease by 3%.
CAST	Students in the following sub group achieved proficiency at lower rates than all students. 9% of English Learners, a gap of 18%.	The proficiency gap of all subgroups will decrease by 3%.
ELPAC and/or CA Dashboard English Learner Progress	8% of all ELs scored a 4 on ELPAC. 15 of the eligible students were reclassified as Fluent English Proficient. and/or 59% of English Learners making progress towards English language proficiency.	3% of eligible students will be reclassified as Fluent English Proficient. and/or 3% of English Learners will make progress towards proficiency.
iReady Reading T3 Diagnostic	Students in the following subgroups achieved proficiency at lower rates than all students. 13% of English Learners, a gap of 10%.	The proficiency gap of all subgroups will decrease by 3%.
iReady Math T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. 7% of Hispanics, a gap of 4%.	The proficiency gap of all subgroups will decrease by 3%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy 1.1 Professional Development Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site	All students	500 Title I 2000-2999: Classified Personnel Salaries Substitute for classified to attend PD, conferences, and

	<p>facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Profile of a Learner, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.</p>		<p>to participate in school or district events.</p> <p>Overtime for classified to work extended hours to support school functions.</p> <p>19,289.6 Supplemental Fund 1000-1999: Certificated Personnel Salaries Substitutes for teacher release to attend PD, conferences, receive coaching, training, SEAL support, iReady, support school programs, collaboration, ensure safety, and other responsibilities related to their employment. 3,227 Title I 1000-1999: Certificated Personnel Salaries Overtime for certificated to work extended hours to support school functions, and attend professional development and meetings outside school hours. 500 Title I 5000-5999: Services And Other Operating Expenditures Conferences for classified and certificated employees to support professional development.</p>
<p>1.2</p>	<p>Strategy 1.2 Intervention and Instructional Support</p> <p>Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.</p>	<p>EL students.</p> <p>Students below grade level.</p> <p>Students with behavior that impedes learning.</p>	<p>2,000 Title III 2000-2999: Classified Personnel Salaries Overtime for classified to support EL students. 5,000 Title III 1000-1999: Certificated Personnel Salaries Overtime for certificated to support EL students. 500 Title I 2000-2999: Classified Personnel Salaries Overtime for classified to support all students by working extended hours providing services to students and professional development. 3,227</p>

			<p>Supplemental Fund 1000-1999: Certificated Personnel Salaries Overtime for certificated to support all students by working extended hours providing services to students. 1938.52 Title III 4000-4999: Books And Supplies Materials and supplies to support EL students. 1,000 General Fund 4000-4999: Books And Supplies Materials and supplies to serve intervention and instructional support to all students. 6,665 General Fund 1000-1999: Certificated Personnel Salaries Substitutes for teachers to attend SST, IEP, 504, PBIS, and other professional development/meetings/conferences during the school day.</p>
1.3	<p>Strategy 1.3 Digital Content</p> <p>Students will have access to digital content that supports learning in Language Arts, Math, Science, and Social Studies.</p>	All Students	<p>8,000 General Fund 4000-4999: Books And Supplies Materials and subscriptions to support students.</p>
1.4	<p>Strategy 1.4 Facility Maintenance</p> <p>Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.</p>	All students	<p>500 Supplemental Fund 2000-2999: Classified Personnel Salaries Overtime for classified employees to ensure safety and welcoming conditions.</p> <p>5,000 General Fund 4000-4999: Books And Supplies Custodial Supplies and other materials related to facility maintenance.</p>
1.5	<p>Strategy 1.5 Classroom, RSP, SEAL, RTI, and Other Specialists Allocation</p> <p>Provide materials, supplies, and services to students served by school staff.</p>	All students	<p>7,755.36 General Fund 4000-4999: Books And Supplies Materials and supplies to support all students.</p>

1.6			
1.8			
1.10			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned with new LCAP goals. This year serves as a baseline.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year serves as a baseline.

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

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions for Learning

Holly Oak Elementary School will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate the development of the whole child.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes the Chronic Absentee rate as an indicator of student engagement. Holly Oak Elementary School is rated in orange, with 18% of students chronically absent. The dashboard indicates a need to focus on students who are English Learners, Hispanics, and socially disadvantaged.

The suspension rate indicates the amount of engagement students have at school. Holly Oak Elementary School is rated green on the California School Dashboard. While Holly Oak Elementary School suspensions are low, the dashboard does not identify students in red, orange, or yellow. Of the groups identified, the need to focus on students who are Asian and English Learners.

According to the PowerSchool Chronic Absenteeism report 6% of students were chronically absent from August of 2023 to May of 2024. The report indicates a need to focus on students that are Hispanic.

According to the PowerSchool Incident Management Report, there were 303 referrals to the office. Other means of correction (OMC) were used as a consequence in 69% of those incidents. The report indicated a need to focus on students that are Hispanic

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6. Results of that survey indicate that 88% of staff, 72% of students, and 55% of the community are familiar or very familiar with school-wide rules.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is orange with 18% chronically absent. 29% of Hispanic Students were chronically absent, putting them in red.	The overall rate of students that are chronically absent will decrease by 3%, with rates for identified groups decreasing by 3%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is green with .6% suspended at least one day. .6% of Students with Asian were suspended, putting them in green. 1%	The overall suspension rate will decrease, with rates for identified groups decreasing by 1%.

	of English Learners students were suspended, putting them in green.	
PowerSchool Chronic Absenteeism Report	6% of all students were identified as Chronically absent from August 2023 to May 2024 in PowerSchool. Student groups of Concern 7% of Hispanic	3% or less of all students will be chronically absent from August 2024 to April of 2025. Student groups of concern will be chronically absent at the levels as follows: 4% of Hispanic
PowerSchool Incident Management	69% of all office referrals resulted in OMC from August 2023 to May 2024 in PowerSchool. Student groups that were referred disproportionately included: 80% of Hispanic	Student groups that were referred disproportionately will decrease in office referrals as follows: 60% Hispanic
EESD Safety Survey	In fall 2023,88% of staff are familiar or very familiar with the school wide rules. 72% of students are familiar or very familiar with the school wide rules. 55% of community are familiar or very familiar with the school wide rules.	In fall 2024, 95% of staff will be familiar or very familiar with the school wide rules. 80% of students will be familiar or very familiar with the school wide rules. 70% of community will be familiar or very familiar with the school wide rules.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies.	All students	2581.6 Supplemental Fund 1000-1999: Certificated Personnel Salaries Overtime to attend meetings and support students. 500 Supplemental Fund 2000-2999: Classified Personnel Salaries Overtime for classified to attend meetings and support students. Noon duties include meeting with the principal regularly and attending training. Noon duties to support students outside lunch hours. 2,192 Title I 1000-1999: Certificated Personnel Salaries

			<p>Substitute coverage for certificated to attend meetings, participate, and create professional development meetings. 4,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Assemblies to promote a healthy school climate and improve student achievement and social-emotional development. 500 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Conferences and workshops. 1,500 General Fund 4000-4999: Books And Supplies Incentives and materials to run programs at school.</p>
2.2	<p>Strategy 2.2 Family Engagement</p> <p>In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: Coffee With the Principal Meetings, hosting Family Nights in conjunction with PTA, Literacy/Math Night, Bilingual Night Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.</p>	All students	<p>1,936.2 Title I 1000-1999: Certificated Personnel Salaries Overtime for certified employees who organize and work after hours at these events.</p> <p>Title I 2000-2999: Classified Personnel Salaries The site is paying for one hour of the community liaison. The cost was removed from the site Title 1 allocation. 1,500 Title I 4000-4999: Books And Supplies Treats, materials, and supplies for events. 500 Title I 5800: Professional/Consulting Services And Operating Expenditures Translation services for parents during these events.</p>
2.3	<p>Strategy 2.3 Family Communication</p> <p>Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders,</p>	All students	<p>500 Title I 2000-2999: Classified Personnel Salaries Translation services 2,656.74</p>

	Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.		Title I 4000-4999: Books And Supplies Cost of printing materials and buying planners and other supplies.
2.4	<p>Strategy 2.4 Enrichment Opportunities</p> <p>The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons.</p> <p>Students will have the opportunity to participate in various enrichment activities outside of school hours. These activities may include, but are not limited to, clubs, collaborations with local high school groups, talent/fashion/cultural shows, sports, arts, coding, and school staff-led clubs.</p> <p>Students will have the opportunity to participate in dance during the school day. Students will learn cultural dances, exercise, and improve communication skills while they practice dance.</p>	All students	<p>6451 General Fund 1000-1999: Certificated Personnel Salaries Overtime for certificated employees working at these events and providing services to students in academics, leadership, extracurricular, and social-emotional development. 657.60 General Fund 1000-1999: Certificated Personnel Salaries Substitute coverage for certificated employees to attend professional development and run events during their regular school day. 500 Supplemental Fund 2000-2999: Classified Personnel Salaries Overtime for classified employees supporting events in Goal 2.1 outside their work hours. 1,000 Title I 4000-4999: Books And Supplies Supplies to support these programs may include but not limited to the programs listed. 1,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Provide assemblies and/or parent workshops. 6,451 General Fund 1000-1999: Certificated Personnel Salaries Provide school enrichment activities to students delivered by certificated staff. SEAT hours. 30,756.40 Title I</p>

			<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Dance classes will be delivered to all students. Students will learn to dance and be exposed to music from different cultures. During these sessions, students will exercise and learn communication skills.</p>
2.5	Physical Education/Sports	All students	<p>3,000</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Materials and supplies to provide physical education to students. Provide students with equipment to use during breaks. Provide students with the equipment needed during Little Heroes sessions and other school-led athletic clubs.</p> <p>25,000</p> <p>Title I</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Continue to partner with Little Heroes to provide a coach during the instructional day to support students' physical education, social-emotional development teaching sportsmanship, and run activities during recess and lunch time.</p> <p>22,000</p> <p>Supplemental Fund</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Continue to partner with Little Heroes to provide a coach during the instructional day to support students' physical education, social-emotional development teaching sportsmanship, and run activities during recess and lunch time.</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned with new LCAP goals. This year serves as a baseline.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year serves as a baseline.

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

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions for Learning

Holly Oak Elementary School students will progress toward proficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong, effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes students cores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP.

Holly Oak Elementary School scored green in Math because students increase their proficiency levels. Holly Oak Elementary School scored orange in Language Arts because students decrease their proficiency levels.

The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Holly Oak Elementary School, all students scored 30% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade-level proficiency. In March of 2024, 49% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 42% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	40% of all students are proficient.	43% of all students will be proficient.
CAASPP Math Results	38% of all students are proficient.	41% of all students will be proficient.
CAST Results	27% of all students are proficient.	30% of all students will be proficient.
iReady Reading T3 Diagnostic	49% of all students are proficient.	52% of all students will be proficient.
iReady Math T3 Diagnostic	42% of all students are proficient.	45% of all students will be proficient.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Strategy 3.1 Effective Learning Environments</p> <p>In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to, classroom budgets, office budgets, department budgets, library budgets, copier maintenance, equipment and supplies, and overtime for staff to complete projects outside of their work hours.</p>	All students	<p>610.61 Supplemental Fund 4000-4999: Books And Supplies Custodial materials to support students' education. 6,000 Supplemental Fund 4000-4999: Books And Supplies General operational supplies, maintenance, and other services. 3,506.79 Title I 4000-4999: Books And Supplies Classroom materials.</p>
3.2	<p>Strategy 3.2 Academic Progress Monitoring</p> <p>Staff will regularly monitor academic progress. The processes and protocols followed for monitoring may include, but are not limited to, professional learning communities, Leadership Teams, Data Walks, Equity Walks, Gallery Walks, Instructional Rounds, and release time for collaboration.</p>	All Students	<p>2581.60 Supplemental Fund 1000-1999: Certificated Personnel Salaries Overtime for employees to address this goal.</p>
3.5			
3.9			
3.12			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned with new LCAP goals. This year serves as a baseline.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year serves as a baseline.

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

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.8			
4.10			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.2			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$192,984.02
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$82,275.13
Title III	\$8,938.52

Subtotal of additional federal funds included for this school: \$91,213.65

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$43,479.96
Supplemental Fund	\$58,290.41

Subtotal of state or local funds included for this school: \$101,770.37

Total of federal, state, and/or local funds for this school: \$192,984.02

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Fund	58,290.41	0.00
Title I	82,275.13	0.00
Title III	8938.52	0.00
General Fund	43,479.96	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	43,479.96
Supplemental Fund	58,290.41
Title I	82,275.13
Title III	8,938.52

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	60,259.60
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	43,468.02
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	83,256.40

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	20,224.60
4000-4999: Books And Supplies	General Fund	23,255.36
1000-1999: Certificated Personnel Salaries	Supplemental Fund	27,679.80
2000-2999: Classified Personnel Salaries	Supplemental Fund	1,500.00

4000-4999: Books And Supplies	Supplemental Fund	6,610.61
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	22,000.00
1000-1999: Certificated Personnel Salaries	Title I	7,355.20
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	11,663.53
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	61,256.40
1000-1999: Certificated Personnel Salaries	Title III	5,000.00
2000-2999: Classified Personnel Salaries	Title III	2,000.00
4000-4999: Books And Supplies	Title III	1,938.52

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,102.48
Goal 2	115,182.54
Goal 3	12,699.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kyle Sanchez	Principal
Bianca Garcia	Parent or Community Member
Suyen Jimenez	Parent or Community Member
Melissa Datu	Parent or Community Member
Kamaljit Kaur	Parent or Community Member
Dana Burnette	Parent or Community Member
Holly Gonzalez	Classroom Teacher
Cindi Handa	Classroom Teacher
Corinna Diener	Other School Staff
Leah Neal	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/14/2024.

Attested:

Principal, Armando Lara on 5/28/2024

SSC Chairperson, Benjamin Martinez on 5/28/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

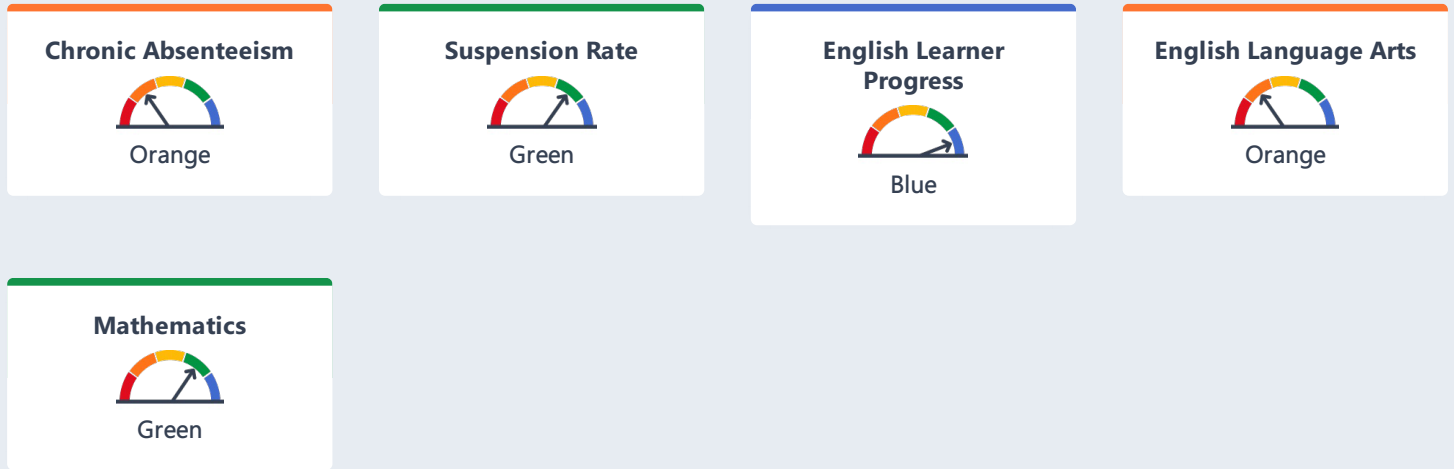
For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Holly Oak Elementary

Explore the performance of Holly Oak Elementary under California's Accountability System.



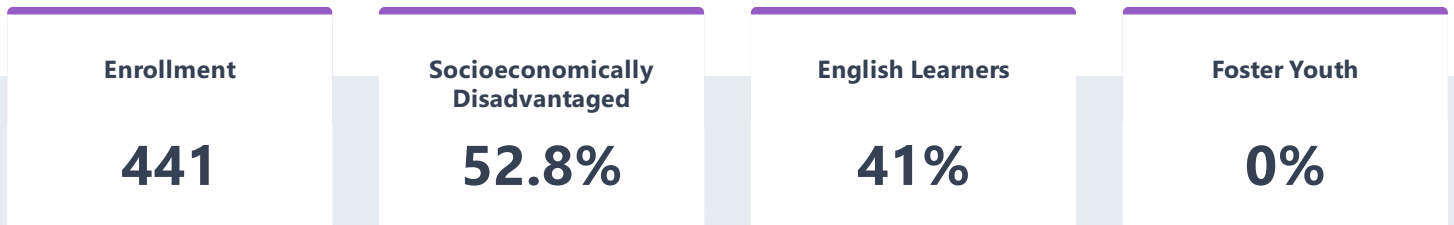
School Details

NAME Holly Oak Elementary	ADDRESS 2995 Rossmore Way San Jose, CA 95148-3527	WEBSITE N/A	GRADES SERVED K-6
CHARTER No	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

HOLLY OAK ELEMENTARY

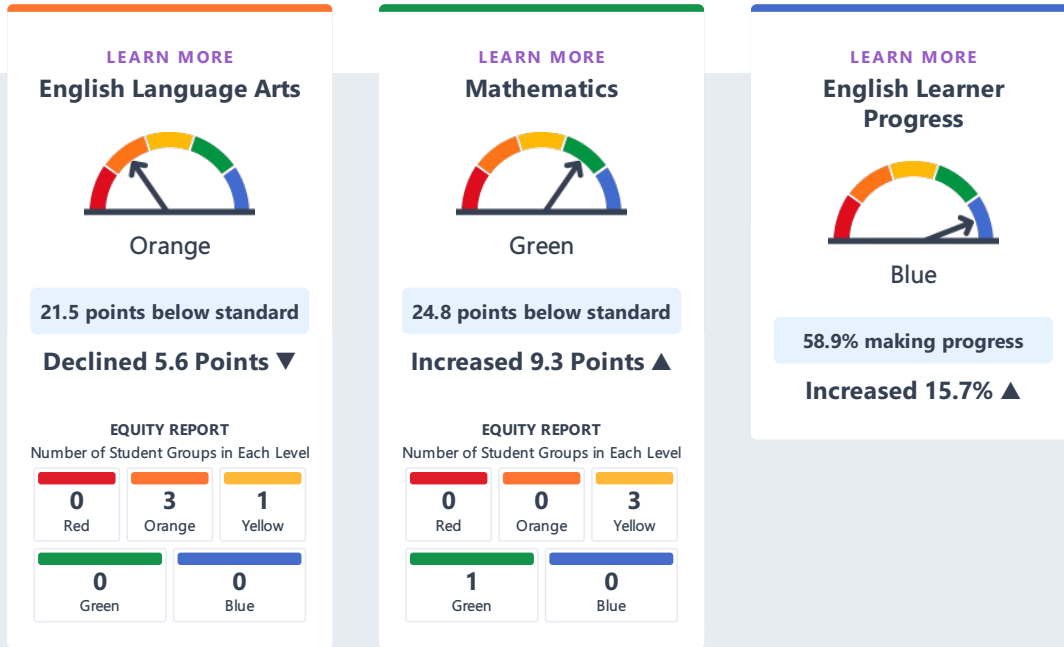
Student Population

Explore information about this school's student population.



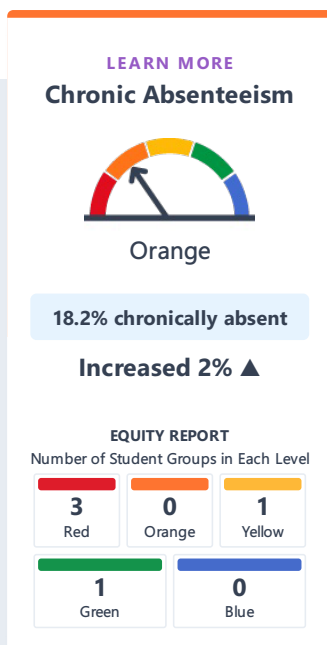
Academic Performance

View Student Assessment Results and other aspects of school performance.



Academic Engagement


See information that shows how well schools are engaging students in their learning.



Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate



Green

0.6% suspended at least one day

Declined 0.6% ▼

EQUITY REPORT
Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow
2 Green	3 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

21.5 points below standard

Declined 5.6 Points ▼

Number of Students: 225

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups



Red

No Student Groups



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

Asian



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

Filipino

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

3.2 points above standard

Declined 26.2 Points ▼

Number of Students: 12

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

19.6 points below standard

Declined 54.8 Points ▼

Number of Students: 16

Students with Disabilities



No Performance Color

77.7 points below standard

Increased 18.1 Points ▲

Number of Students: 28

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners



Orange

26.7 points below standard

Declined 7.7 Points ▼

Number of Students: 103

Hispanic



Orange

59.8 points below standard

Maintained -2 Points

Number of Students: 88

Socioeconomically Disadvantaged



Orange

39.2 points below standard

Declined 7.6 Points ▼

Number of Students: 126

Asian



Yellow

4.9 points above standard

Maintained 0 Points

Number of Students: 101

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

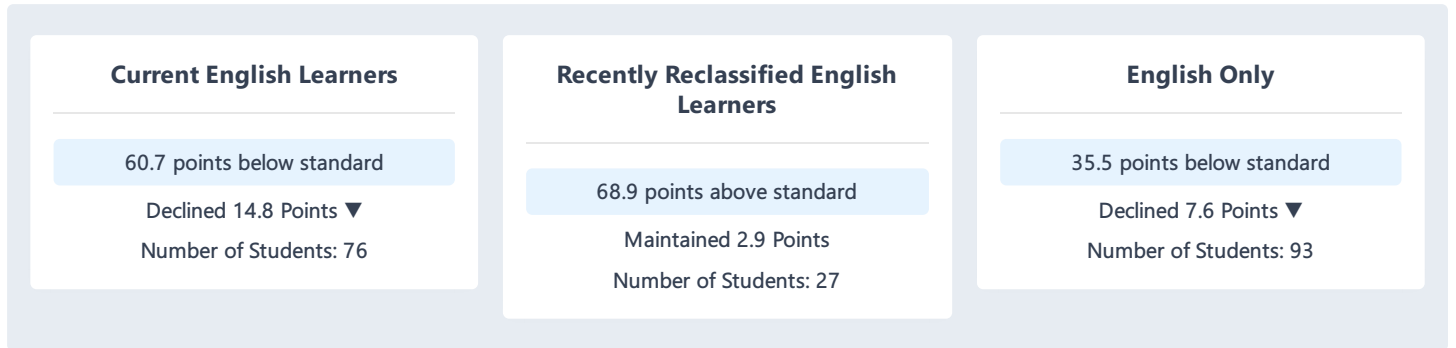
All Students

15.9 points below standard

21.5 points below standard

English Language Arts Data Comparisons: English Learners

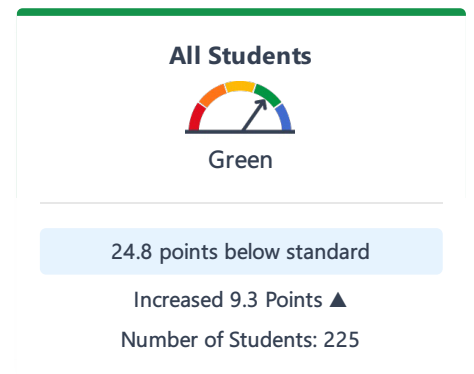
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Mathematics

All Students

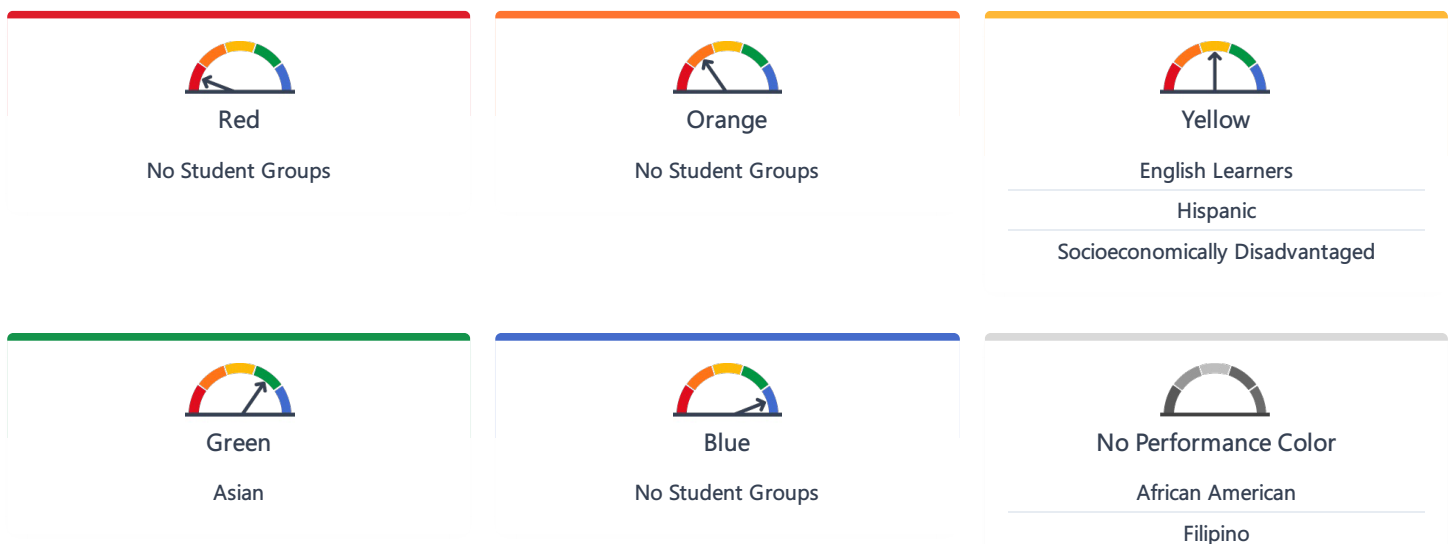
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

10 Total Student Groups



**African American**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino

No Performance Color

23.8 points above standard

Increased 25.3 Points ▲

Number of Students: 12

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races

No Performance Color

19.6 points below standard

Declined 51.7 Points ▼

Number of Students: 16

Students with Disabilities

No Performance Color

77 points below standard

Maintained 2.2 Points

Number of Students: 28

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners

Yellow

19.6 points below standard

Maintained 0 Points

Number of Students: 103

Hispanic

Yellow

71.8 points below standard

Increased 13.7 Points ▲

Number of Students: 88

Socioeconomically Disadvantaged

Yellow

34.1 points below standard

Increased 10.1 Points ▲

Number of Students: 126

Asian

Green

9.6 points above standard

Increased 11.7 Points ▲

Number of Students: 101

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	34 points below standard	24.8 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
45 points below standard Declined 7.2 Points ▼ Number of Students: 76	52 points above standard Increased 14 Points ▲ Number of Students: 27	44.8 points below standard Increased 12.3 Points ▲ Number of Students: 93


English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress



Blue

58.9% making progress towards English language proficiency

Increased 15.7% ▲

Number of EL Students: 129

Student English Language Acquisition Results

Summative ELPAC

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

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=43694356047146&year=2022-23>

All Students



Orange

18.2% chronically absent

Increased 2% ▲

Number of Students: 461

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

No Student Groups



Yellow

Students with Disabilities



Green

Asian



Blue

No Student Groups



No Performance Color

African American

American Indian

Filipino

Homeless

Two or More Races

Pacific Islander

White



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



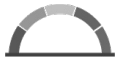
No Performance Color

14.8% chronically absent

Increased 7.1% ▲

Number of Students: 27

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

10.7% chronically absent

Declined 0.8% ▼

Number of Students: 28

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

22.2% chronically absent

Increased 9.2% ▲

Number of Students: 18

English Learners



Red

19.8% chronically absent

Increased 4.7% ▲

Number of Students: 192

Hispanic



Red

29% chronically absent

Increased 2.4% ▲

Number of Students: 217

Socioeconomically Disadvantaged



Red

22.7% chronically absent

Increased 2.5% ▲

Number of Students: 251

Students with Disabilities



Yellow

17.8% chronically absent

Declined 4% ▼

Number of Students: 45

Asian



Green

5.5% chronically absent

Declined 2.4% ▼

Number of Students: 163

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students



Green

0.6% suspended at least one day

Declined 0.6% ▼

Number of Students: 478

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

Asian

English Learners



Blue

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



No Performance Color

African American

American Indian

Filipino

Homeless

Two or More Races

Pacific Islander

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

0% suspended at least one day

Declined 2.6% ▼

Number of Students: 27

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 28

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

5.6% suspended at least one day

Increased 5.6% ▲

Number of Students: 18

Asian



Green

0.6% suspended at least one day

Maintained 0.1%

Number of Students: 168

English Learners



Green

1% suspended at least one day

Maintained 0.1%

Number of Students: 196

Hispanic



Blue

0.4% suspended at least one day

Declined 1.5% ▼

Number of Students: 227

Socioeconomically Disadvantaged



Blue

0.8% suspended at least one day

Declined 1.3% ▼

Number of Students: 259

Students with Disabilities



Blue

0% suspended at least one day

Declined 4.3% ▼

Number of Students: 45

Suspension Rate By Year

Percentage of students who were suspended.

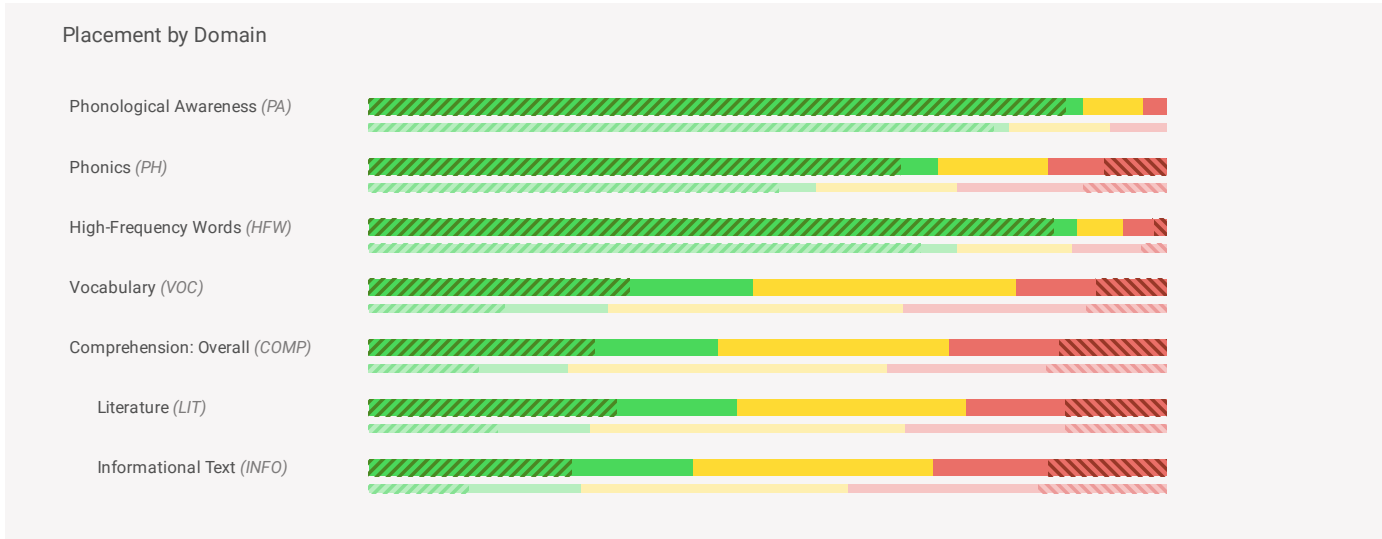
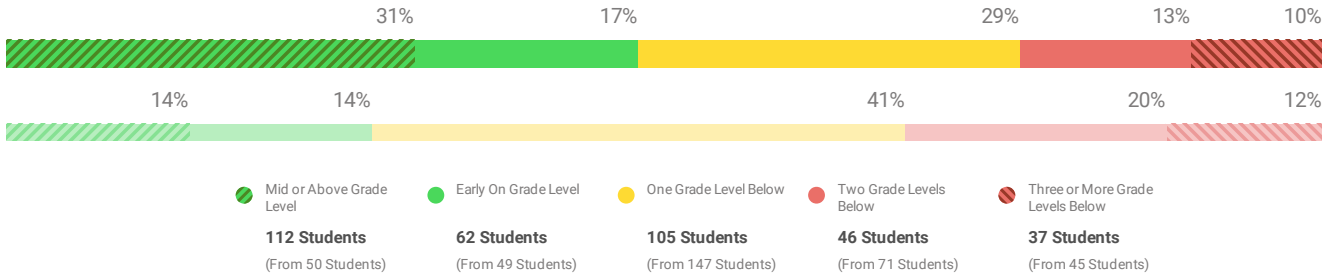
	2022	2023
Suspension Rate	1.2%	0.6%

School: HOLLY OAK ELEMENTARY SCHOOL
 Subject: Reading
 Academic Year: 2023 - 2024
 Diagnostic: Diagnostic 3
 Prior Diagnostic: Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 362/456



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Diagnostic 3	—	—	—	—	—	0/63
	Diagnostic 1	—	—	—	—	—	
Grade 1	Diagnostic 3		38%	12%	46%	3%	65/72
	Diagnostic 1		8%	8%	74%	11%	

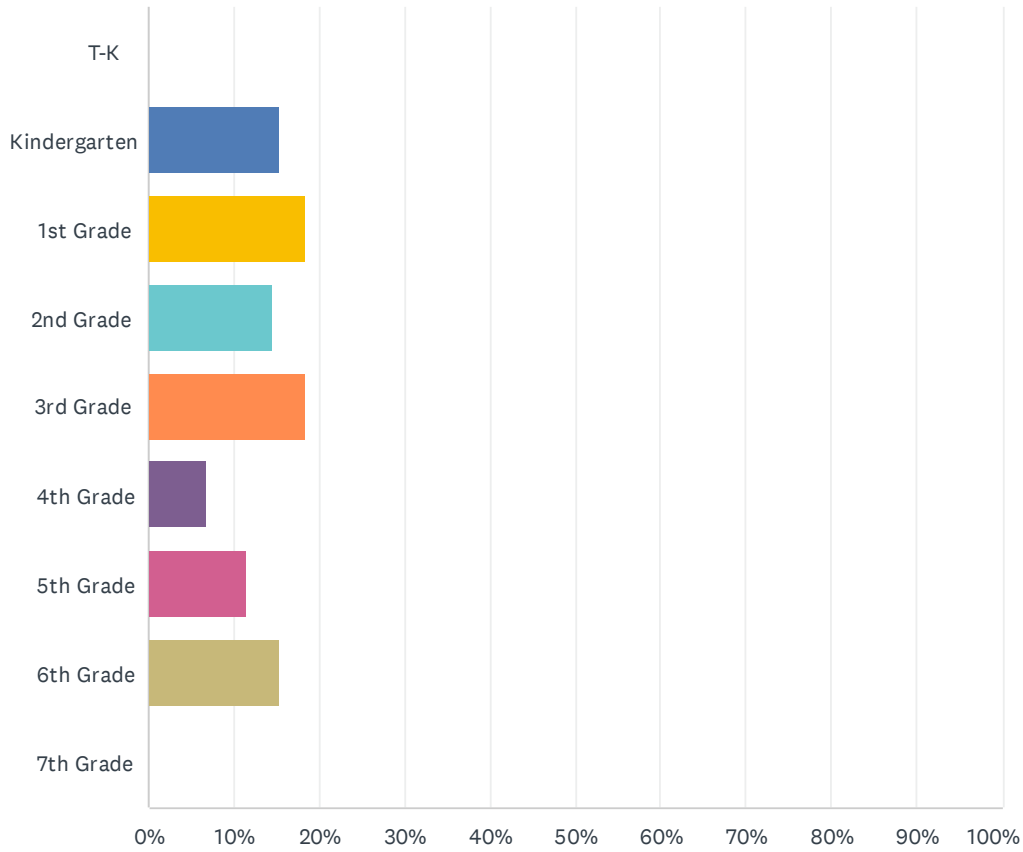
Diagnostic Results

School HOLLY OAK ELEMENTARY SCHOOL
Subject Reading
Academic Year 2023 - 2024
Diagnostic Diagnostic 3
Prior Diagnostic Diagnostic 1

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 2	Diagnostic 3		46%	18%	22%	14%	0%	72/77
	Diagnostic 1		17%	21%	38%	25%	0%	
Grade 3	Diagnostic 3		19%	33%	26%	12%	9%	57/65
	Diagnostic 1		12%	19%	30%	25%	14%	
Grade 4	Diagnostic 3		23%	10%	44%	10%	13%	48/53
	Diagnostic 1		13%	6%	52%	6%	23%	
Grade 5	Diagnostic 3		19%	12%	21%	25%	23%	52/56
	Diagnostic 1		13%	12%	31%	29%	15%	
Grade 6	Diagnostic 3		32%	16%	18%	13%	21%	68/70
	Diagnostic 1		19%	13%	21%	21%	26%	

Q1 What grade is your child in?

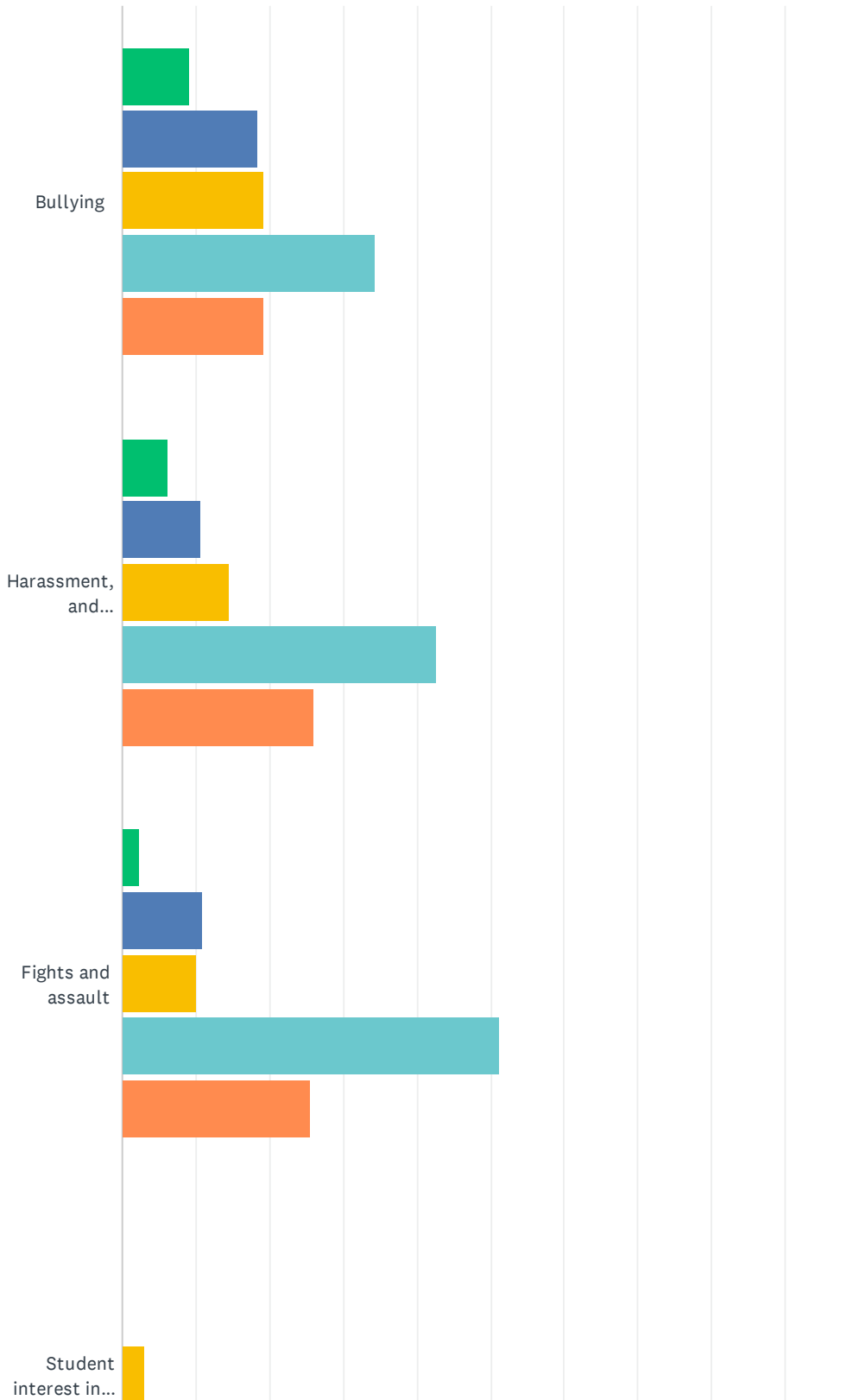
Answered: 131 Skipped: 0



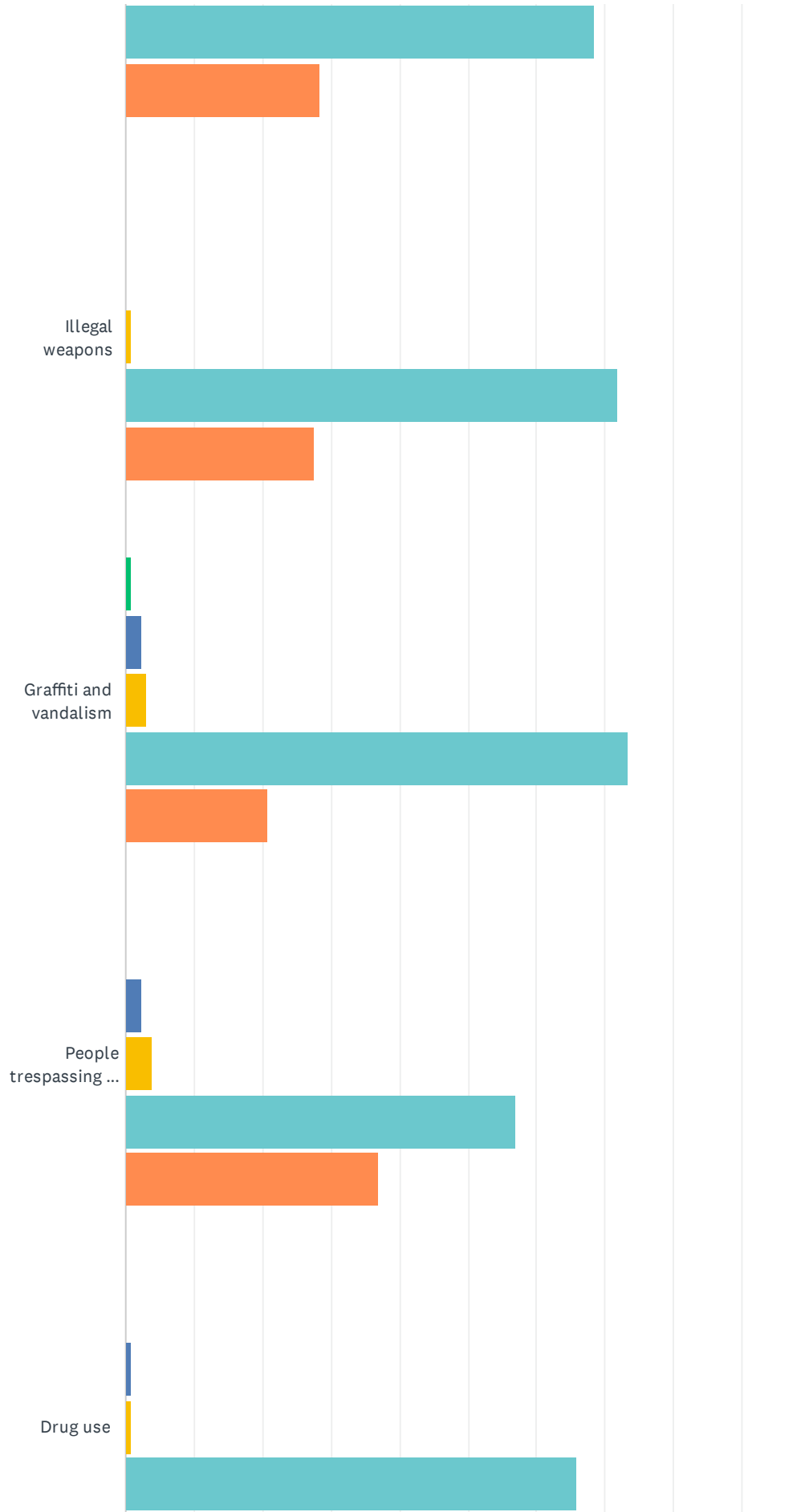
ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	15.27%	20
1st Grade	18.32%	24
2nd Grade	14.50%	19
3rd Grade	18.32%	24
4th Grade	6.87%	9
5th Grade	11.45%	15
6th Grade	15.27%	20
7th Grade	0.00%	0
TOTAL		131

Q2 How much do you find the following to be a problem at your child's school?

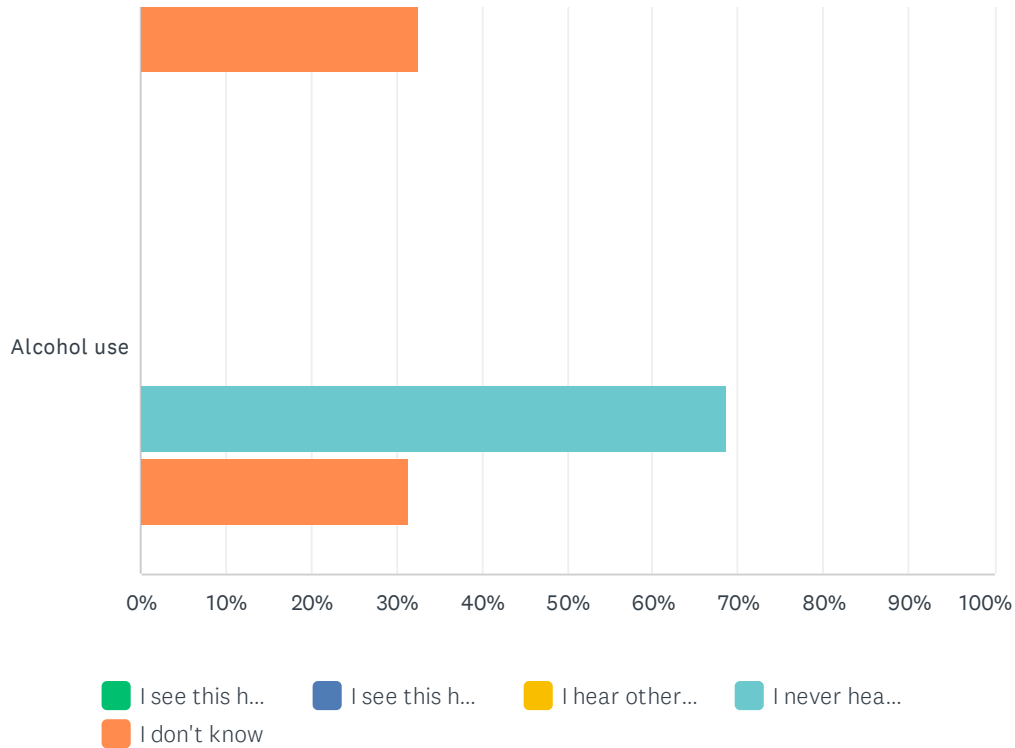
Answered: 131 Skipped: 0



Holly Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



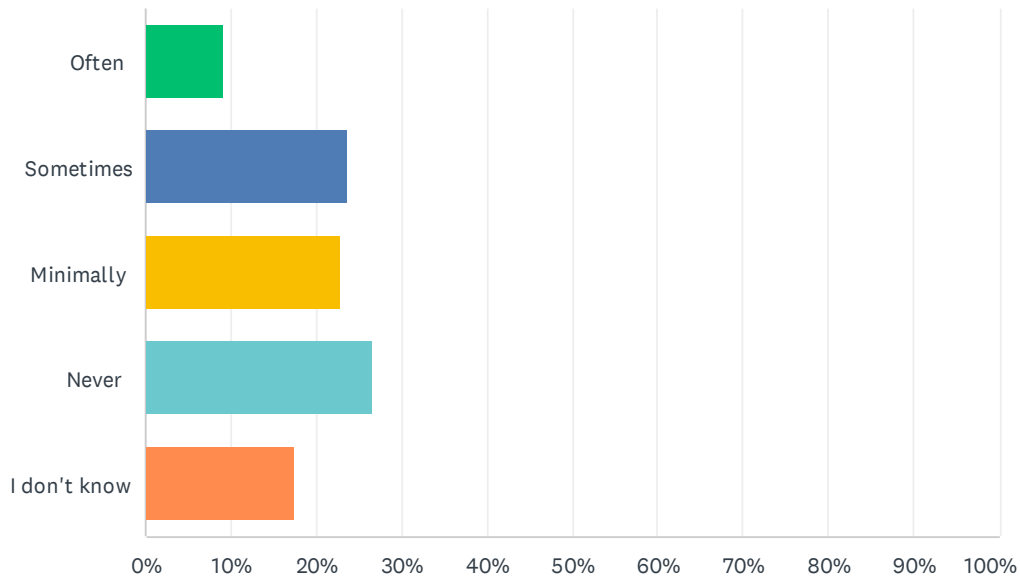
Holly Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	9.16% 12	18.32% 24	19.08% 25	34.35% 45	19.08% 25	131	3.36
Harassment, and intimidation	6.11% 8	10.69% 14	14.50% 19	42.75% 56	25.95% 34	131	3.72
Fights and assault	2.33% 3	10.85% 14	10.08% 13	51.16% 66	25.58% 33	129	3.87
Student interest in gangs	0.00% 0	0.00% 0	3.08% 4	68.46% 89	28.46% 37	130	4.25
Illegal weapons	0.00% 0	0.00% 0	0.76% 1	71.76% 94	27.48% 36	131	4.27
Graffiti and vandalism	0.76% 1	2.29% 3	3.05% 4	73.28% 96	20.61% 27	131	4.11
People trespassing on campus	0.00% 0	2.31% 3	3.85% 5	56.92% 74	36.92% 48	130	4.28
Drug use	0.00% 0	0.78% 1	0.78% 1	65.89% 85	32.56% 42	129	4.30
Alcohol use	0.00% 0	0.00% 0	0.00% 0	68.70% 90	31.30% 41	131	4.31

Q3 How often do you hear or see any act of bullying at your school?
Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

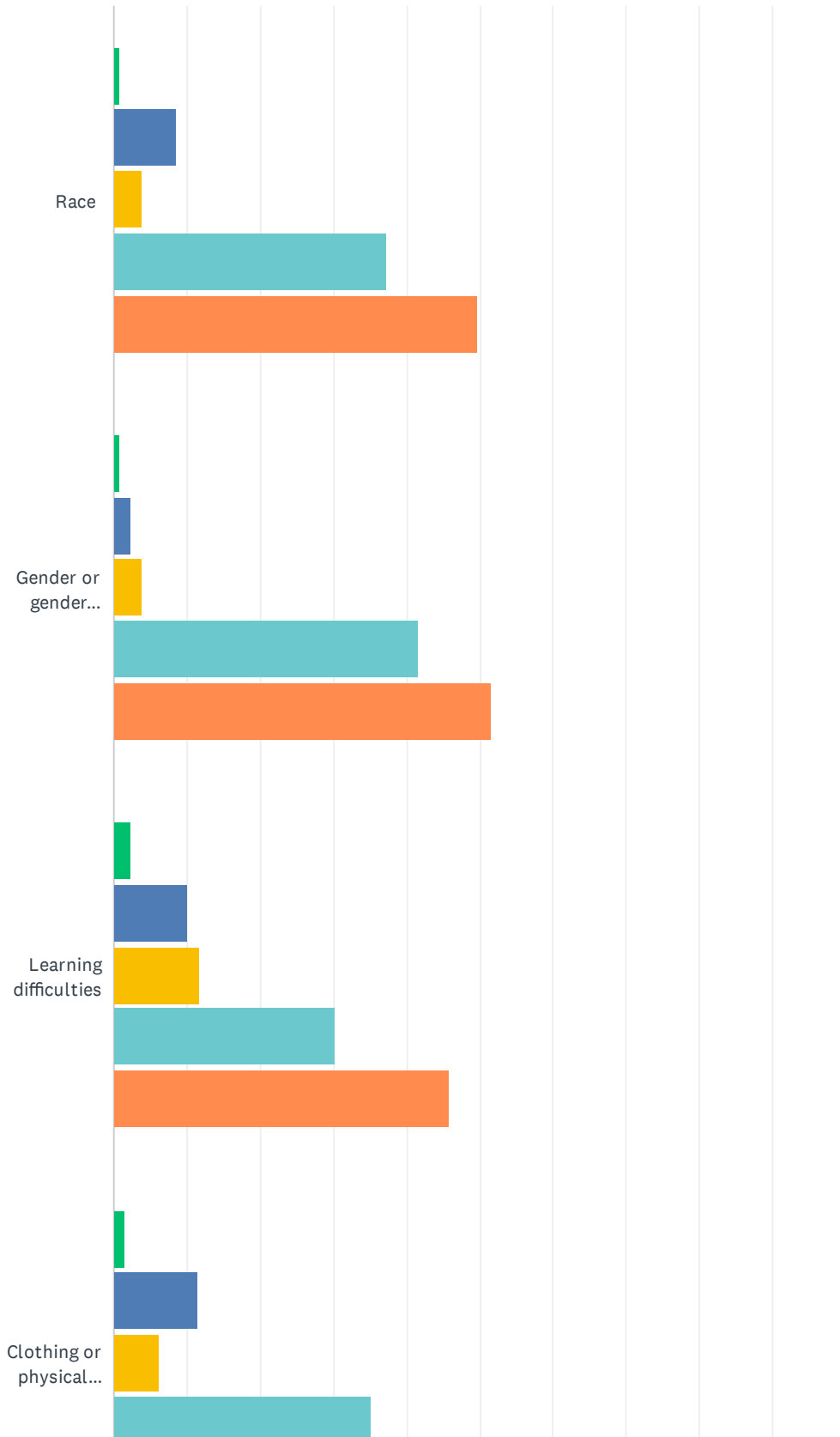
Answered: 131 Skipped: 0



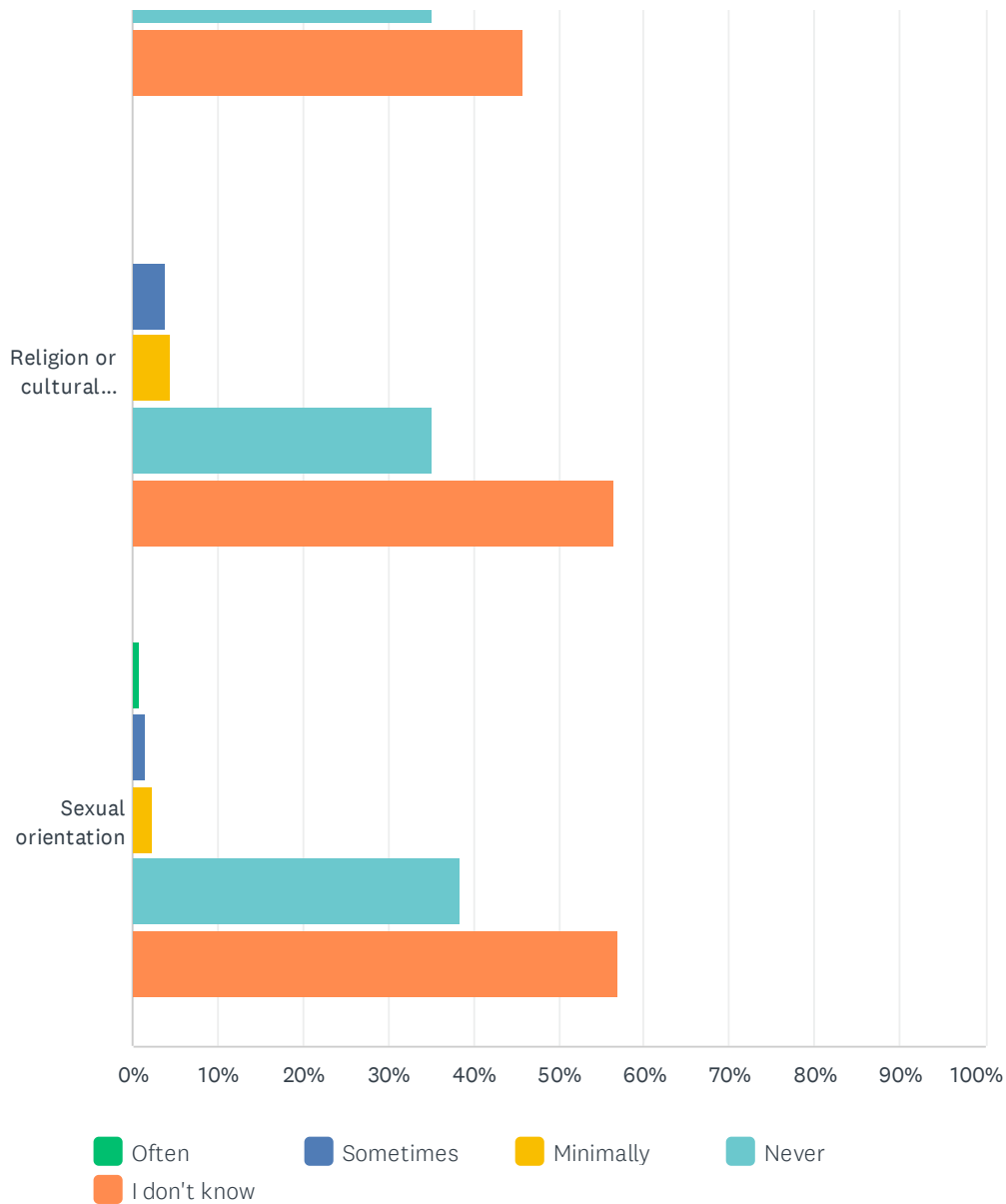
ANSWER CHOICES	RESPONSES	
Often	9.16%	12
Sometimes	23.66%	31
Minimally	22.90%	30
Never	26.72%	35
I don't know	17.56%	23
TOTAL		131

Q4 Students at my child's school get put down because of their...

Answered: 131 Skipped: 0



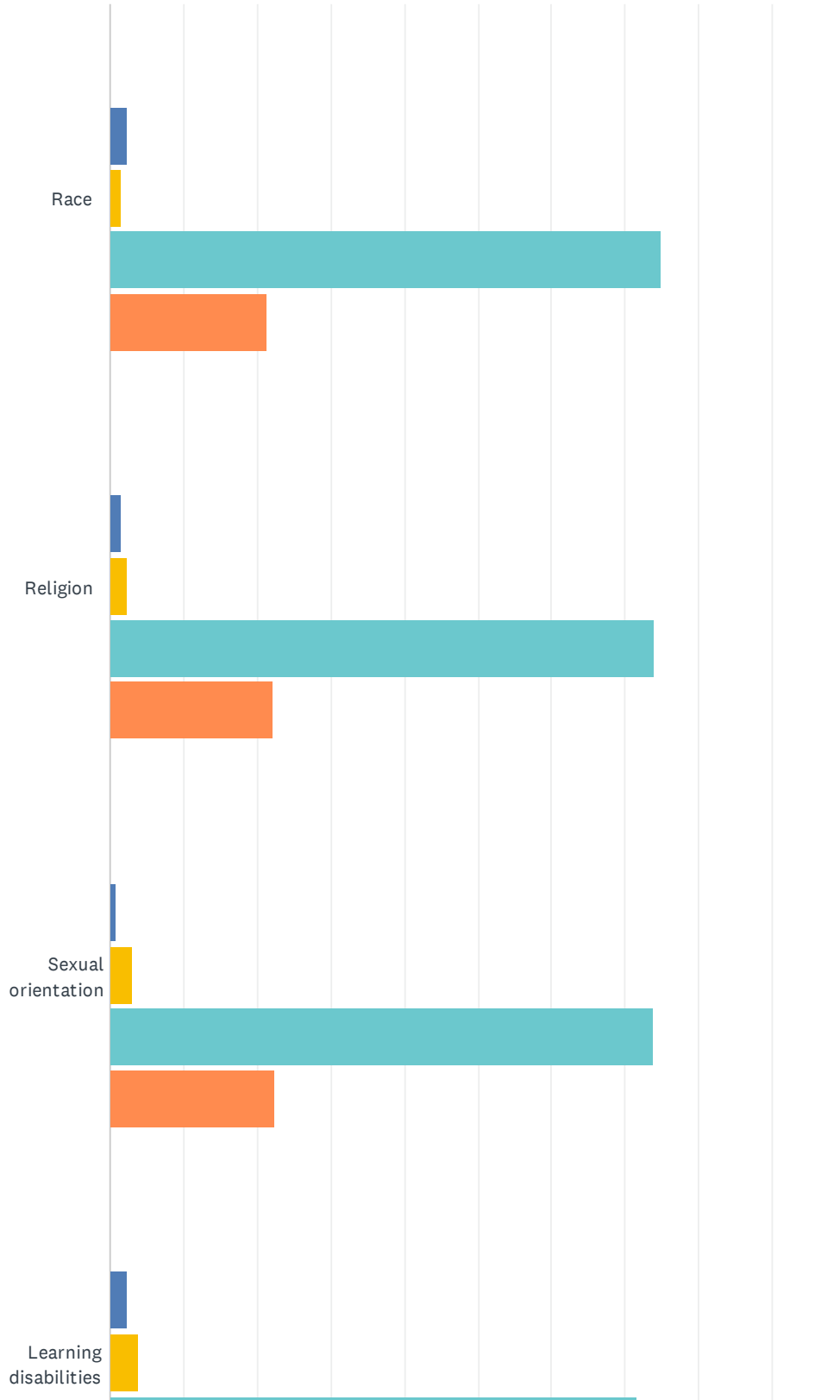
Holly Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



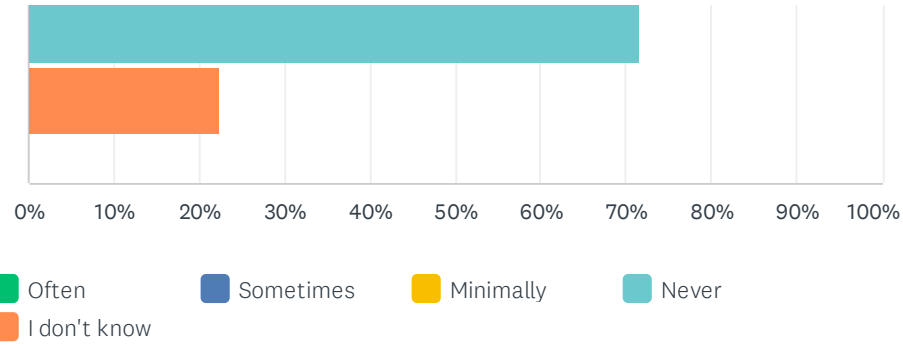
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.78% 1	8.53% 11	3.88% 5	37.21% 48	49.61% 64	129	4.26
Gender or gender identification	0.77% 1	2.31% 3	3.85% 5	41.54% 54	51.54% 67	130	4.41
Learning difficulties	2.33% 3	10.08% 13	11.63% 15	30.23% 39	45.74% 59	129	4.07
Clothing or physical appearance	1.53% 2	11.45% 15	6.11% 8	35.11% 46	45.80% 60	131	4.12
Religion or cultural practices	0.00% 0	3.82% 5	4.58% 6	35.11% 46	56.49% 74	131	4.44
Sexual orientation	0.77% 1	1.54% 2	2.31% 3	38.46% 50	56.92% 74	130	4.49

Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 131 Skipped: 0



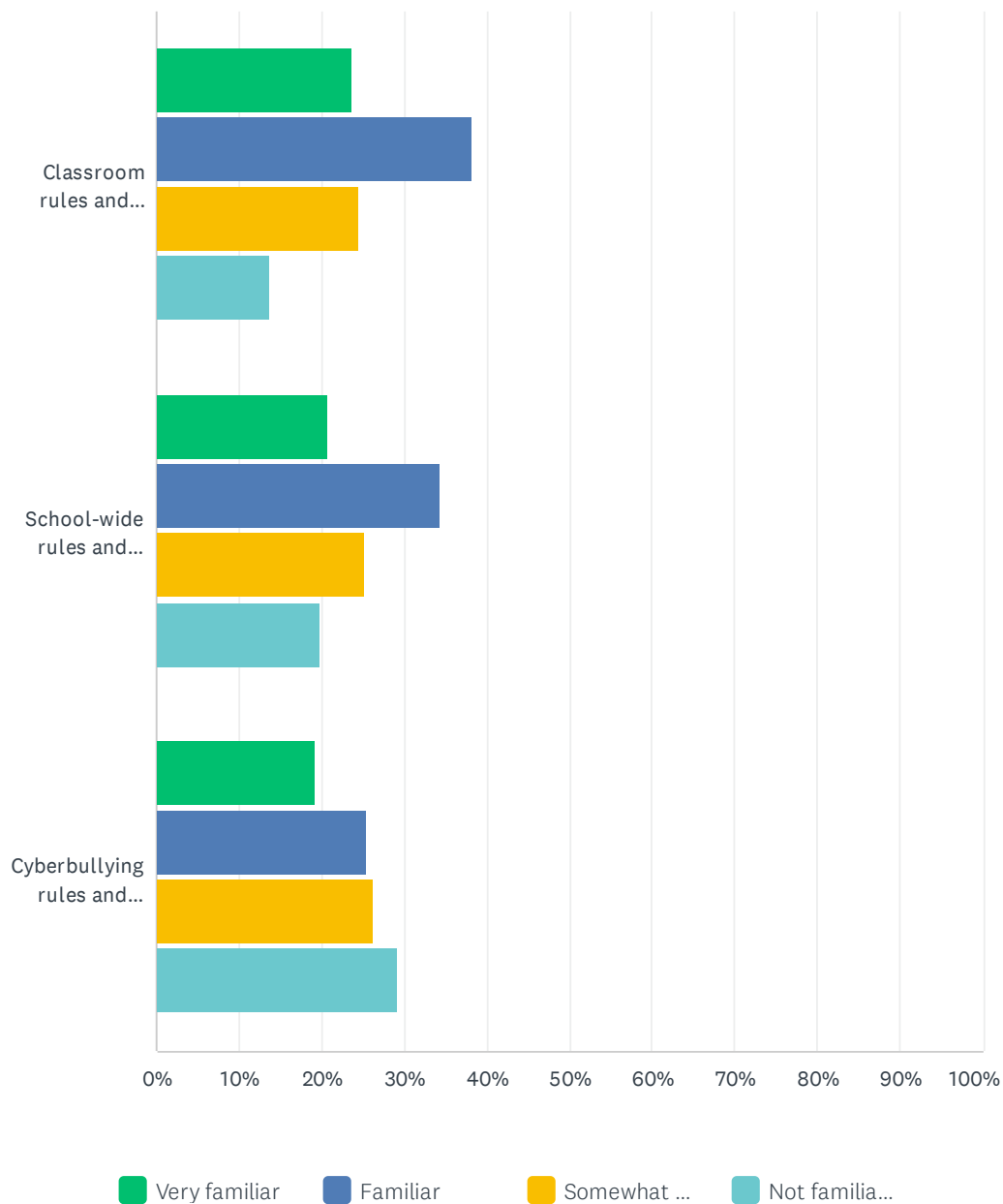
Holly Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	2.29% 3	1.53% 2	74.81% 98	21.37% 28	131	4.15
Religion	0.00% 0	1.53% 2	2.29% 3	74.05% 97	22.14% 29	131	4.17
Sexual orientation	0.00% 0	0.77% 1	3.08% 4	73.85% 96	22.31% 29	130	4.18
Learning disabilities	0.00% 0	2.31% 3	3.85% 5	71.54% 93	22.31% 29	130	4.14

Q6 How familiar are you with the following at your child's school?

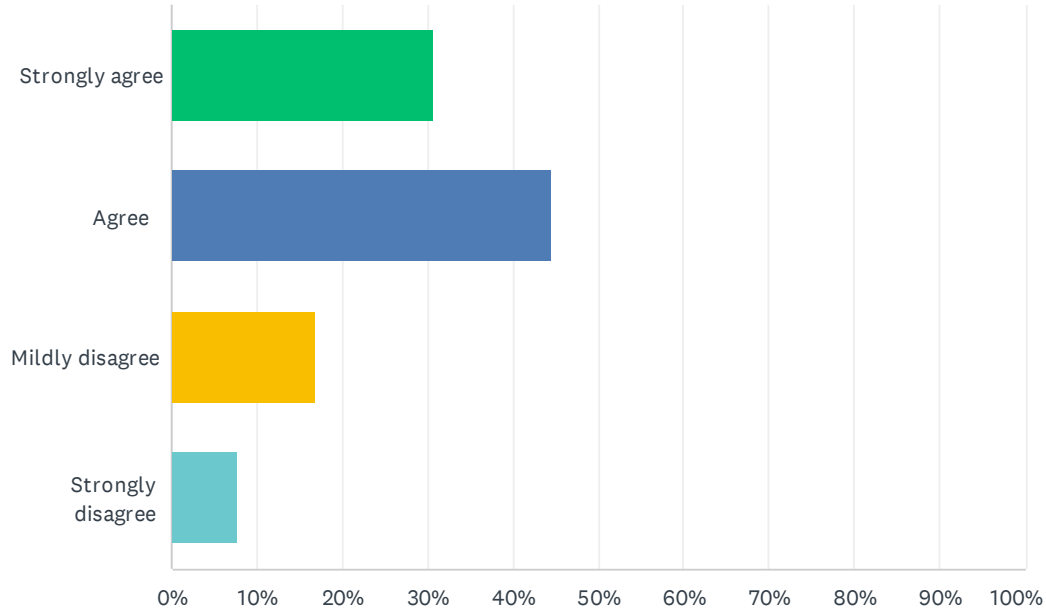
Answered: 131 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	23.66% 31	38.17% 50	24.43% 32	13.74% 18	131	2.28
School-wide rules and consequences when those rules are broken.	20.61% 27	34.35% 45	25.19% 33	19.85% 26	131	2.44
Cyberbullying rules and consequences when those rules are broken.	19.23% 25	25.38% 33	26.15% 34	29.23% 38	130	2.65

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 130 Skipped: 1

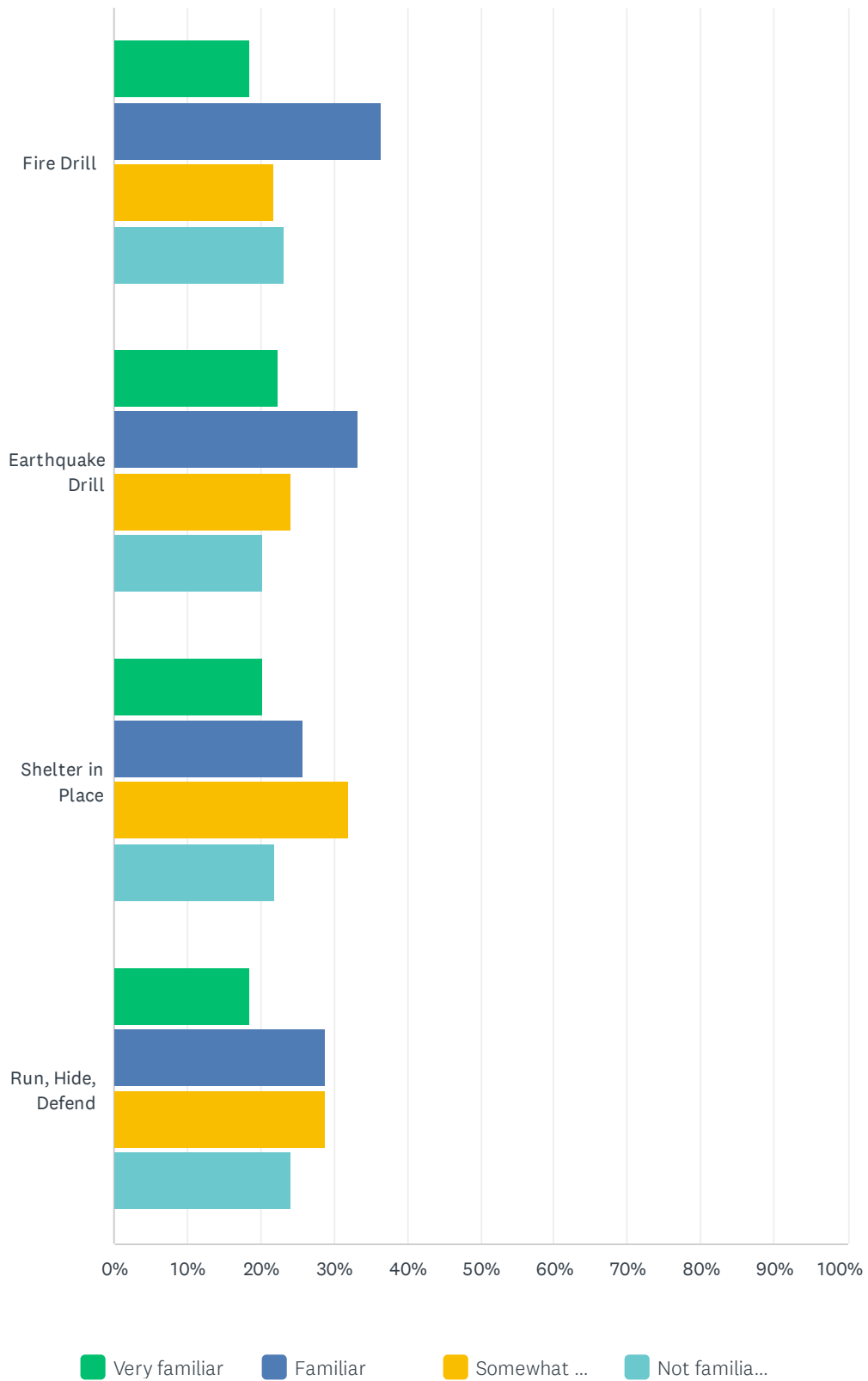


ANSWER CHOICES	RESPONSES	
Strongly agree	30.77%	40
Agree	44.62%	58
Mildly disagree	16.92%	22
Strongly disagree	7.69%	10
TOTAL		130

Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 129 Skipped: 2

Holly Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

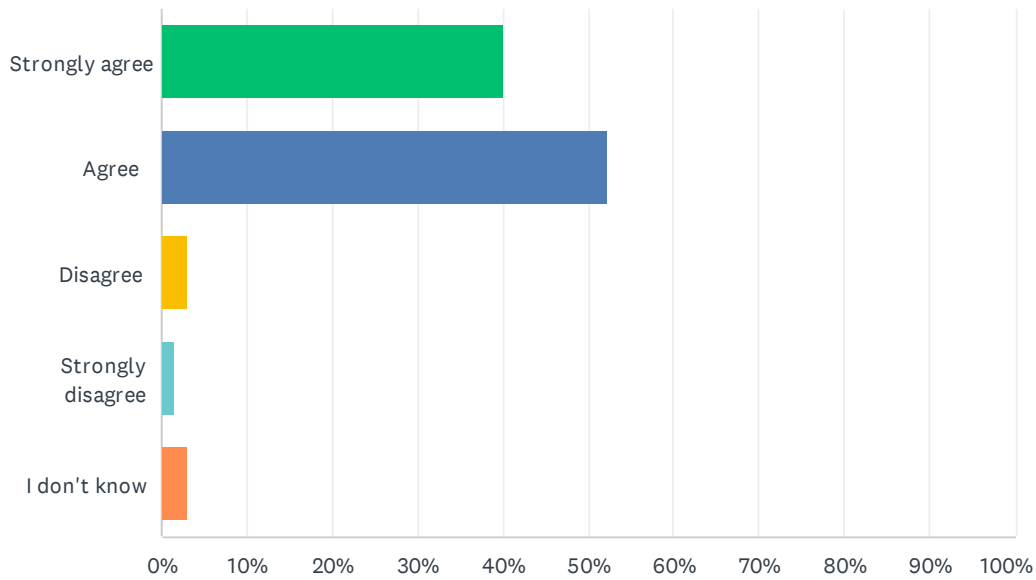


Holly Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	18.60% 24	36.43% 47	21.71% 28	23.26% 30	129
Earthquake Drill	22.48% 29	33.33% 43	24.03% 31	20.16% 26	129
Shelter in Place	20.31% 26	25.78% 33	32.03% 41	21.88% 28	128
Run, Hide, Defend	18.60% 24	28.68% 37	28.68% 37	24.03% 31	129

Q9 The facilities and grounds are well maintained at my child's school.

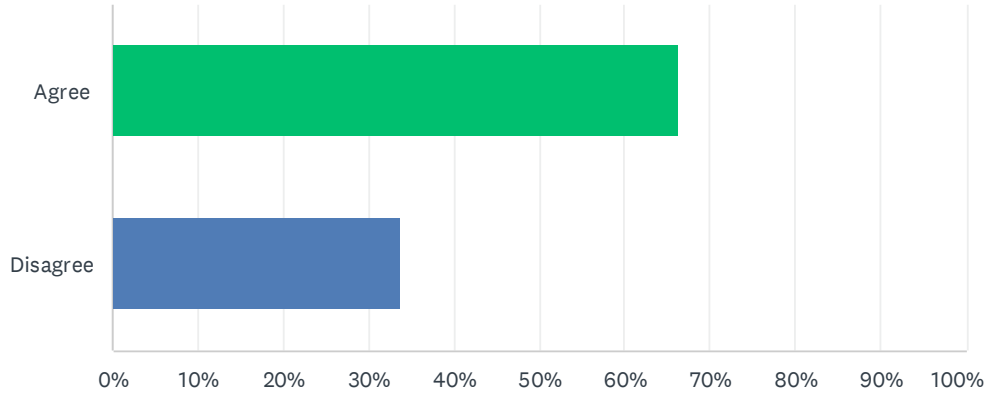
Answered: 130 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	40.00%	52
Agree	52.31%	68
Disagree	3.08%	4
Strongly disagree	1.54%	2
I don't know	3.08%	4
TOTAL		130

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

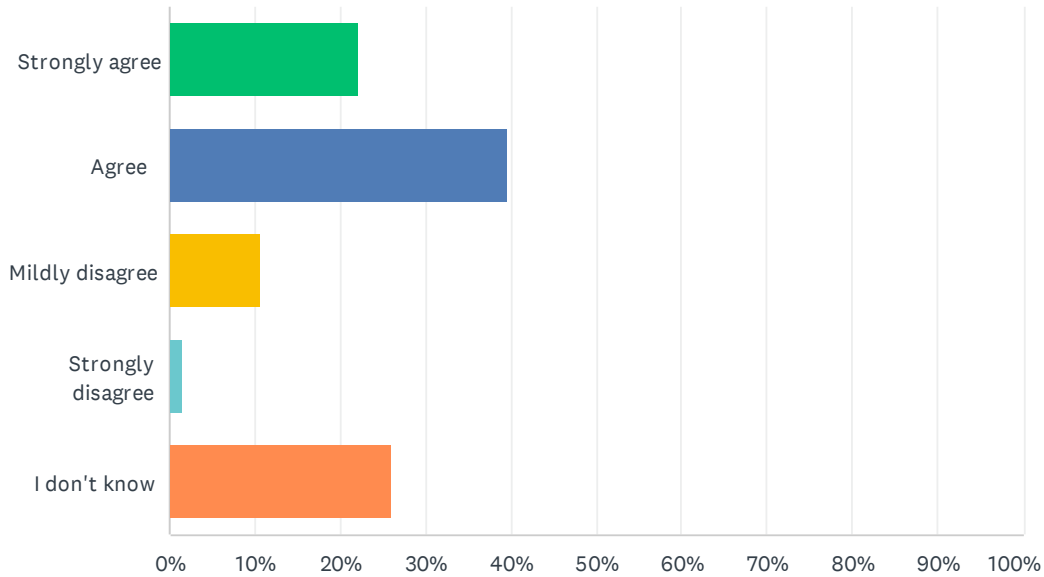
Answered: 131 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	66.41%	87
Disagree	33.59%	44
TOTAL		131

Q11 My child's school has a way to recognize positive behavior among students.

Answered: 131 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	22.14%	29
Agree	39.69%	52
Mildly disagree	10.69%	14
Strongly disagree	1.53%	2
I don't know	25.95%	34
TOTAL		131

Q12 What is something you would like to see improved regarding safety at your school?

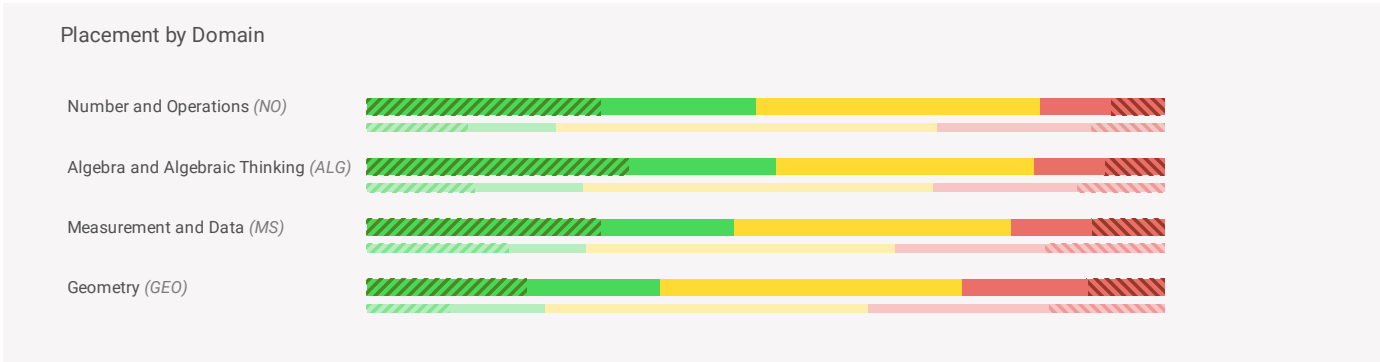
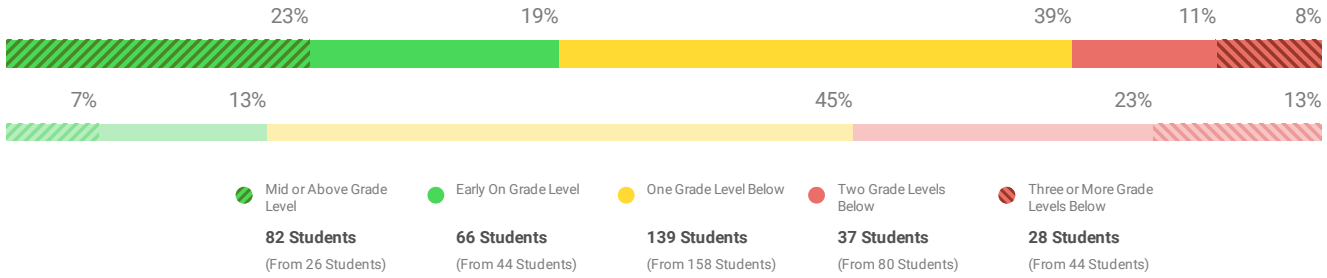
Answered: 79 Skipped: 52

School: HOLLY OAK ELEMENTARY SCHOOL
 Subject: Math
 Academic Year: 2023 - 2024
 Diagnostic: Diagnostic 3
 Prior Diagnostic: Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 352/456



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Diagnostic 3	–	–	–	–	–	0/63
	Diagnostic 1	–	–	–	–	–	
Grade 1	Diagnostic 3		21%	11%	68%	0%	57/72
	Diagnostic 1		4%	7%	72%	18%	

Diagnostic Results

School: HOLLY OAK ELEMENTARY SCHOOL
 Subject: Math
 Academic Year: 2023 - 2024
 Diagnostic: Diagnostic 3
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 2	Diagnostic 3		24%	21%	39%	15%	0%	71/77
	Diagnostic 1		7%	11%	45%	37%	0%	
Grade 3	Diagnostic 3		14%	23%	46%	11%	5%	56/65
	Diagnostic 1		0%	9%	50%	29%	13%	
Grade 4	Diagnostic 3		21%	19%	31%	15%	15%	48/53
	Diagnostic 1		4%	8%	35%	25%	27%	
Grade 5	Diagnostic 3		37%	15%	19%	10%	19%	52/56
	Diagnostic 1		13%	21%	31%	13%	21%	
Grade 6	Diagnostic 3		24%	22%	31%	12%	12%	68/70
	Diagnostic 1		15%	18%	35%	13%	19%	

Recommendations and Assurances

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

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

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

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

Signature

Clear

Clear

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[Signature]

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Clear

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee

Other: _____

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

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

This SPSA was adopted by the SSC at a public meeting on 5/14/2024

Attested:

[Signature]

Principal, Armando Lara on 5/08/2024

SSC Chairperson, Benjamin Martinez on 5/28/2024

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Holly Oak Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Holly Oak Elementary School
Street	2995 Rossmore Way
City, State, Zip	San Jose CA, 95148
Phone Number	(408) 270-4975
Principal	Armando Lara
Email Address	alara@eesd.org
School Website	http://hollyoak.eesd.org/
County-District-School (CDS) Code	43-69435-6047146

2023-24 District Contact Information

District Name	Evergreen Elementary School District
Phone Number	(408) 270-6800
Superintendent	Dr. Antoine Hawkins
Email Address	dhawkins@eesd.org
District Website	www.eesd.org

2023-24 School Description and Mission Statement

Holly Oak Elementary School is one of 16 schools in the Evergreen School District and opened in 1967. The school prides itself on providing students with a high-quality education within a caring and nurturing environment. We received the California Distinguished School Award three times (1995, 2004, and 2010). In 2011, we received the Title I Achieving School Award. Additionally, our PTA received the 2010 PTA of the Year award. Holly Oak created a Spanish/English Dual Immersion program during the 2021-2022 school year.

This statement articulates our mission:

At Holly Oak Elementary School, we are dedicated to providing our students with an excellent education within a caring and nurturing environment. We hold high expectations for our students and provide them with the support they need to meet those expectations. High standards and a commitment to respecting the dignity of others are evident on our playground, in our classrooms, and throughout our wider community.

Community & School Profile

2023-24 School Description and Mission Statement

Evergreen School District, located in the City of San Jose, comprises thirteen elementary and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 983,489 residents.

Holly Oak Elementary School is centrally located within the district's borders. In the 2022-23 school year, the school served approximately 466 students in grades kindergarten through six on a traditional calendar schedule.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

Climate for Learning

Students at Holly Oak Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline program aims to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Holly Oak has implemented the PBIS model to address student behavior and academics. Additionally, a partnership with Sobrato Early Academic Language (SEAL) has been forged; The Sobrato Early Academic Language Model is designed as a comprehensive model of intensive, enriched language and literacy education designed for English language learners, starting in Kindergarten and continuing through 6th grade.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook and website. Ongoing school-to-home communication is facilitated through Parent Square, weekly newsletters, monthly coffee with the principal meetings, Back-to-School Night, Open House, parent workshops, parent-teacher conferences, e-mails, and the school website.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	70
Grade 2	68
Grade 3	50
Grade 4	56
Grade 5	65
Grade 6	65
Total Enrollment	441

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	51%
American Indian or Alaska Native	0.2%
Asian	35.8%
Black or African American	1.4%
Filipino	6.1%
Hispanic or Latino	45.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.2%
White	4.5%
English Learners	41%
Homeless	0.9%
Socioeconomically Disadvantaged	52.8%
Students with Disabilities	7.7%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	100.00	397.80	95.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	0.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	0.48	12115.80	4.41
Unknown	0.00	0.00	14.20	3.42	18854.30	6.86
Total Teaching Positions	18.80	100.00	417.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.20	94.83	375.70	91.28	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.93	4.50	1.09	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.20	2.74	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.25	3.80	0.92	11953.10	4.28
Unknown	0.00	0.00	16.20	3.96	15831.90	5.67
Total Teaching Positions	20.30	100.00	411.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Evergreen School District held a Public Hearing on October 14, 2022 and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards, with final approval by the Board of Trustees. Textbooks and supplementary materials are typically adopted according to a cycle developed by the California Department of Education. The table displays information collected in September 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

The California State Board of Education adopted the science programs at its November 2018 public meeting. Evergreen reviewed materials beginning in 2019 to determine next steps. After an 18 month long process with the science adoption committee, the Board approved the NGSS science textbook adoption on April 15, 2021.

The California State Board of Education adopted Social Science materials at its November 2017 public meeting aligned to the new California Framework. The California Social Science standards remain unchanged.

Pursuant to California Education Code (EC) Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

Year and month in which the data were collected

September 14, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted on April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard	Yes	0.0%
Mathematics	Adopted on April 16, 2015 (Grade K-3): Engage NY Adopted on April 16, 2015 (Grade 4-5): Bridges Mathematics Adopted on April 16, 2015 (Grade 6-8): College Preparatory Mathematics Adopted On April 15, 2021 (Grade 8): Big Ideas Integrated Mathematics 1, Engage/National Geographic Learning, or CPM	Yes	0.0
Science	Adopted on April 15, 2021(Grade K-5): Amplify Science CA NGSS 3D Adopted on April 15, 2021 (Grade 6-8): STEMscopes CA NGSS 3D, Accelerate Learning Inc.	Yes	0.0%
History-Social Science	Adopted on June 22, 2023: (Grade K-5); CA my World, Savvas Adopted on June 22, 2023: (Grade 6-8): History Alive!, TCI	No	0.0%

School Facility Conditions and Planned Improvements

Holly Oak Elementary School, originally constructed in 1967, comprises 20 permanent classrooms, 12 portable classrooms, a library, a cafeteria/multipurpose room, a staff lounge, and two playgrounds.

The 12 portables are located in the back of the school to create a “courtyard” feel to the campus; all portables have modern technology capabilities. Both playgrounds were resurfaced, and the playground matting has been replaced. An outdoor teaching amphitheater is located at the back of the campus. Security fencing for the school's interior is in place, and updated security cameras were installed, allowing better monitoring of who comes and goes from the campus. The chart displays the results of the most recent facilities inspection. Each room on campus was upgraded with a new AC/Heating system.

Cleaning Process:

Holly Oak Elementary School provides students, staff, and volunteers a safe and clean environment. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed daily throughout the school year, emphasizing classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

Holly Oak Elementary School's custodial staff regularly administers a scheduled maintenance program, with heavy maintenance functions occurring during vacation periods. Additionally, the district administers a scheduled maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues that require immediate attention arise. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for significant repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature gave school districts flexibility in using these funds to meet general fund needs. To mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe, and in good repair.

Year and month of the most recent FIT report

October 31, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Primary playground under construction to be completed December 2022 and the upper playground to start construction to be completed January 2023

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46	40	66	65	47	46
Mathematics (grades 3-8 and 11)	40	38	60	60	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	238	236	99.16	0.84	39.83
Female	119	117	98.32	1.68	41.88
Male	119	119	100.00	0.00	37.82
American Indian or Alaska Native	0	0	0	0	0
Asian	106	106	100.00	0.00	48.11
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	95	94	98.95	1.05	23.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	66.67
White	--	--	--	--	--
English Learners	82	81	98.78	1.22	14.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	134	98.53	1.47	31.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	9.52

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	238	236	99.16	0.84	38.14
Female	119	117	98.32	1.68	29.91
Male	119	119	100.00	0.00	46.22
American Indian or Alaska Native	0	0	0	0	0
Asian	106	106	100.00	0.00	53.77
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	95	94	98.95	1.05	19.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	40.00
White	--	--	--	--	--
English Learners	82	81	98.78	1.22	28.40
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	134	98.53	1.47	36.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	9.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.07	26.87	53.17	51.51	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	67	100.00	0.00	26.87
Female	28	28	100.00	0.00	25.00
Male	39	39	100.00	0.00	28.21
American Indian or Alaska Native	0	0	0	0	0
Asian	31	31	100.00	0.00	32.26
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	17.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	24.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Holly Oak Elementary School appreciates parent involvement in their child's education. Many opportunities for parental participation are offered, including:

- Los Dichos Program
- English Learners Advisory Committee (ELAC)
- Parent Teacher Association (PTA)
- School Site Council (SSC)
- Monthly Coffee with the Principal Meetings
- Family Picnic Days
- Walk-a-thon
- Classroom Volunteers
- Field trip volunteers
- PTA Movie Nights
- PTA Family Events
- Gallery Walks
- SEAL family workshops

The school receives additional support from numerous community businesses and service organizations, including, but not limited to:

- McDonald's
- Office Depot
- SaveMart/Lucky's
- Target
- UAW
- Kohls
- Starbucks
- Walmart

2023-24 Opportunities for Parental Involvement

Barnes and Nobles

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	478	461	84	18.2
Female	233	228	39	17.1
Male	245	233	45	19.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	168	163	9	5.5
Black or African American	8	6	1	16.7
Filipino	27	27	4	14.8
Hispanic or Latino	227	217	63	29.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	24	24	2	8.3
White	18	18	4	22.2
English Learners	196	192	38	19.8
Foster Youth	0	0	0	0.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	259	251	57	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	45	8	17.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.20	0.63	0.05	1.19	1.62	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63	0
Female	0.43	0
Male	0.82	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.6	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.56	0
English Learners	1.02	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.77	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Holly Oak Elementary School. School staff supervise students before school, during recess, and after school. Noon-duty aides and parent volunteers provide lunch supervision. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated on 10/24/2023 by the Emergency Response Team (ERT), the Safety Committee, and the School Site Council. The EESD Board approved it on 11/09/2023. It will be reviewed again next fall. Any revisions to the plan are communicated to classified and certificated staff.

Key elements of the Safety Plan focus on the following:

- PBIS (Positive Behavior Interventions & Supports)
- Tool Box

2023-24 School Safety Plan

- Second Step
- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school also created updated emergency procedures, evacuation routes, and new routines for monitoring students on campus.

The school complies with the laws, rules, and regulations about hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lock-down drills rotate throughout the school year.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	20	3		
2	22		3	
3	30		2	1
4	32		2	
5	35			2
6	32		2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	22		3	
2	17	3		
3	28	2		1
4	31		2	
5	31		2	
6	34			2
Other	17	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	0	0
1	23	0	3	0
2	23	0	3	0
3	25	0	2	0
4	28	0	2	0
5	33	0	1	0
6	33	0	1	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,517	\$361	\$7,156	\$111,858.91
District	N/A	N/A	\$2406	\$101,474
Percent Difference - School Site and District	N/A	N/A	99.4	13.2
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	8.2	24.7

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- LCAP funds or Supplemental Funds
- Title I, Targeted Assistance (for these schools: LeyVa, Holly Oak, Katherine Smith, Montgomery, and Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,185	\$54,215
Mid-Range Teacher Salary	\$99,007	\$86,843
Highest Teacher Salary	\$114,199	\$111,440
Average Principal Salary (Elementary)	\$152,317	\$140,851
Average Principal Salary (Middle)	\$155,138	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$262,096	\$252,466
Percent of Budget for Teacher Salaries	37.77%	33.16%
Percent of Budget for Administrative Salaries	4.67%	5.15%

Professional Development

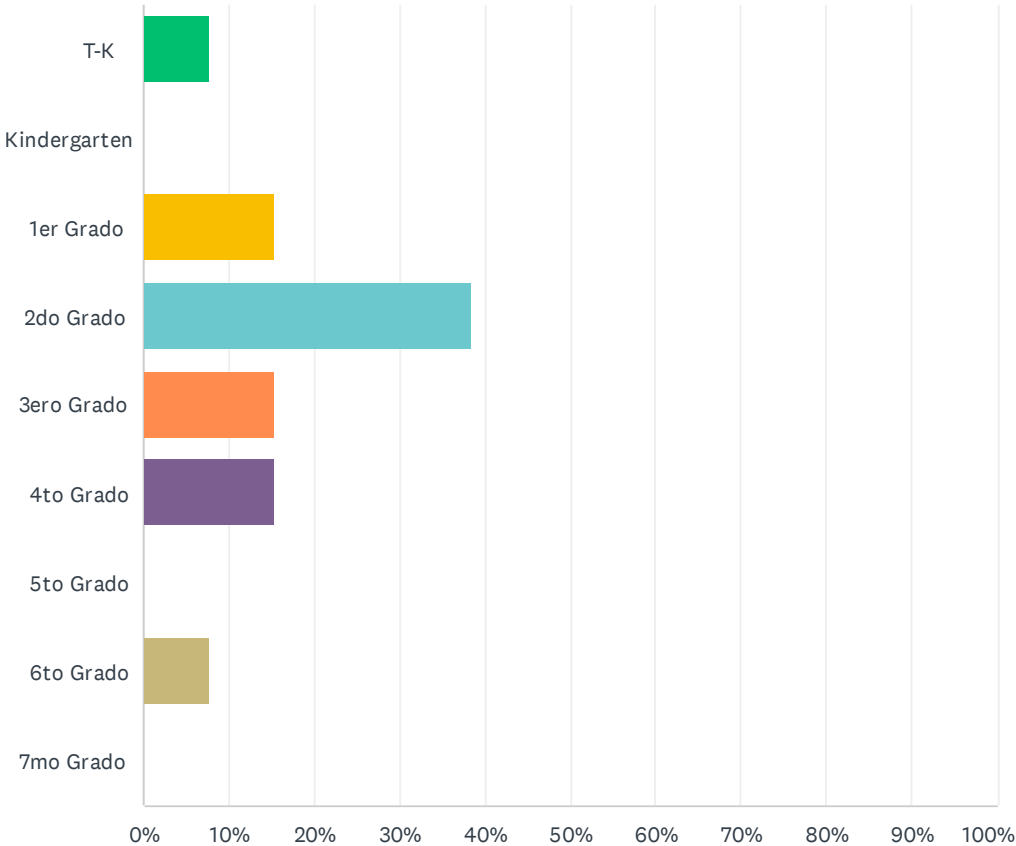
Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. This year, teachers are focusing on English Language Learner Instructional strategies. In addition, Holly Oak staff has completed training on implementing PBIS (Positive Behavior Interventions and supports). Staff will continue the implementation of Sobrato Early Academic Language (SEAL) in Kindergarten through Sixth Grade. Staff is also offered professional development opportunities in social, emotional, and instructional strategies. Specific staff meeting days and Thursdays throughout the year are dedicated as staff development days and planned with teacher feedback and input. Teachers use professional development time to examine student work to determine program effectiveness and develop strategies to improve instruction. Holly Oak teachers are provided a 100 percent Instructional Coach / SEAL coach to assist in implementing the SEAL model and to provide assistance incorporating effective instructional strategies in the classroom. The RTI teacher serves students in specific grade levels and provides professional development for all teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	

Q1 1. ¿Cuál es su curso actual?

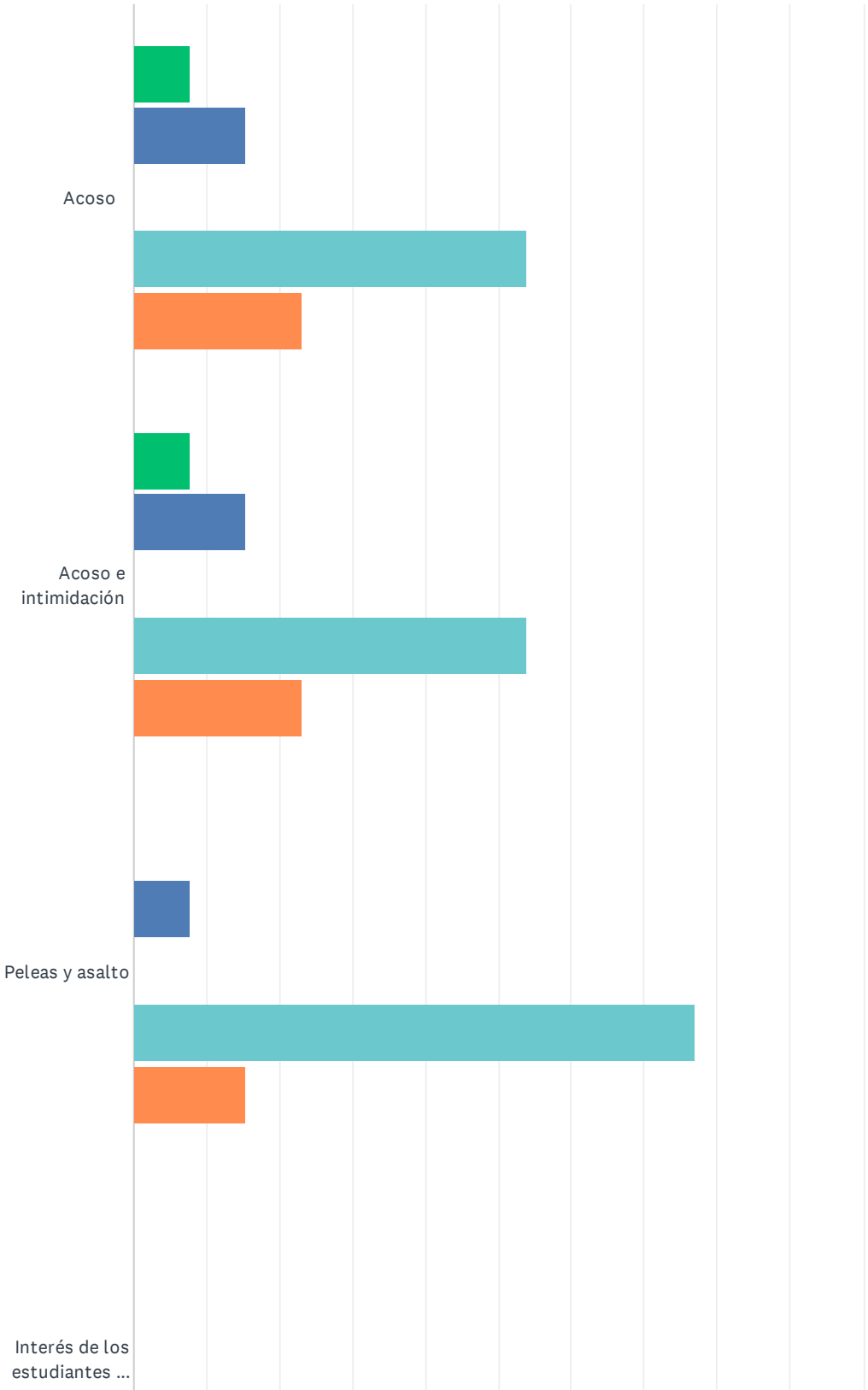
Answered: 13 Skipped: 0

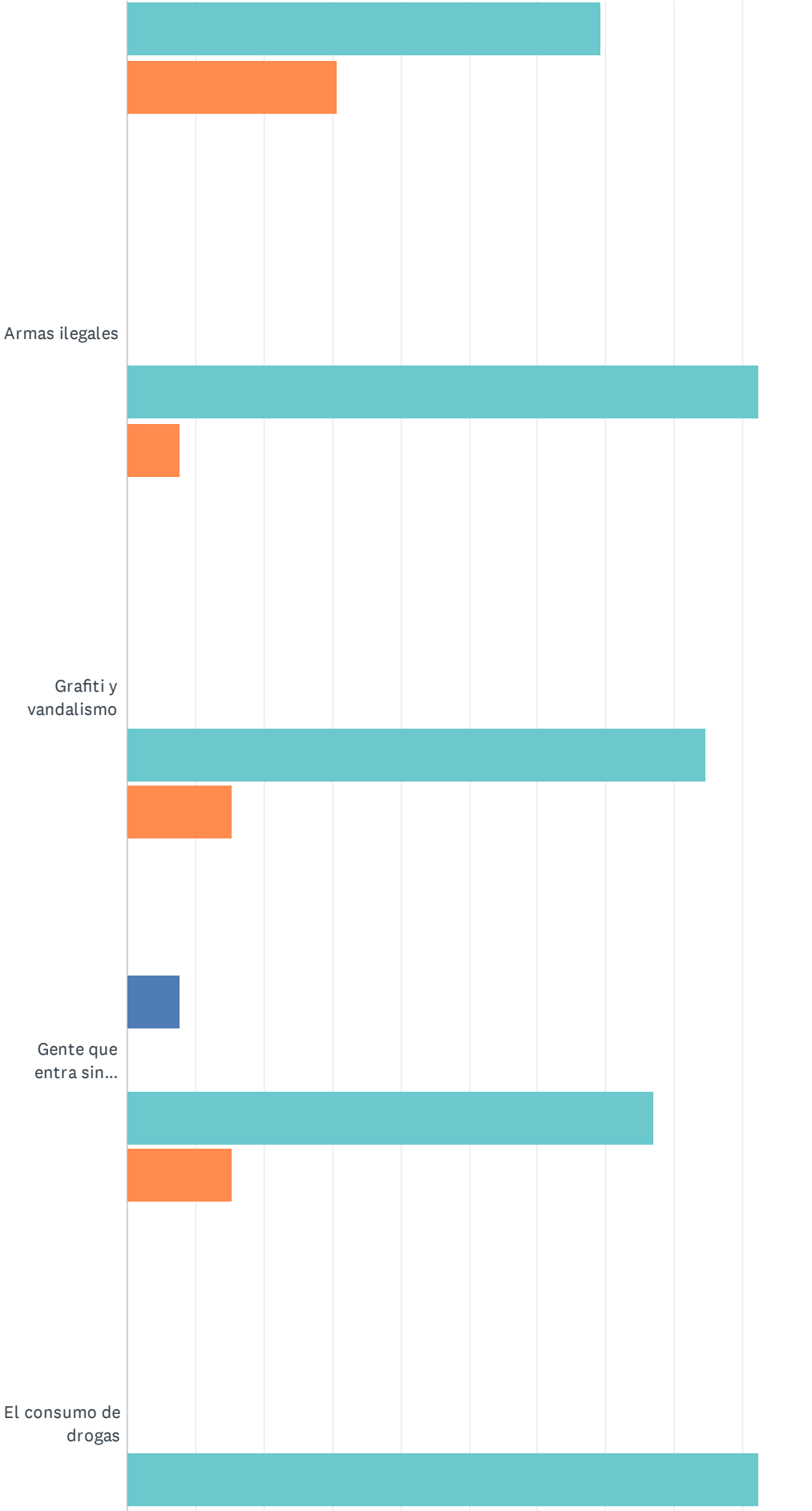


ANSWER CHOICES	RESPONSES	
T-K	7.69%	1
Kindergarten	0.00%	0
1er Grado	15.38%	2
2do Grado	38.46%	5
3ero Grado	15.38%	2
4to Grado	15.38%	2
5to Grado	0.00%	0
6to Grado	7.69%	1
7mo Grado	0.00%	0
TOTAL		13

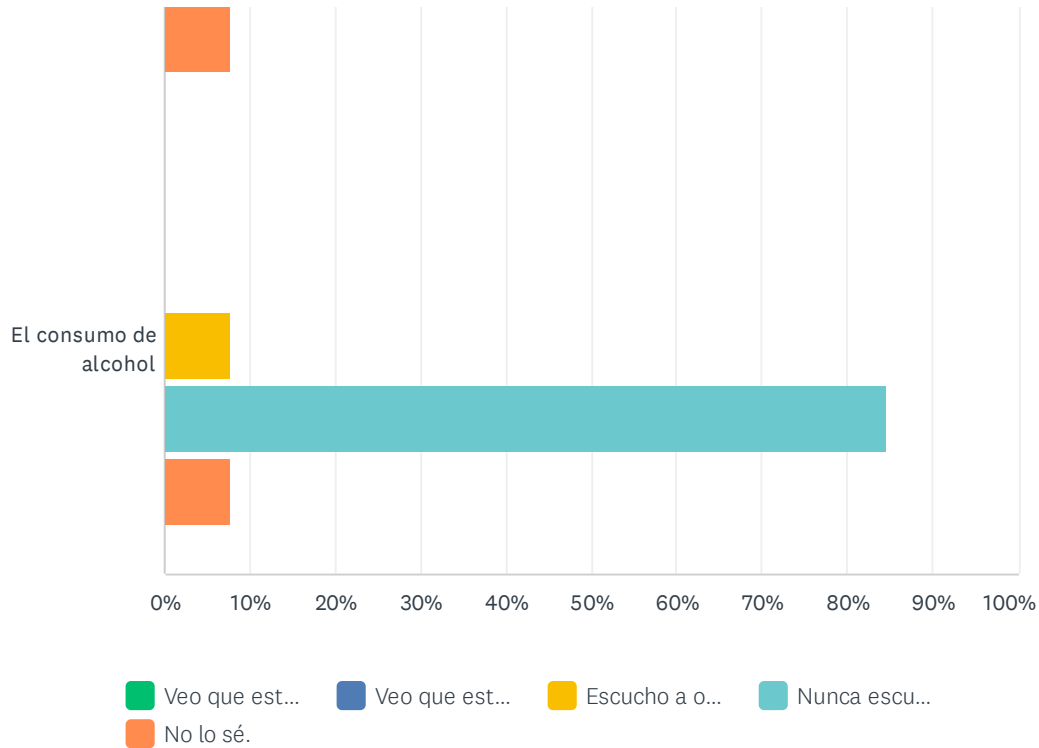
Q2 ¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?

Answered: 13 Skipped: 0





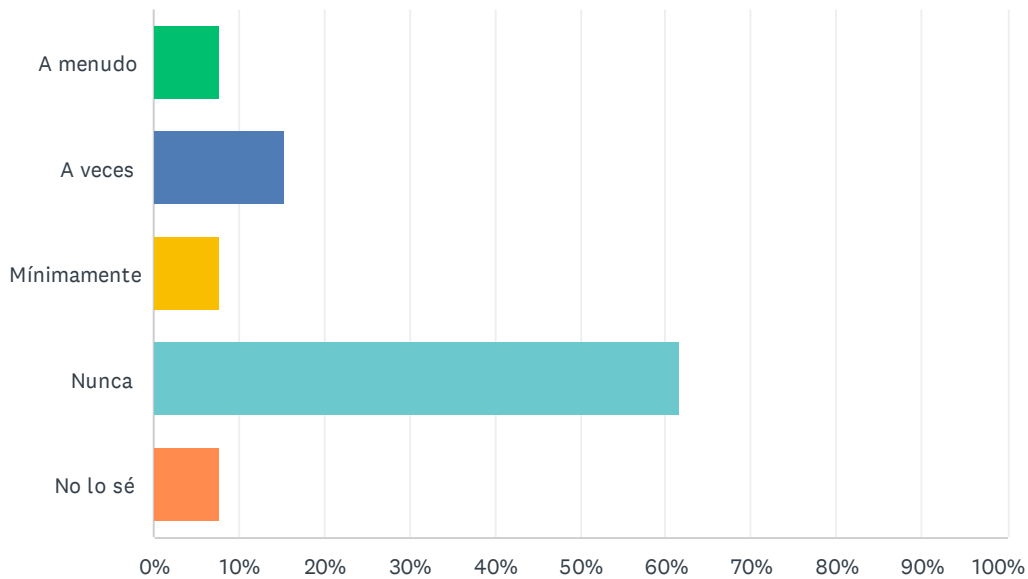
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	VEO QUE ESTO SUCEDE MUCHO EN MI ESCUELA.	VEO QUE ESTO SUCEDE A VECES EN MI ESCUELA.	ESCUCHO A OTROS ESTUDIANTES HABLAR DE QUE ESTO ESTÁ SUCEDIENDO EN MI ESCUELA.	NUNCA ESCUCHO NI VEO QUE ESTO SUCEDA EN MI ESCUELA.	NO LO SÉ.	TOTAL	WEIGHTED AVERAGE
Acoso	7.69% 1	15.38% 2	0.00% 0	53.85% 7	23.08% 3	13	3.69
Acoso e intimidación	7.69% 1	15.38% 2	0.00% 0	53.85% 7	23.08% 3	13	3.69
Peleas y asalto	0.00% 0	7.69% 1	0.00% 0	76.92% 10	15.38% 2	13	4.00
Interés de los estudiantes en las pandillas	0.00% 0	0.00% 0	0.00% 0	69.23% 9	30.77% 4	13	4.31
Armas ilegales	0.00% 0	0.00% 0	0.00% 0	92.31% 12	7.69% 1	13	4.08
Grafiti y vandalismo	0.00% 0	0.00% 0	0.00% 0	84.62% 11	15.38% 2	13	4.15
Gente que entra sin derecho al campus	0.00% 0	7.69% 1	0.00% 0	76.92% 10	15.38% 2	13	4.00
El consumo de drogas	0.00% 0	0.00% 0	0.00% 0	92.31% 12	7.69% 1	13	4.08
El consumo de alcohol	0.00% 0	0.00% 0	7.69% 1	84.62% 11	7.69% 1	13	4.00

Q3 ¿Con qué frecuencia escucha o ve algún acto de intimidación en su escuela? Definición de acoso escolar: cuando alguien está siendo lastimado ya sea por palabras o acciones a propósito, generalmente más de una vez, se siente mal por ello y tiene dificultades para detener lo que está sucediendo. Los tipos de intimidación incluyen: intimidación física, verbal, emocional, social y cibernética.

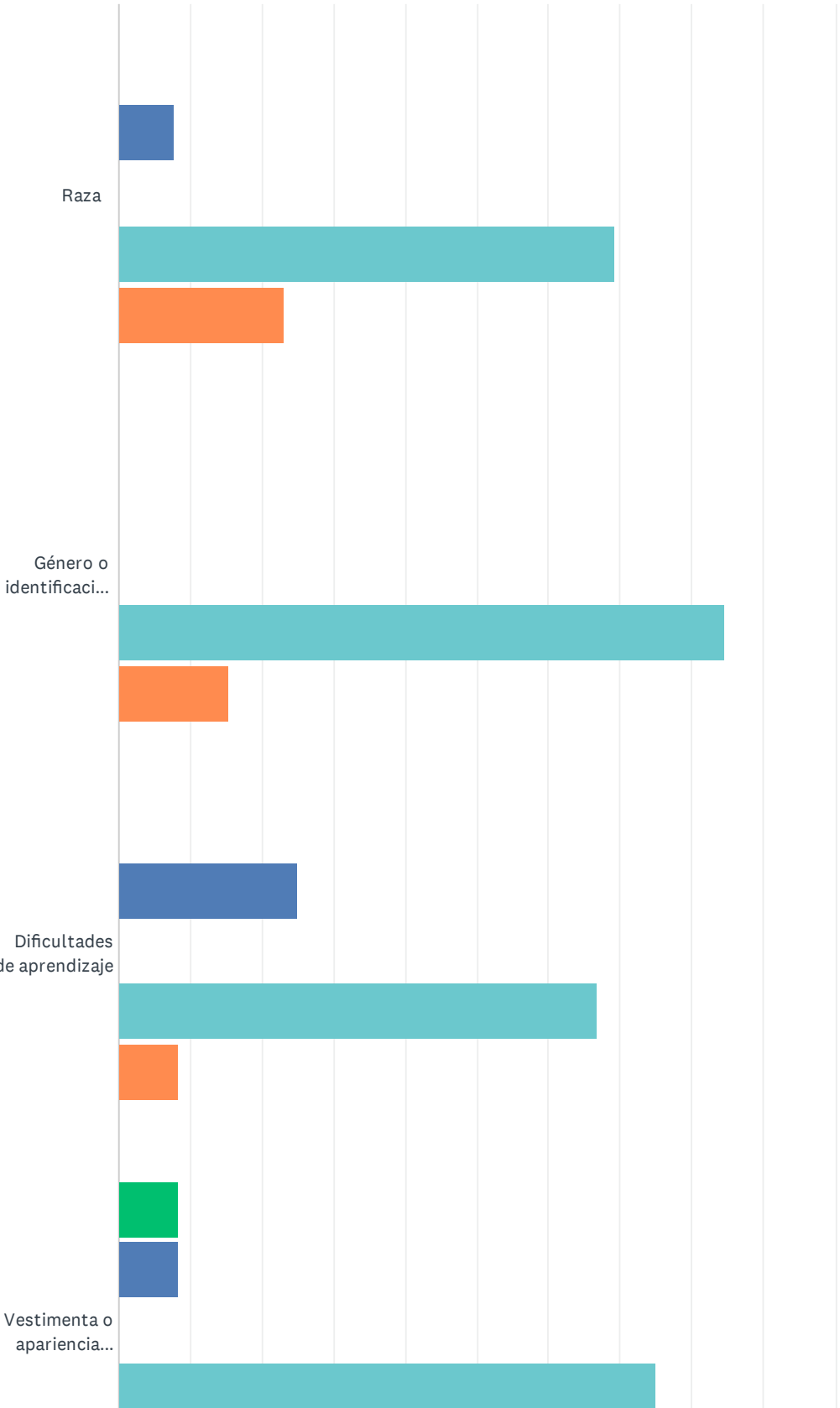
Answered: 13 Skipped: 0

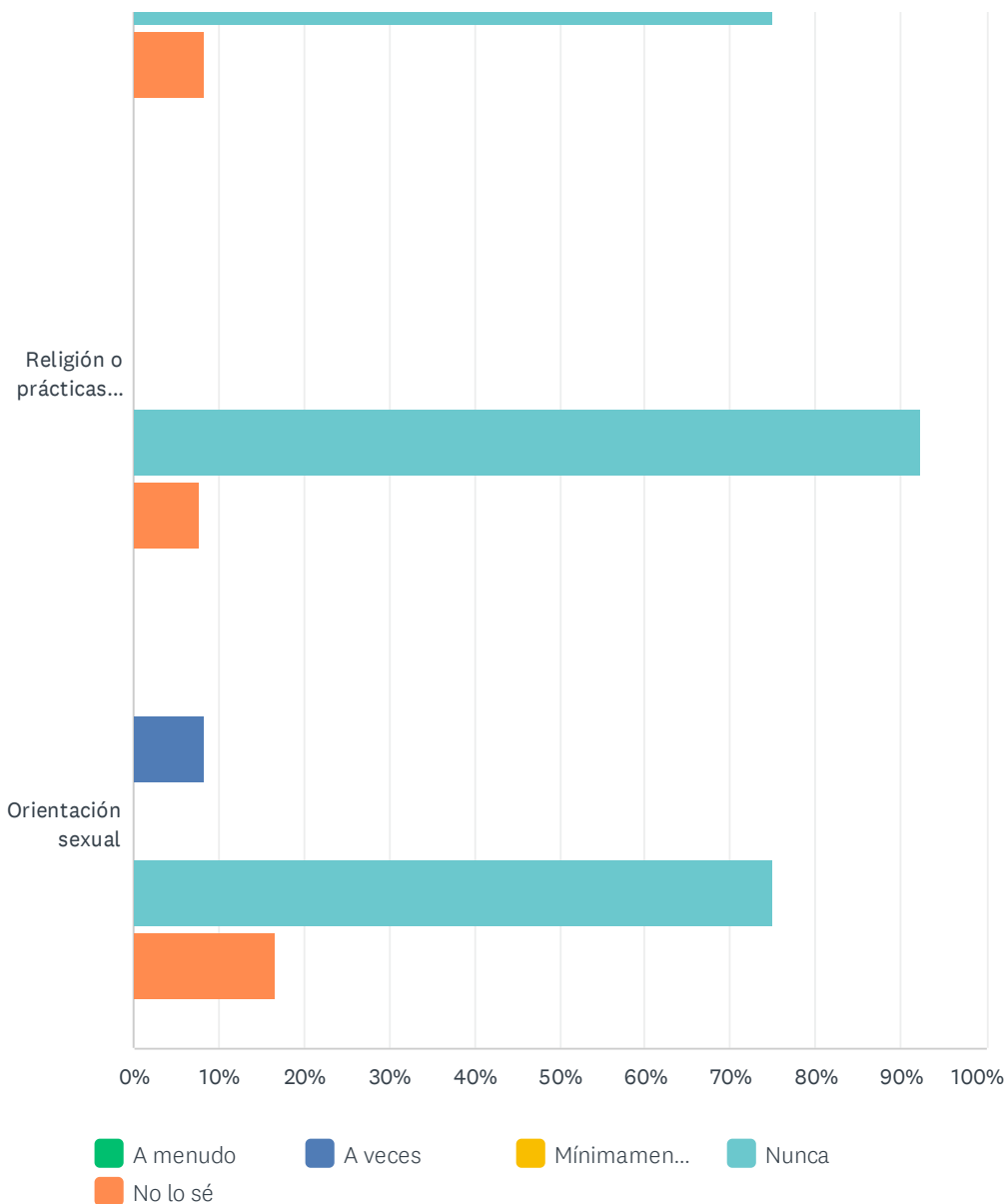


ANSWER CHOICES	RESPONSES
A menudo	7.69% 1
A veces	15.38% 2
Mínimamente	7.69% 1
Nunca	61.54% 8
No lo sé	7.69% 1
TOTAL	13

Q4 Los estudiantes de la escuela de mi hijo son rechazados por su...

Answered: 13 Skipped: 0

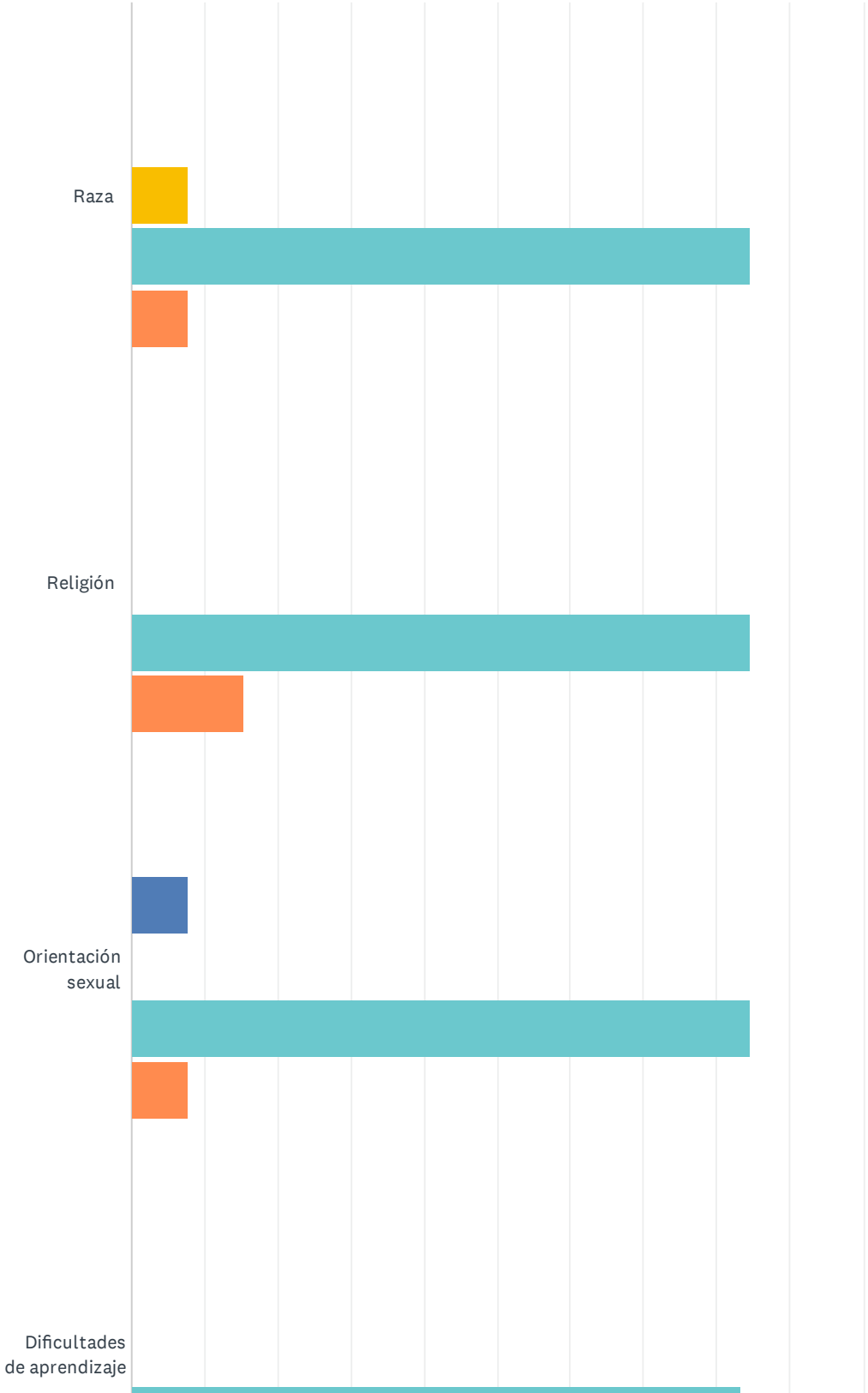




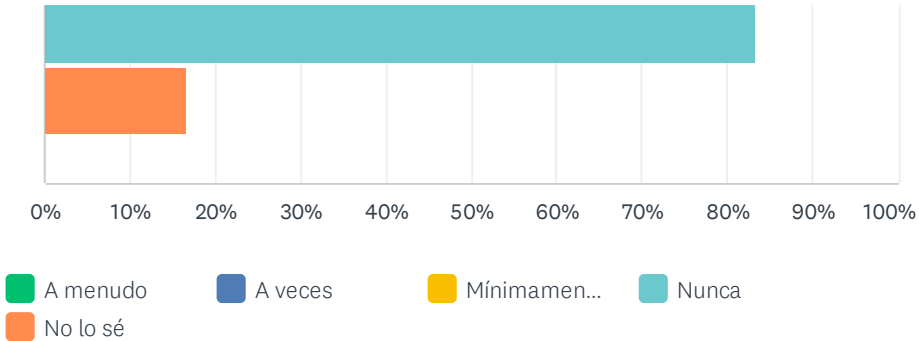
	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	7.69% 1	0.00% 0	69.23% 9	23.08% 3	13	4.08
Género o identificación de género	0.00% 0	0.00% 0	0.00% 0	84.62% 11	15.38% 2	13	4.15
Dificultades de aprendizaje	0.00% 0	25.00% 3	0.00% 0	66.67% 8	8.33% 1	12	3.58
Vestimenta o apariencia física	8.33% 1	8.33% 1	0.00% 0	75.00% 9	8.33% 1	12	3.67
Religión o prácticas culturales	0.00% 0	0.00% 0	0.00% 0	92.31% 12	7.69% 1	13	4.08
Orientación sexual	0.00% 0	8.33% 1	0.00% 0	75.00% 9	16.67% 2	12	4.00

Q5 ¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como ...

Answered: 13 Skipped: 0



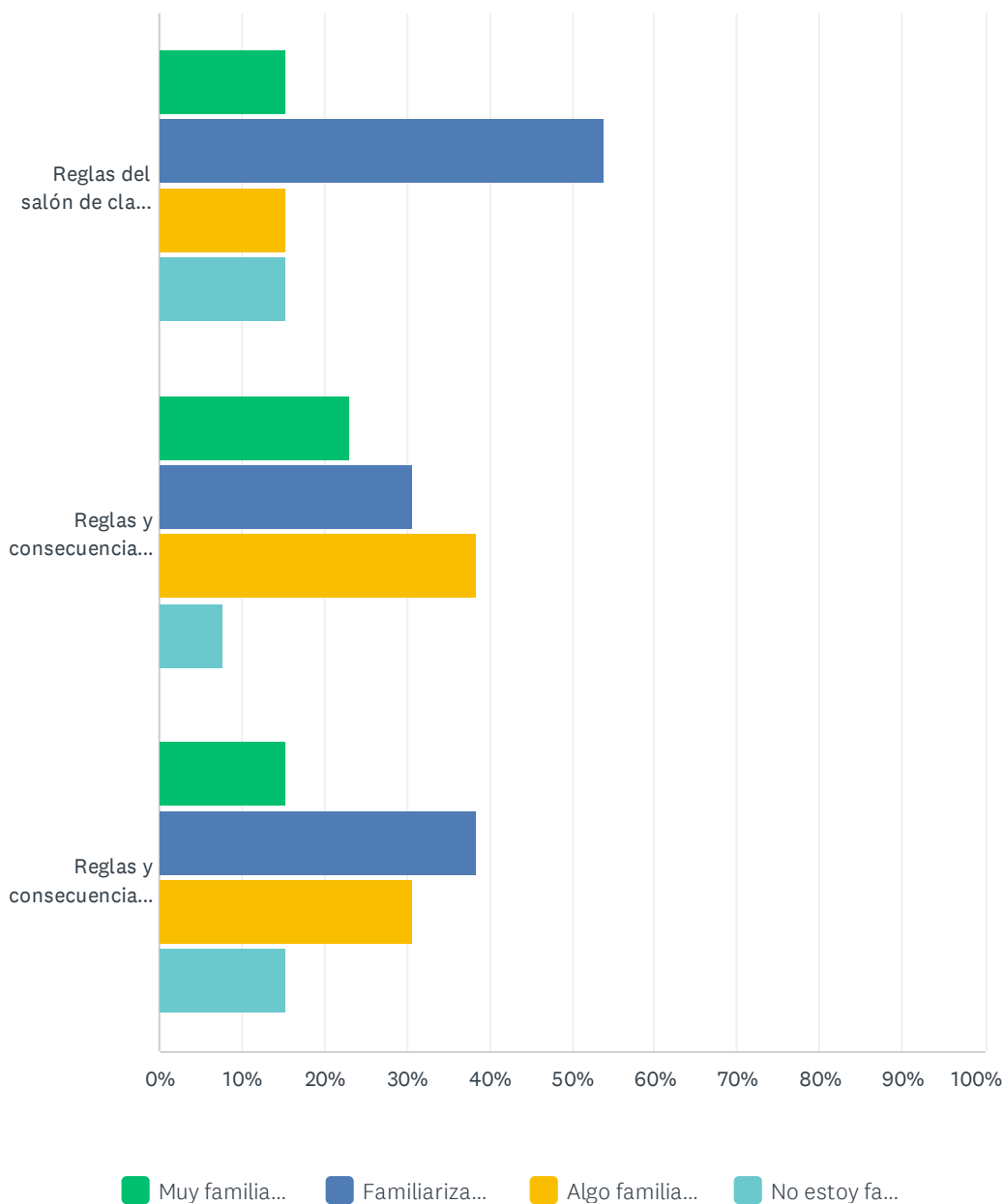
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	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	7.69% 1	84.62% 11	7.69% 1	13	4.00
Religión	0.00% 0	0.00% 0	0.00% 0	84.62% 11	15.38% 2	13	4.15
Orientación sexual	0.00% 0	7.69% 1	0.00% 0	84.62% 11	7.69% 1	13	3.92
Dificultades de aprendizaje	0.00% 0	0.00% 0	0.00% 0	83.33% 10	16.67% 2	12	4.17

Q6 ¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo?

Answered: 13 Skipped: 0

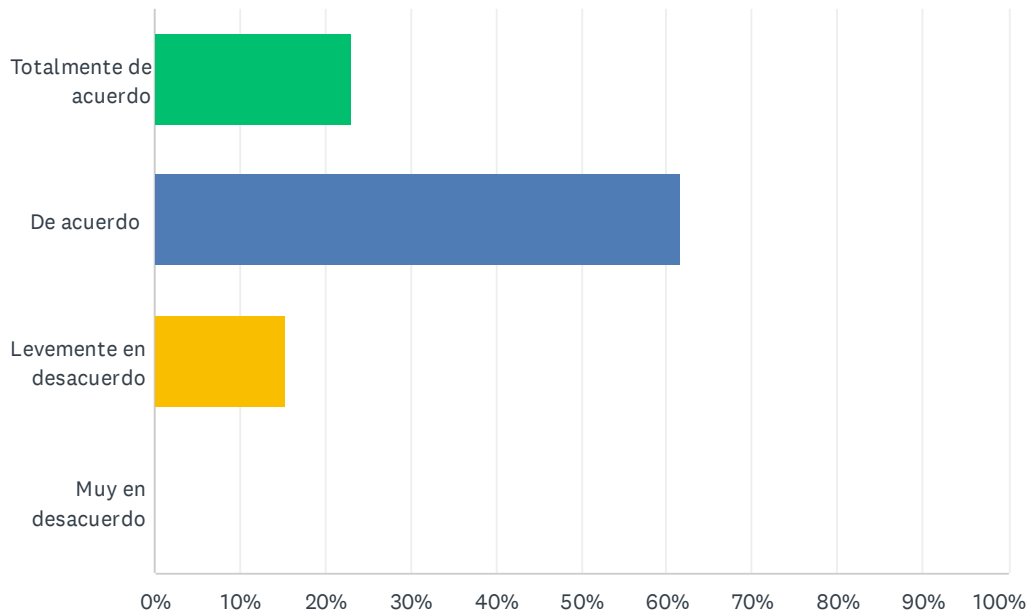


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	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL	WEIGHTED AVERAGE
Reglas del salón de clases y consecuencias cuando se rompen esas reglas.	15.38% 2	53.85% 7	15.38% 2	15.38% 2	13	2.31
Reglas y consecuencias para toda la escuela cuando se rompen esas reglas.	23.08% 3	30.77% 4	38.46% 5	7.69% 1	13	2.31
Reglas y consecuencias del ciberacoso cuando se rompen esas reglas.	15.38% 2	38.46% 5	30.77% 4	15.38% 2	13	2.46

Q7 Las reglas y expectativas de la escuela son claras y las conozco bien.

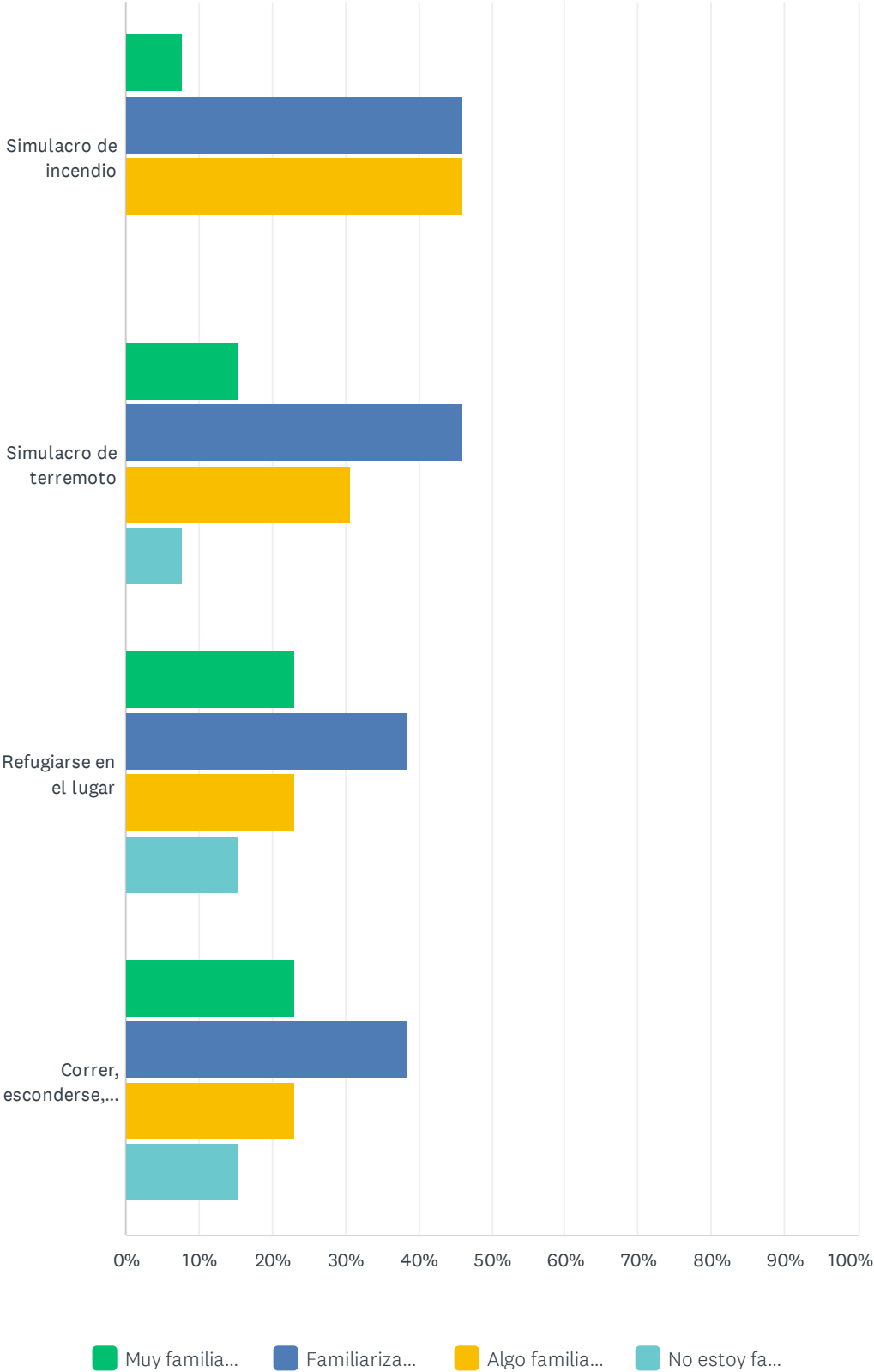
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	23.08%	3
De acuerdo	61.54%	8
Levemente en desacuerdo	15.38%	2
Muy en desacuerdo	0.00%	0
TOTAL		13

Q8 ¿Qué tan bien comprende los procedimientos de emergencia en la escuela de su hijo?

Answered: 13 Skipped: 0

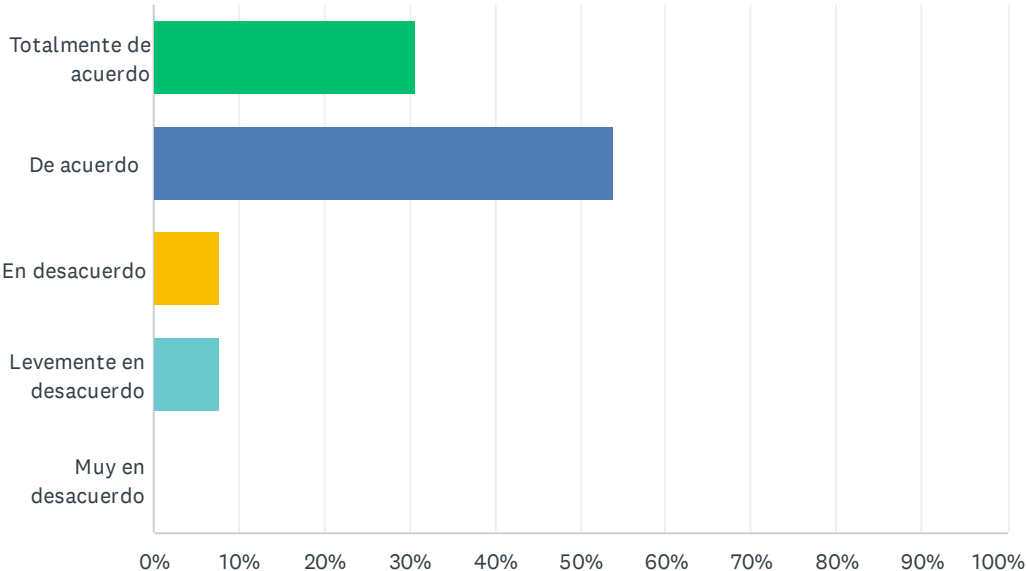


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	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL
Simulacro de incendio	7.69% 1	46.15% 6	46.15% 6	0.00% 0	13
Simulacro de terremoto	15.38% 2	46.15% 6	30.77% 4	7.69% 1	13
Refugiarse en el lugar	23.08% 3	38.46% 5	23.08% 3	15.38% 2	13
Correr, esconderse, defenderse	23.08% 3	38.46% 5	23.08% 3	15.38% 2	13

Q9 Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.

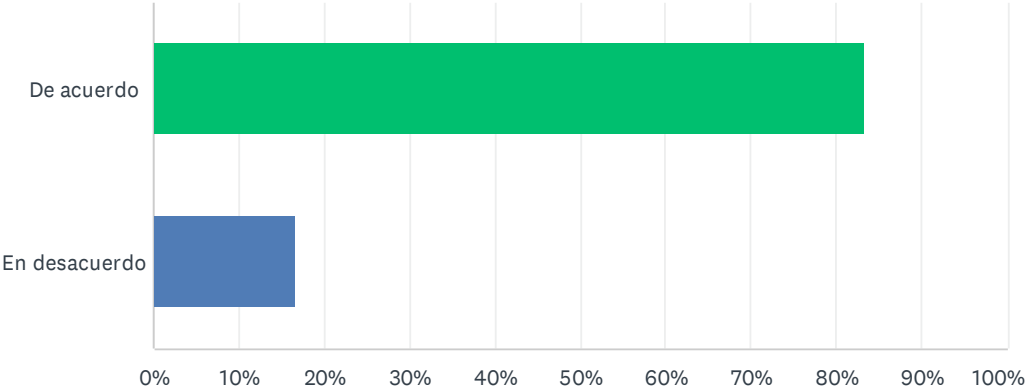
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	30.77%	4
De acuerdo	53.85%	7
En desacuerdo	7.69%	1
Levemente en desacuerdo	7.69%	1
Muy en desacuerdo	0.00%	0
TOTAL		13

Q10 Estoy al tanto de la página web Wellness Connections del distrito con recursos para estudiantes y familias.

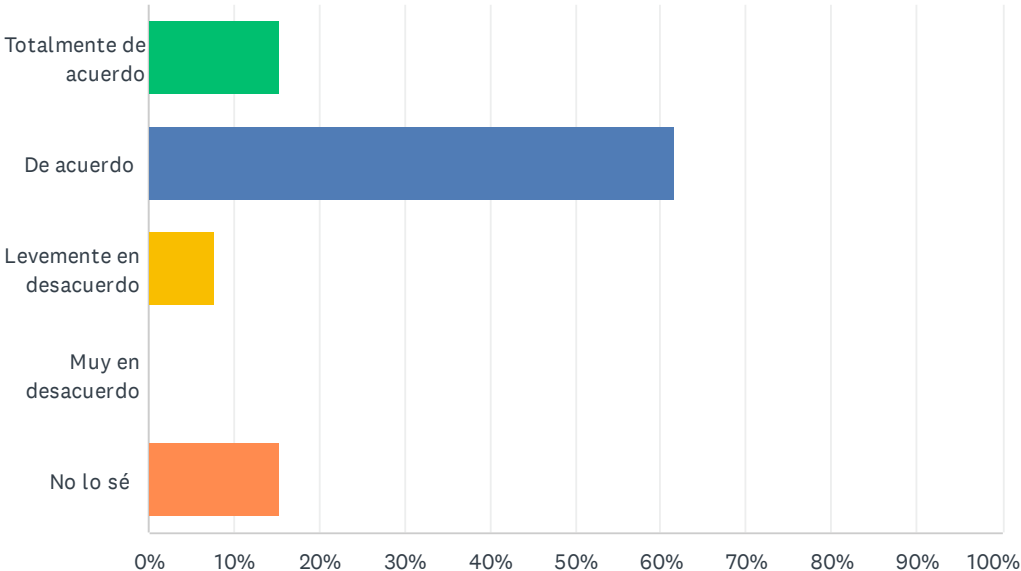
Answered: 12 Skipped: 1



ANSWER CHOICES	RESPONSES	
De acuerdo	83.33%	10
En desacuerdo	16.67%	2
TOTAL		12

Q11 La escuela de mi hijo tiene una forma de reconocer el comportamiento positivo entre los estudiantes.

Answered: 13 Skipped: 0



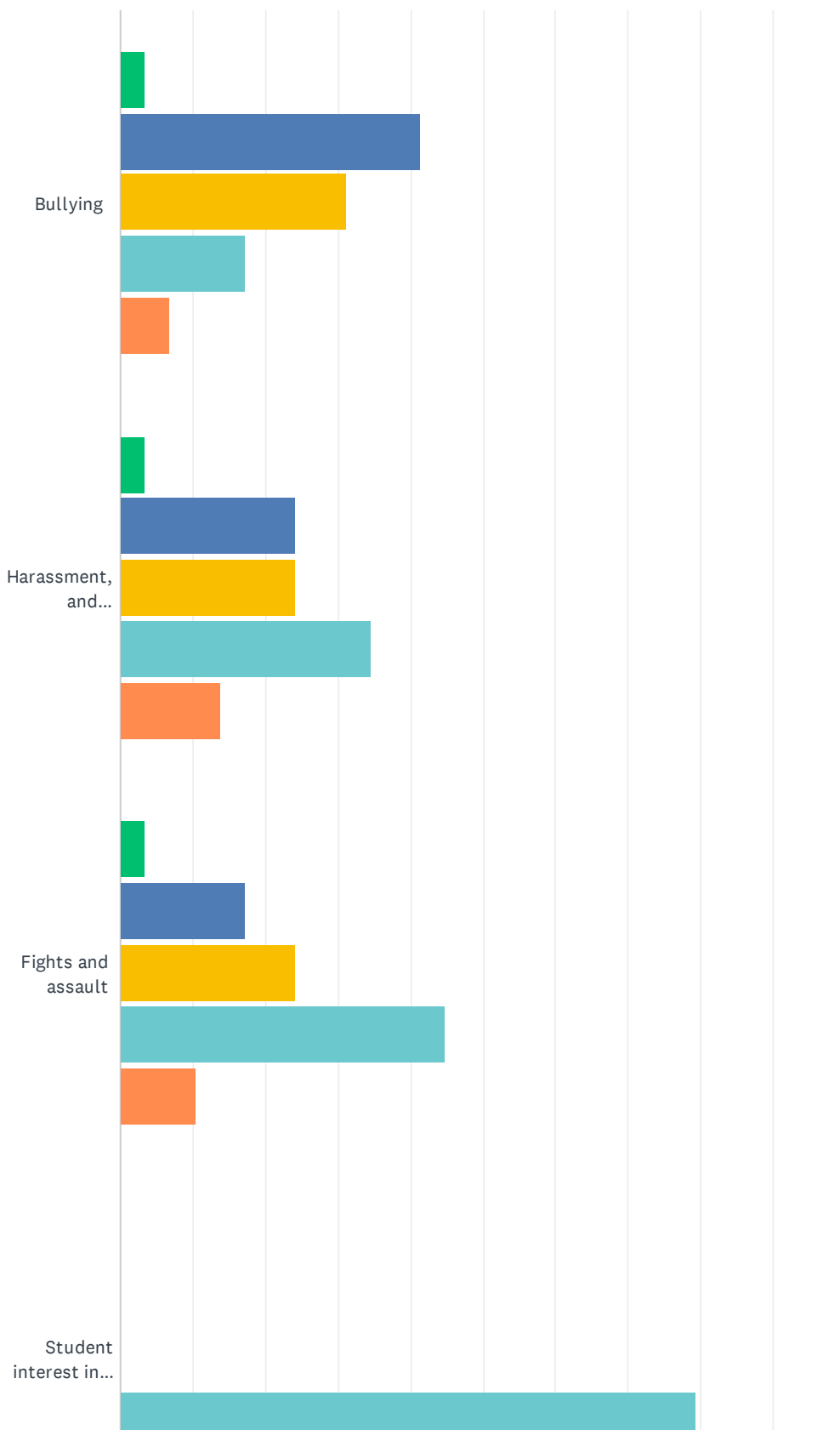
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	15.38%	2
De acuerdo	61.54%	8
Levemente en desacuerdo	7.69%	1
Muy en desacuerdo	0.00%	0
No lo sé	15.38%	2
TOTAL		13

Q12 ¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?

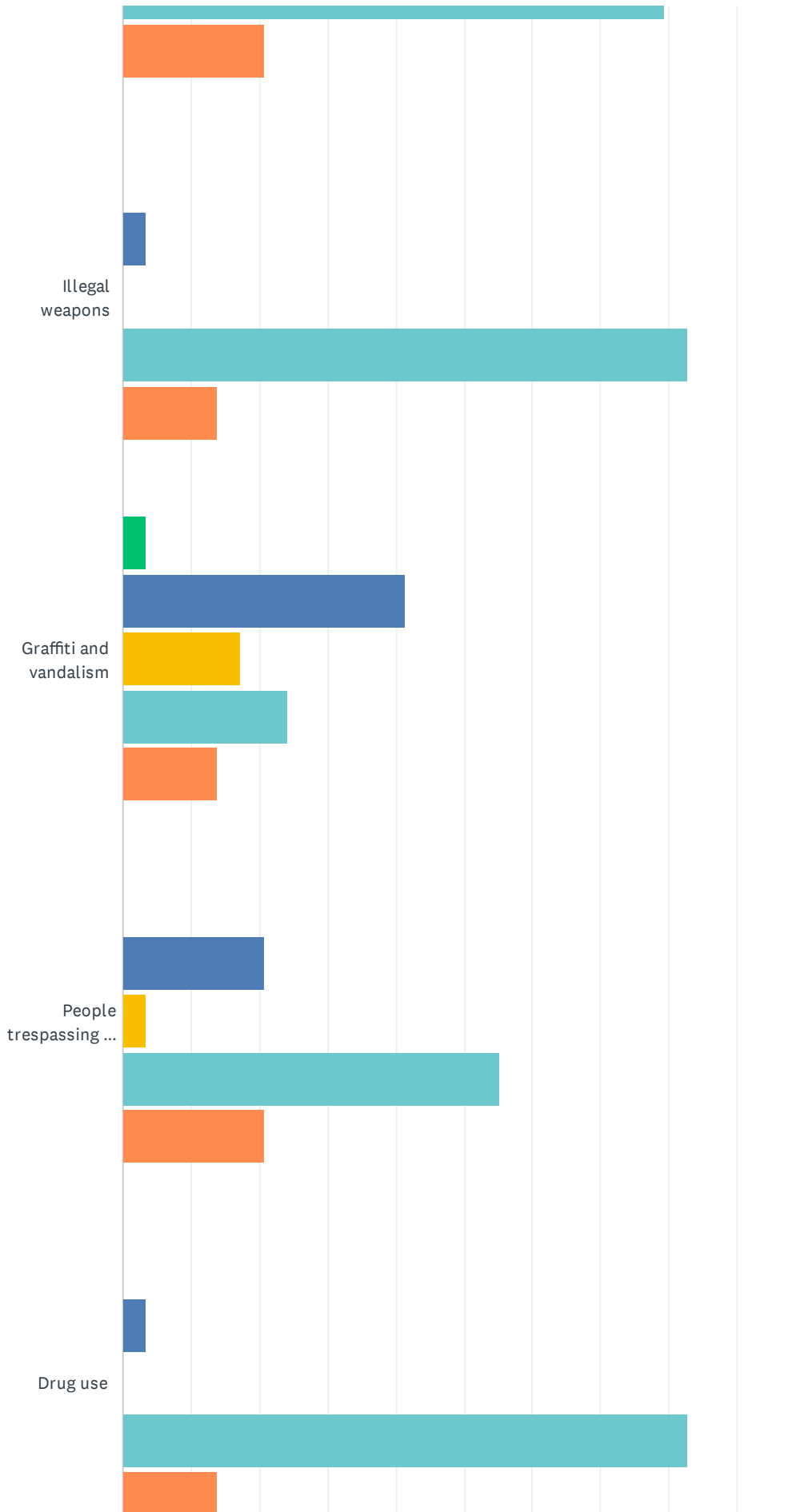
Answered: 7 Skipped: 6

Q1 How much do you find the following to be a problem at your school?

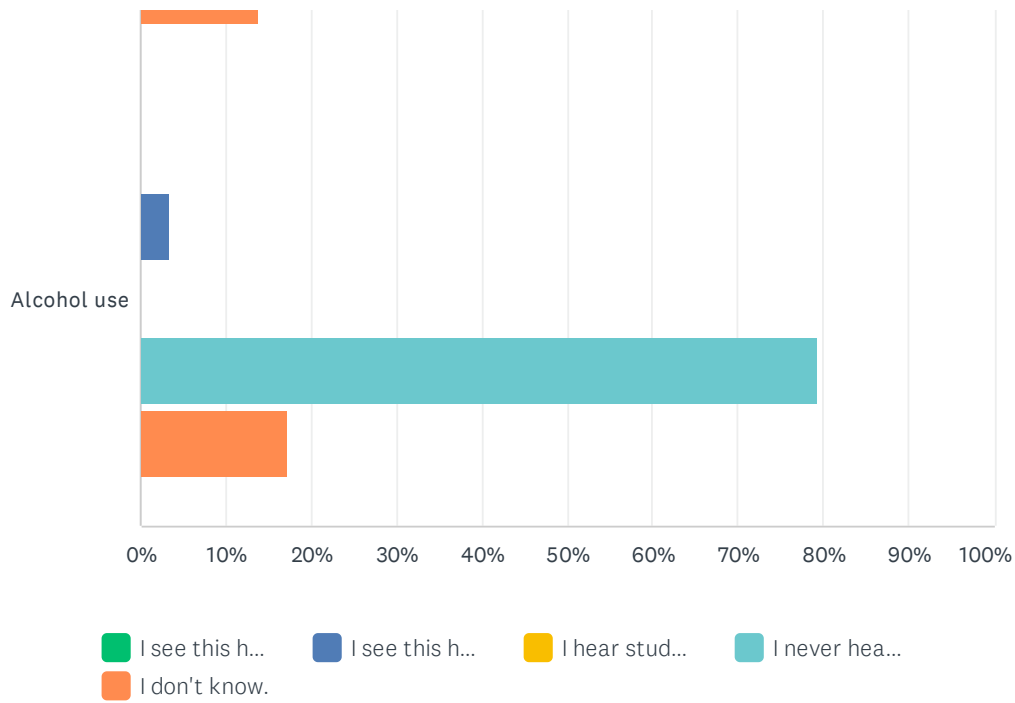
Answered: 29 Skipped: 0



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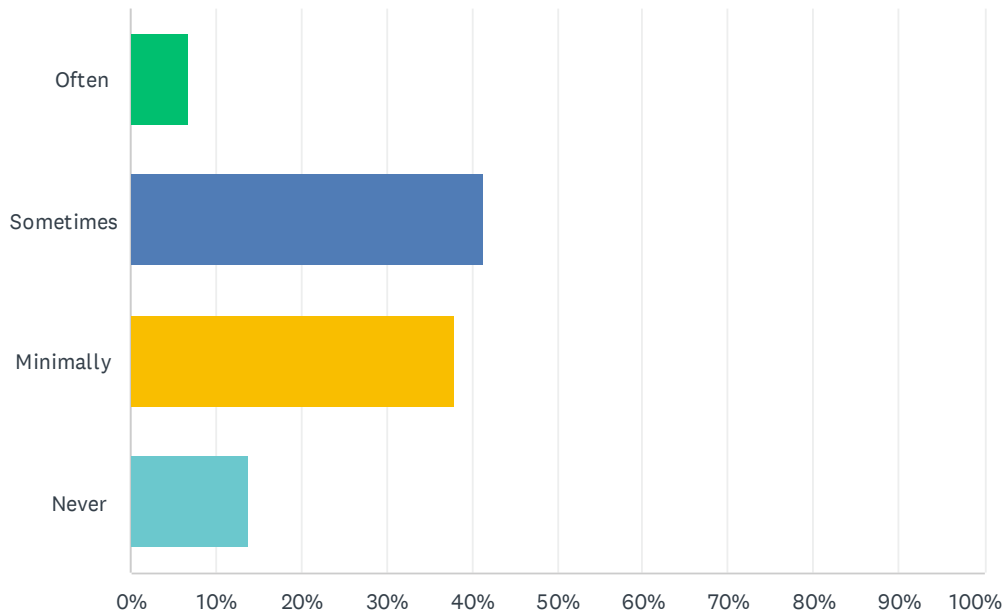
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	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	3.45% 1	41.38% 12	31.03% 9	17.24% 5	6.90% 2	29	2.83
Harassment, and intimidation	3.45% 1	24.14% 7	24.14% 7	34.48% 10	13.79% 4	29	3.31
Fights and assault	3.45% 1	17.24% 5	24.14% 7	44.83% 13	10.34% 3	29	3.41
Student interest in gangs	0.00% 0	0.00% 0	0.00% 0	79.31% 23	20.69% 6	29	4.21
Illegal weapons	0.00% 0	3.45% 1	0.00% 0	82.76% 24	13.79% 4	29	4.07
Graffiti and vandalism	3.45% 1	41.38% 12	17.24% 5	24.14% 7	13.79% 4	29	3.03
People trespassing on campus	0.00% 0	20.69% 6	3.45% 1	55.17% 16	20.69% 6	29	3.76
Drug use	0.00% 0	3.45% 1	0.00% 0	82.76% 24	13.79% 4	29	4.07
Alcohol use	0.00% 0	3.45% 1	0.00% 0	79.31% 23	17.24% 5	29	4.10

Q2 How often do you hear or see any act of bullying at your school?
Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

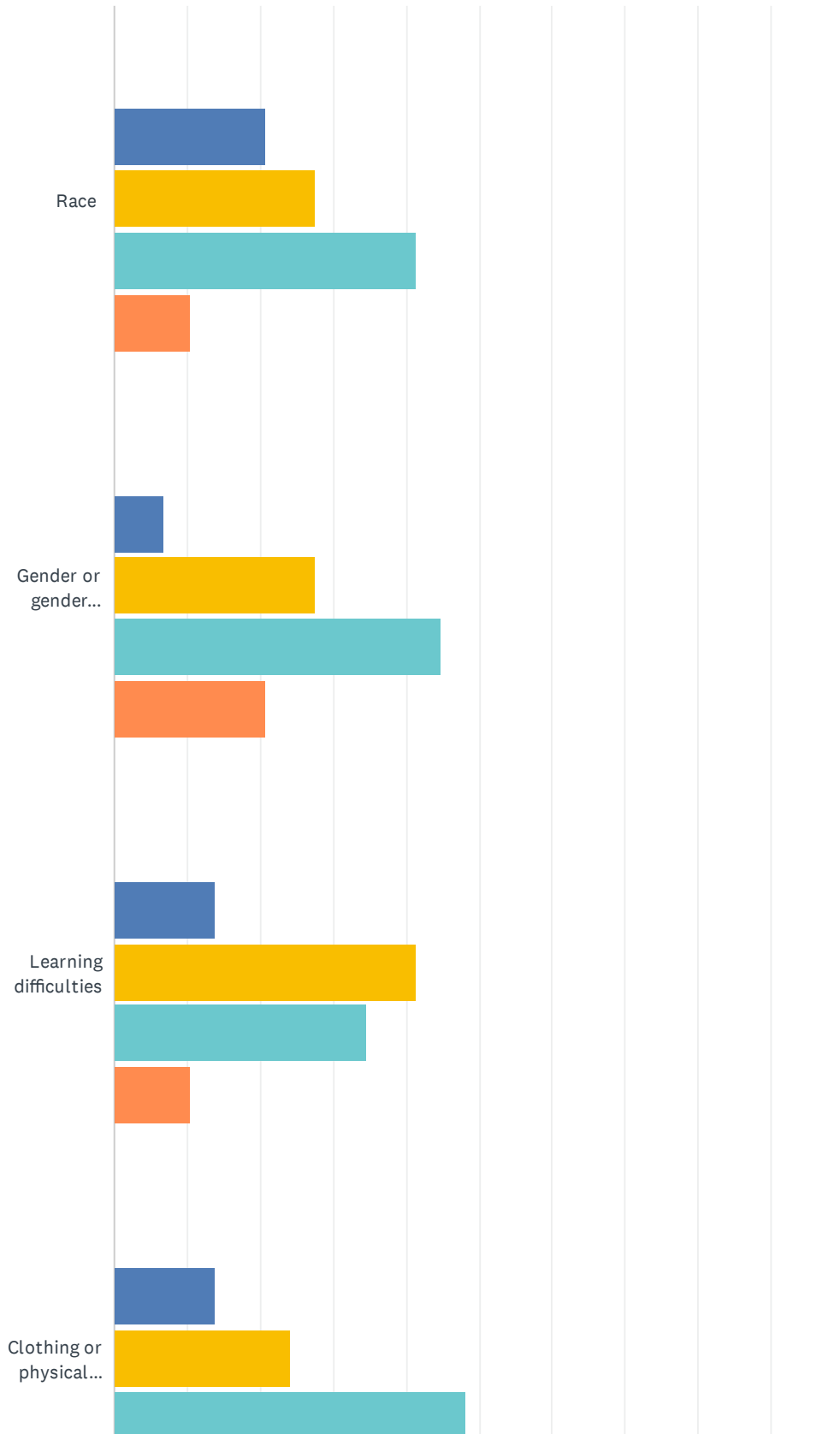
Answered: 29 Skipped: 0



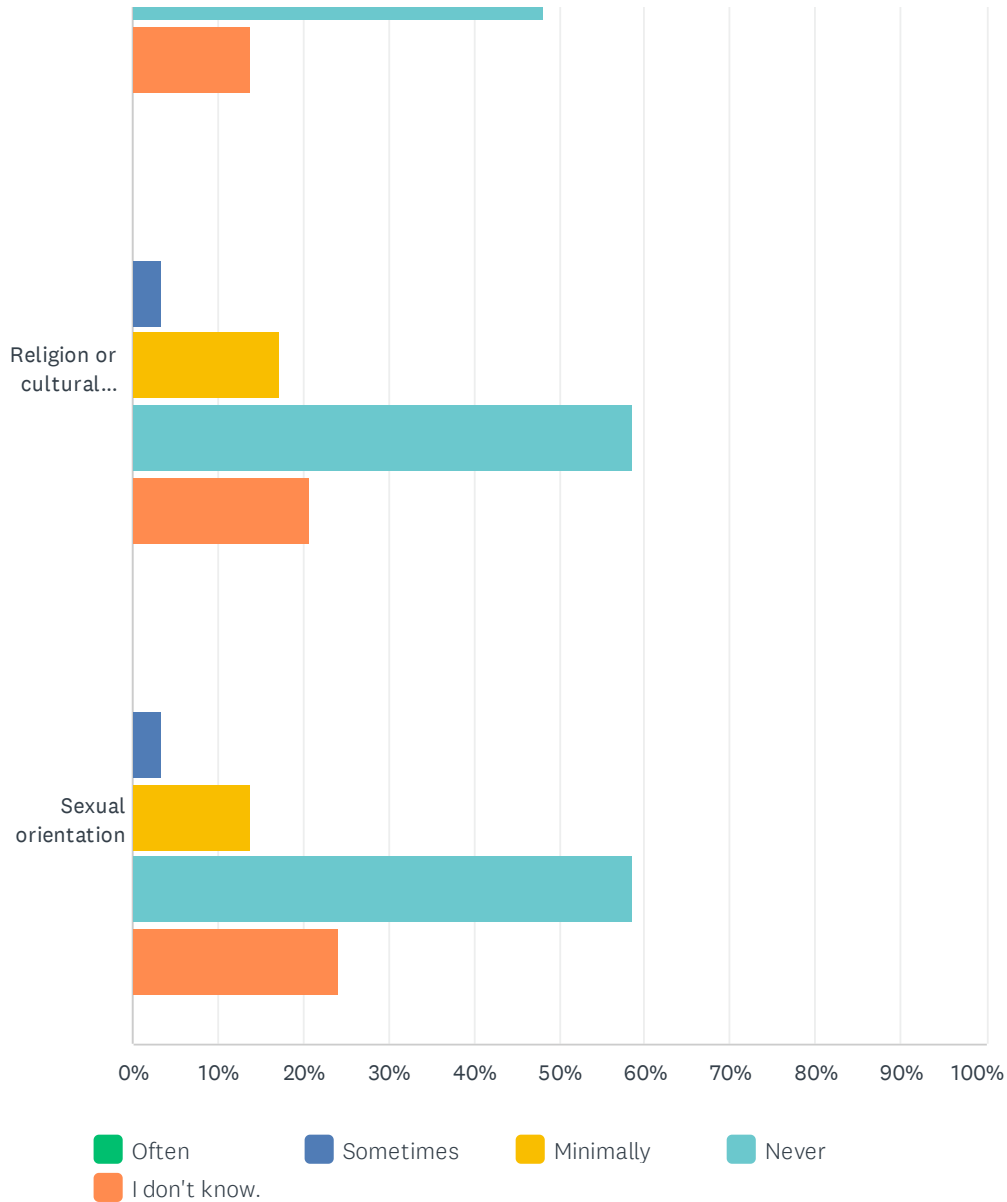
ANSWER CHOICES	RESPONSES	
Often	6.90%	2
Sometimes	41.38%	12
Minimally	37.93%	11
Never	13.79%	4
TOTAL		29

Q3 Students at this school get put down because of their...

Answered: 29 Skipped: 0



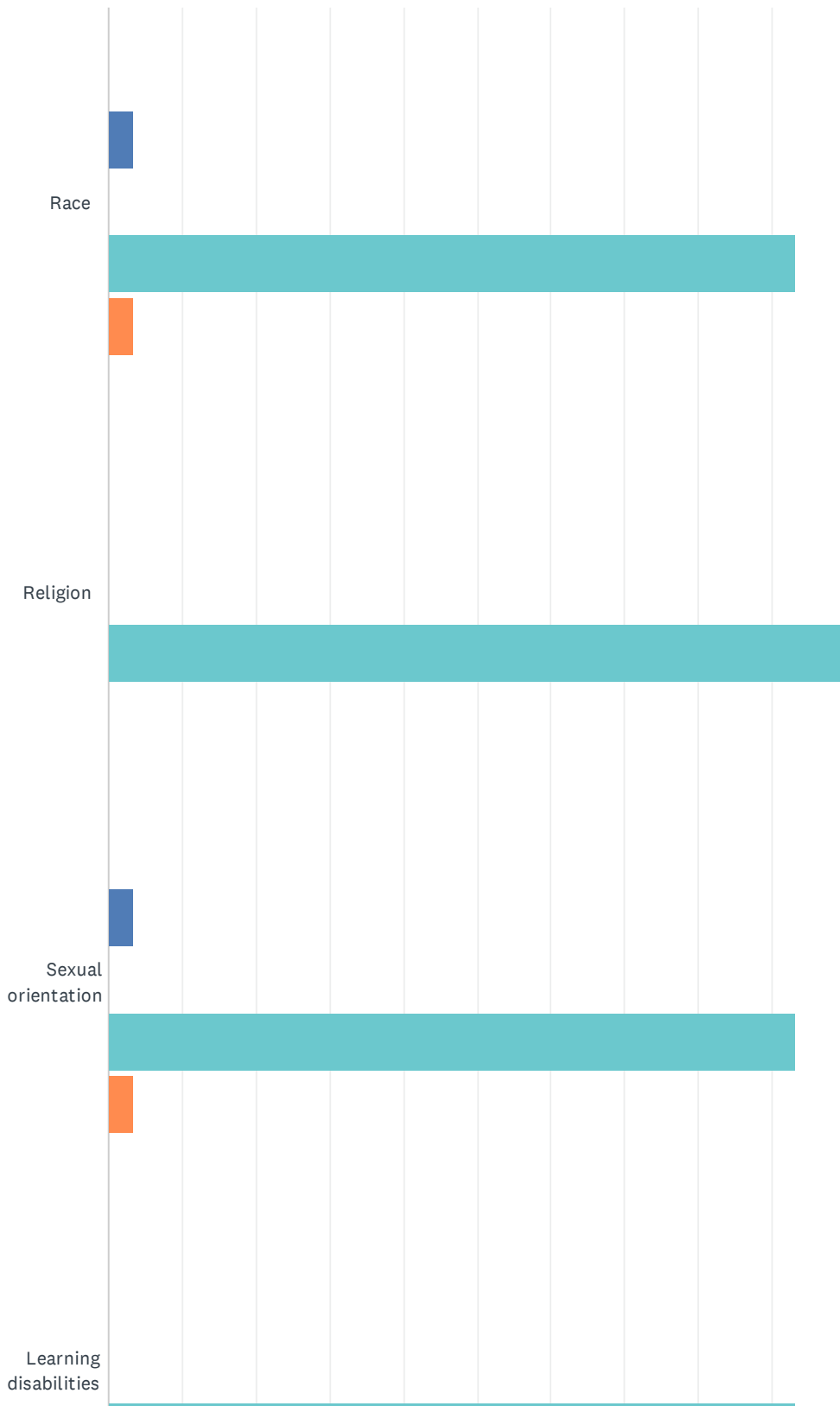
Holly Oak Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



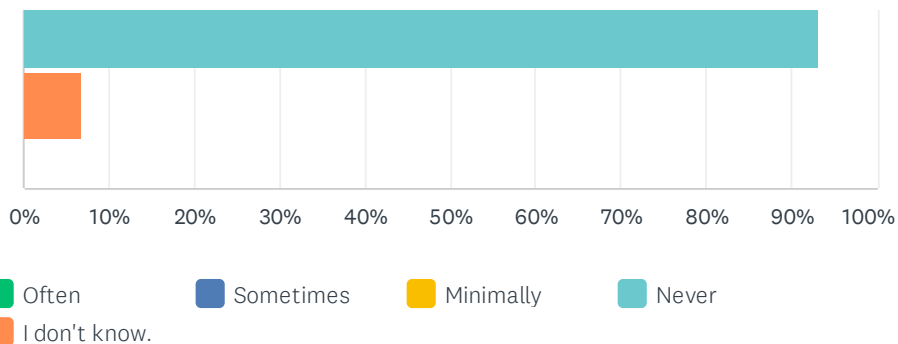
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	20.69% 6	27.59% 8	41.38% 12	10.34% 3	29	3.41
Gender or gender identification	0.00% 0	6.90% 2	27.59% 8	44.83% 13	20.69% 6	29	3.79
Learning difficulties	0.00% 0	13.79% 4	41.38% 12	34.48% 10	10.34% 3	29	3.41
Clothing or physical appearance	0.00% 0	13.79% 4	24.14% 7	48.28% 14	13.79% 4	29	3.62
Religion or cultural practices	0.00% 0	3.45% 1	17.24% 5	58.62% 17	20.69% 6	29	3.97
Sexual orientation	0.00% 0	3.45% 1	13.79% 4	58.62% 17	24.14% 7	29	4.03

Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 29 Skipped: 0



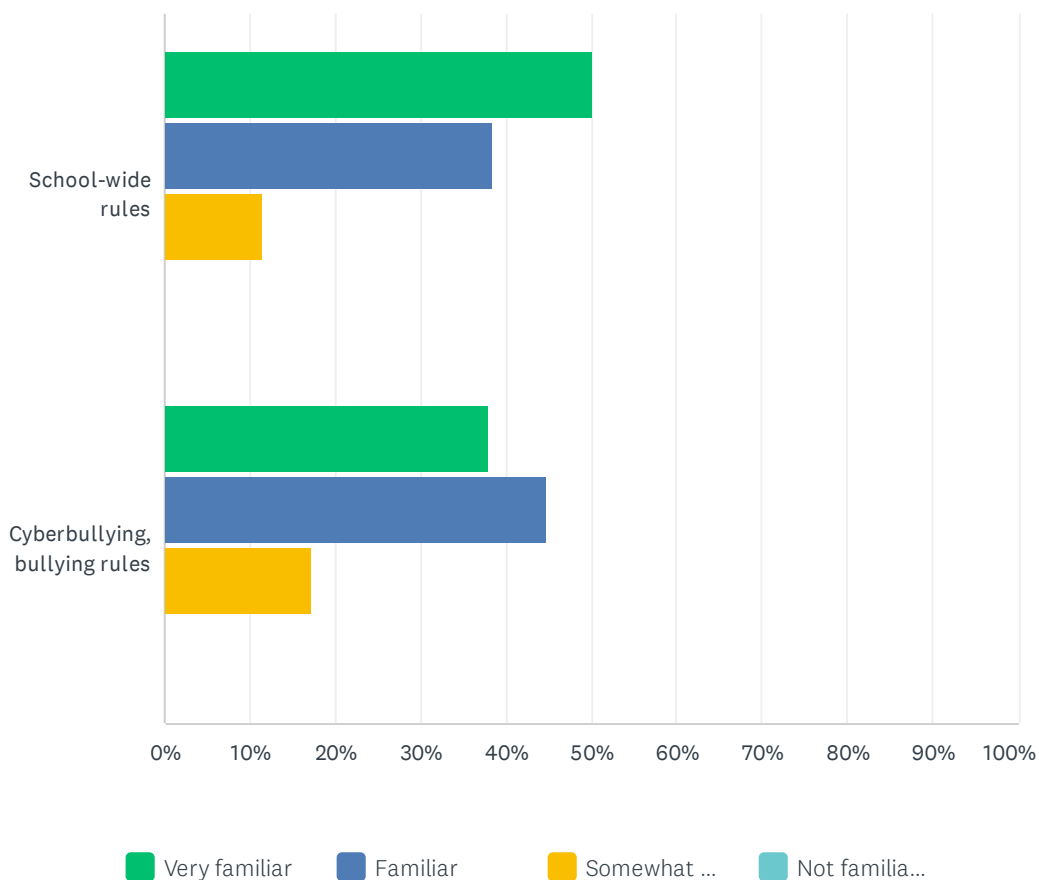
Holly Oak Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	3.45% 1	0.00% 0	93.10% 27	3.45% 1	29	3.97
Religion	0.00% 0	0.00% 0	0.00% 0	100.00% 28	0.00% 0	28	4.00
Sexual orientation	0.00% 0	3.45% 1	0.00% 0	93.10% 27	3.45% 1	29	3.97
Learning disabilities	0.00% 0	0.00% 0	0.00% 0	93.10% 27	6.90% 2	29	4.07

Q5 How familiar are you with the following?

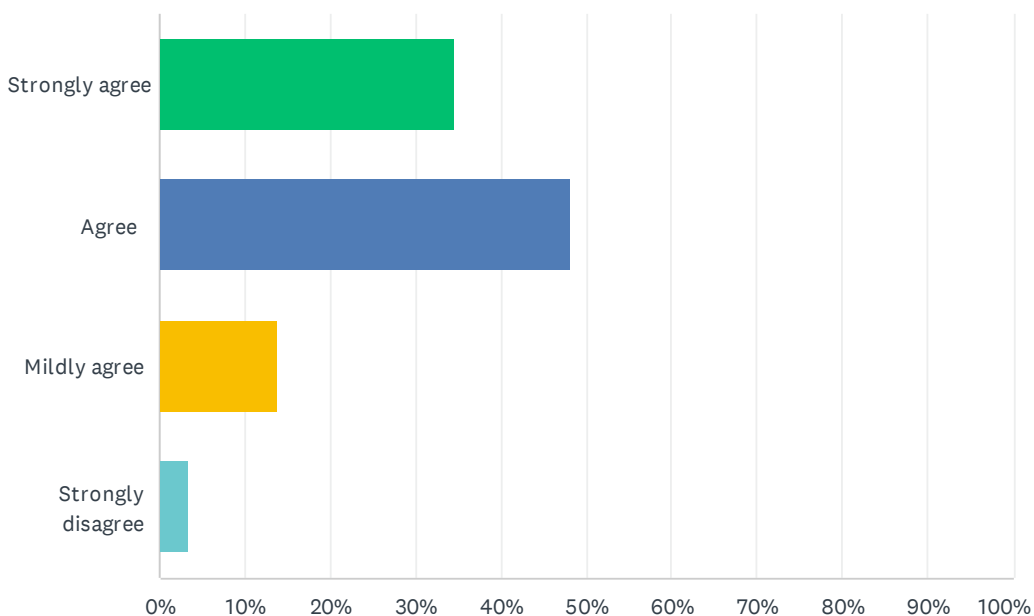
Answered: 29 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	50.00% 13	38.46% 10	11.54% 3	0.00% 0	26	1.62
Cyberbullying, bullying rules	37.93% 11	44.83% 13	17.24% 5	0.00% 0	29	1.79

Q6 Staff enforces school rules fairly and appropriately?

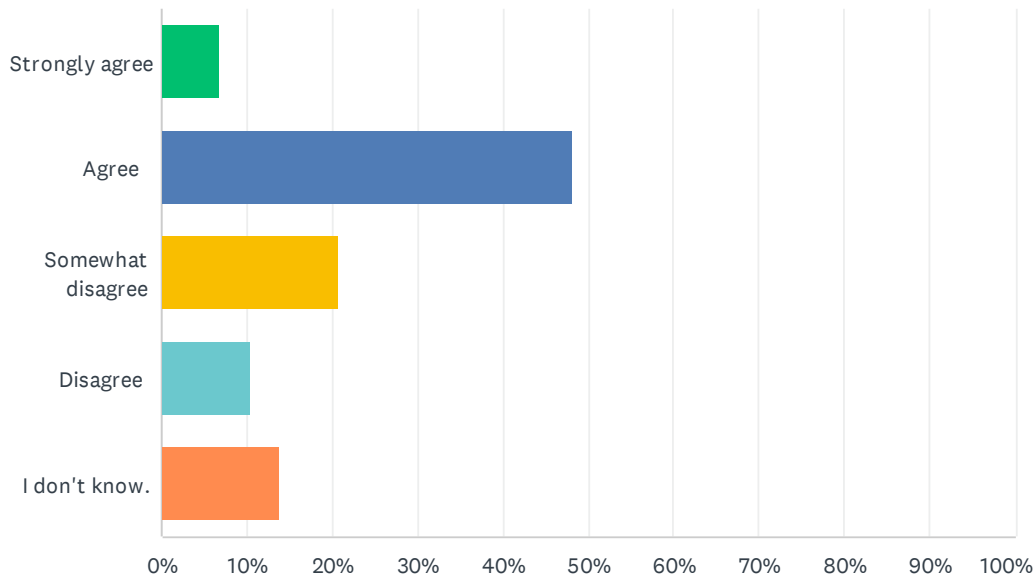
Answered: 29 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	34.48% 10
Agree	48.28% 14
Mildly agree	13.79% 4
Strongly disagree	3.45% 1
TOTAL	29

Q7 I think that suspensions and expulsions are assigned to students when necessary.

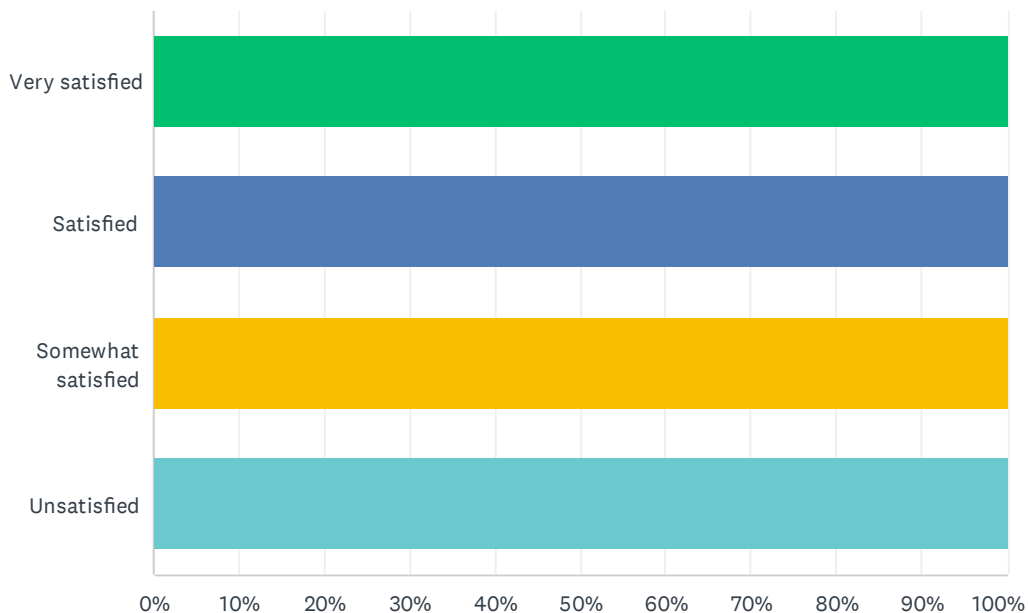
Answered: 29 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	6.90%	2
Agree	48.28%	14
Somewhat disagree	20.69%	6
Disagree	10.34%	3
I don't know.	13.79%	4
TOTAL		29

Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

Answered: 29 Skipped: 0

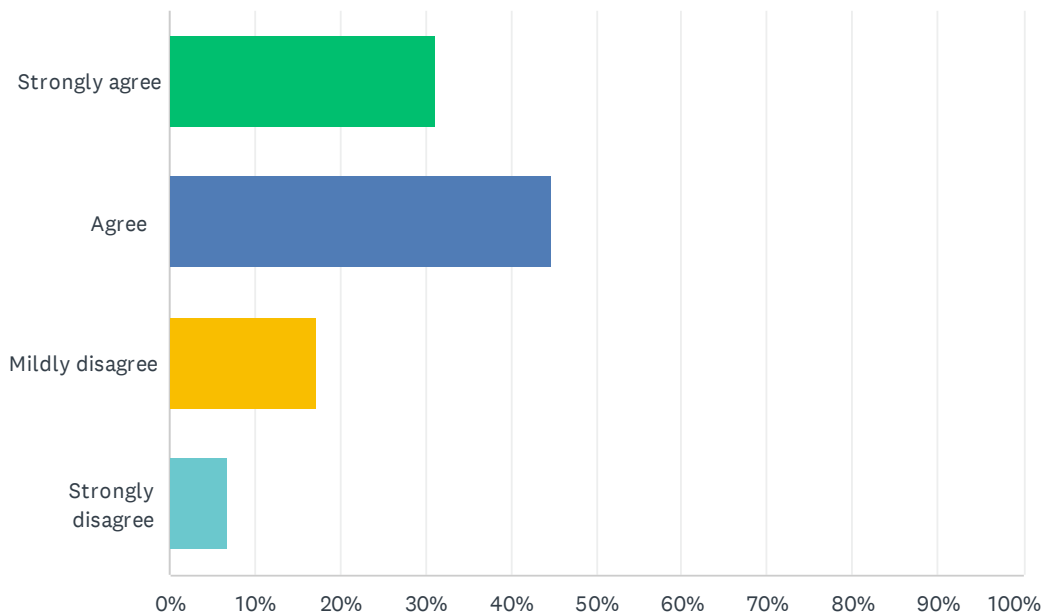


(no label)

	(NO LABEL)	TOTAL
Very satisfied	100.00% 9	9
Satisfied	100.00% 14	14
Somewhat satisfied	100.00% 5	5
Unsatisfied	100.00% 1	1

Q9 The school provides adequate training for staff on school policies and procedures?

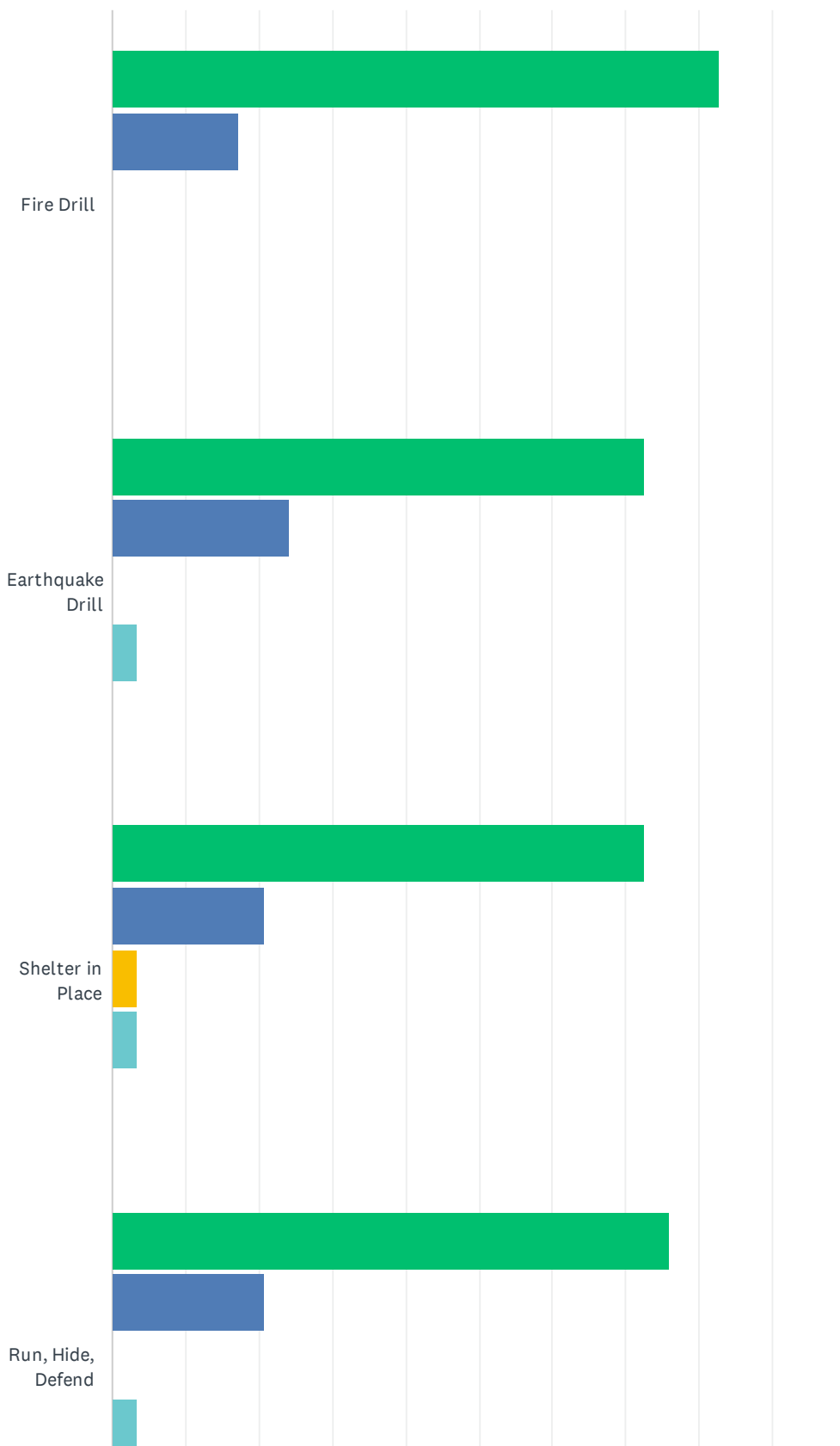
Answered: 29 Skipped: 0



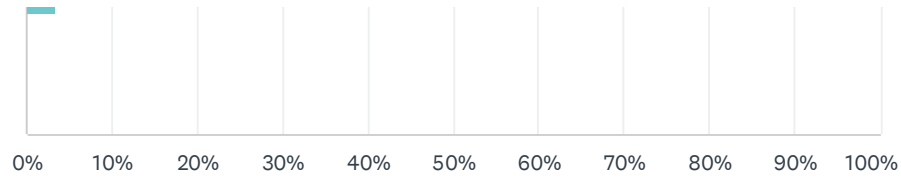
ANSWER CHOICES	RESPONSES	
Strongly agree	31.03%	9
Agree	44.83%	13
Mildly disagree	17.24%	5
Strongly disagree	6.90%	2
TOTAL		29

Q10 How well do you understand your schools Emergency procedures?

Answered: 29 Skipped: 0



Holly Oak Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

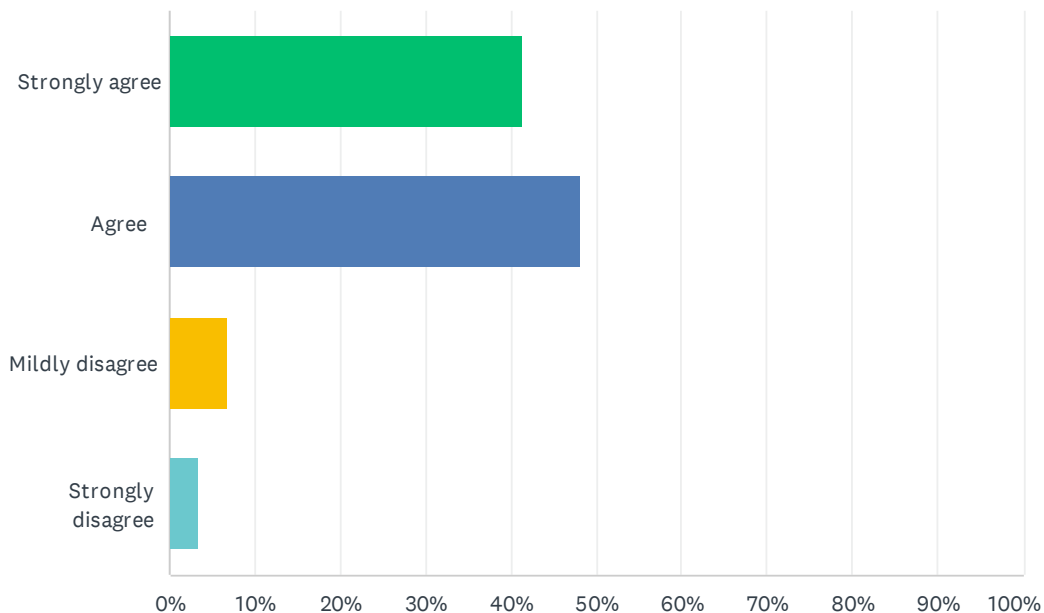


■ Very familiar
 ■ Familiar
 ■ Somewhat ...
 ■ Not familia...
■ I don't know.

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	82.76% 24	17.24% 5	0.00% 0	0.00% 0	0.00% 0	29
Earthquake Drill	72.41% 21	24.14% 7	0.00% 0	3.45% 1	0.00% 0	29
Shelter in Place	72.41% 21	20.69% 6	3.45% 1	3.45% 1	0.00% 0	29
Run, Hide, Defend	75.86% 22	20.69% 6	0.00% 0	3.45% 1	0.00% 0	29

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

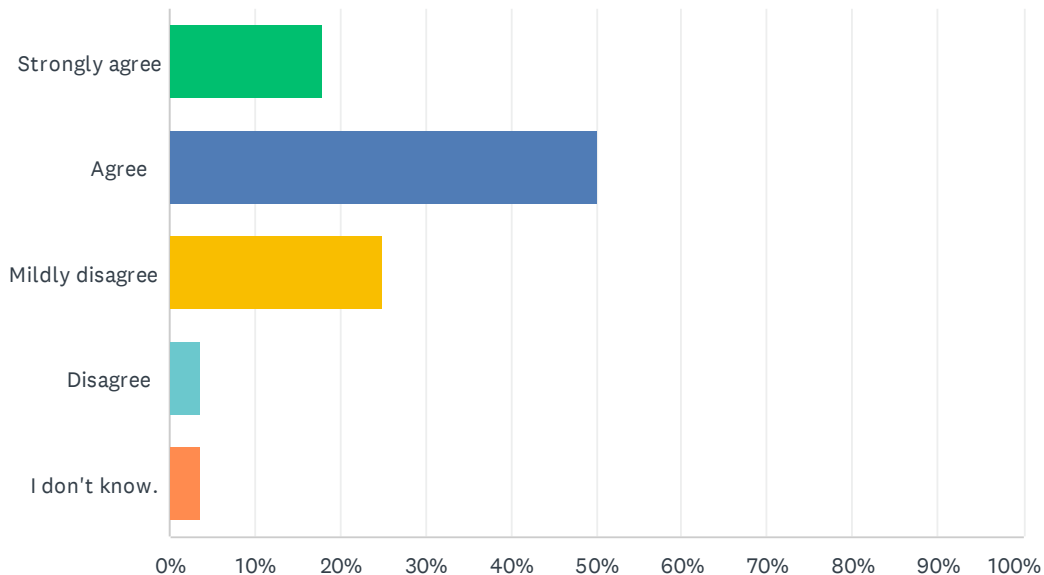
Answered: 29 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	41.38%	12
Agree	48.28%	14
Mildly disagree	6.90%	2
Strongly disagree	3.45%	1
TOTAL		29

Q12 The school has adequate resources to help students in an emergency or crisis.

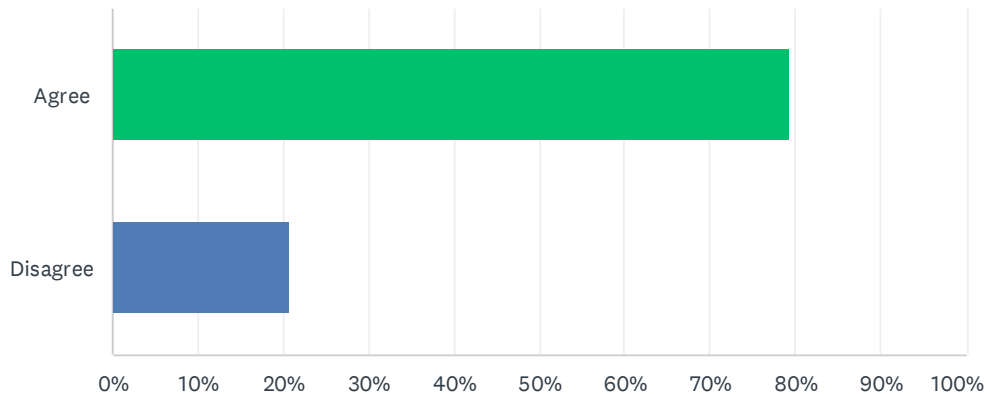
Answered: 28 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	17.86%	5
Agree	50.00%	14
Mildly disagree	25.00%	7
Disagree	3.57%	1
I don't know.	3.57%	1
TOTAL		28

Q13 I am aware of the district's Wellness Connections webpage for staff and students.

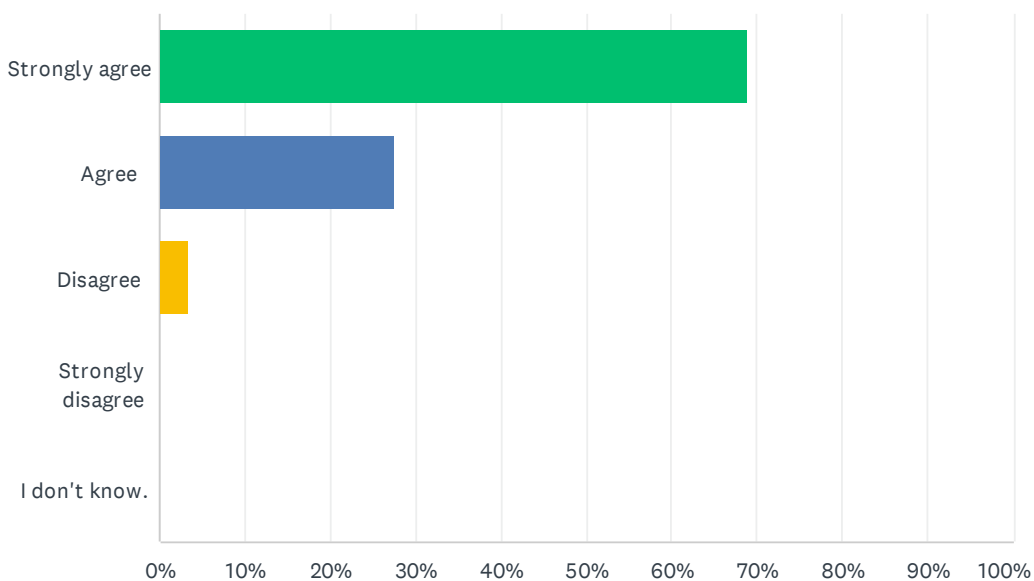
Answered: 29 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	79.31%	23
Disagree	20.69%	6
TOTAL		29

Q14 The facilities and grounds are well maintained at my school.

Answered: 29 Skipped: 0



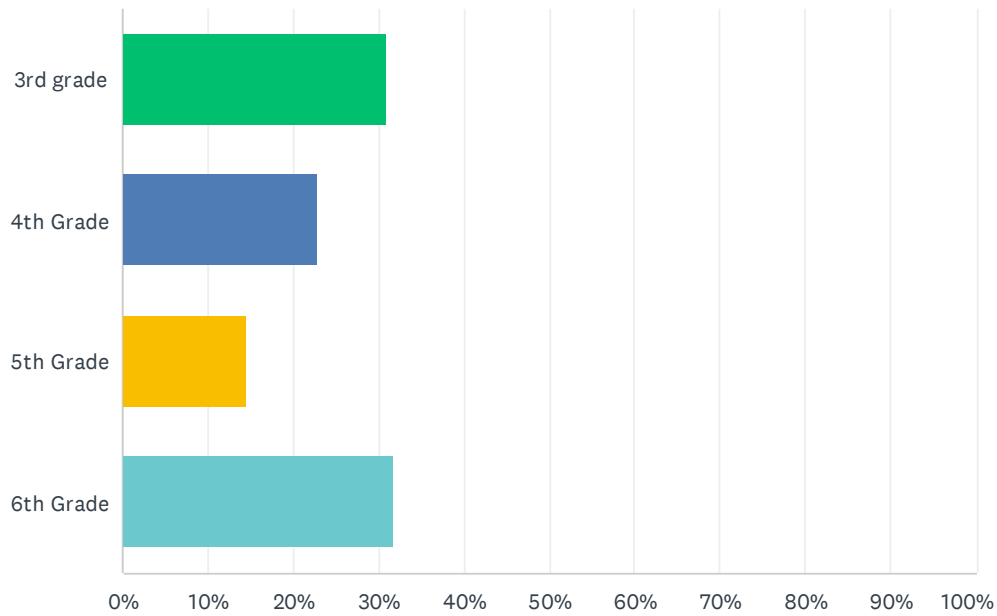
ANSWER CHOICES	RESPONSES	
Strongly agree	68.97%	20
Agree	27.59%	8
Disagree	3.45%	1
Strongly disagree	0.00%	0
I don't know.	0.00%	0
TOTAL		29

Q15 What is something you would like to see improved regarding safety at your school?

Answered: 18 Skipped: 11

Q1 What is your current grade?

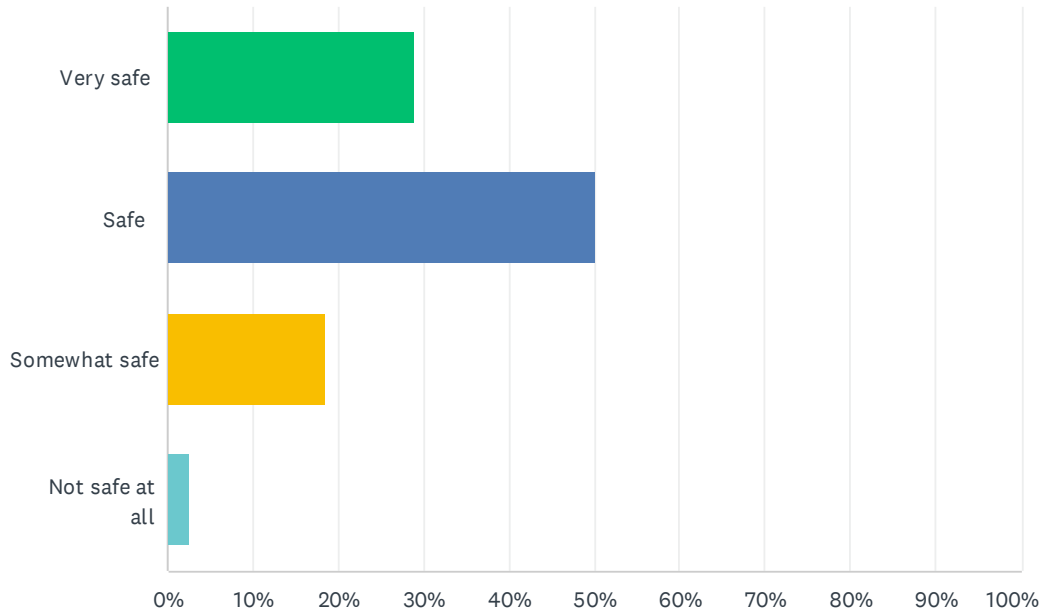
Answered: 201 Skipped: 0



ANSWER CHOICES	RESPONSES	
3rd grade	30.85%	62
4th Grade	22.89%	46
5th Grade	14.43%	29
6th Grade	31.84%	64
TOTAL		201

Q2 How safe do you feel at school?

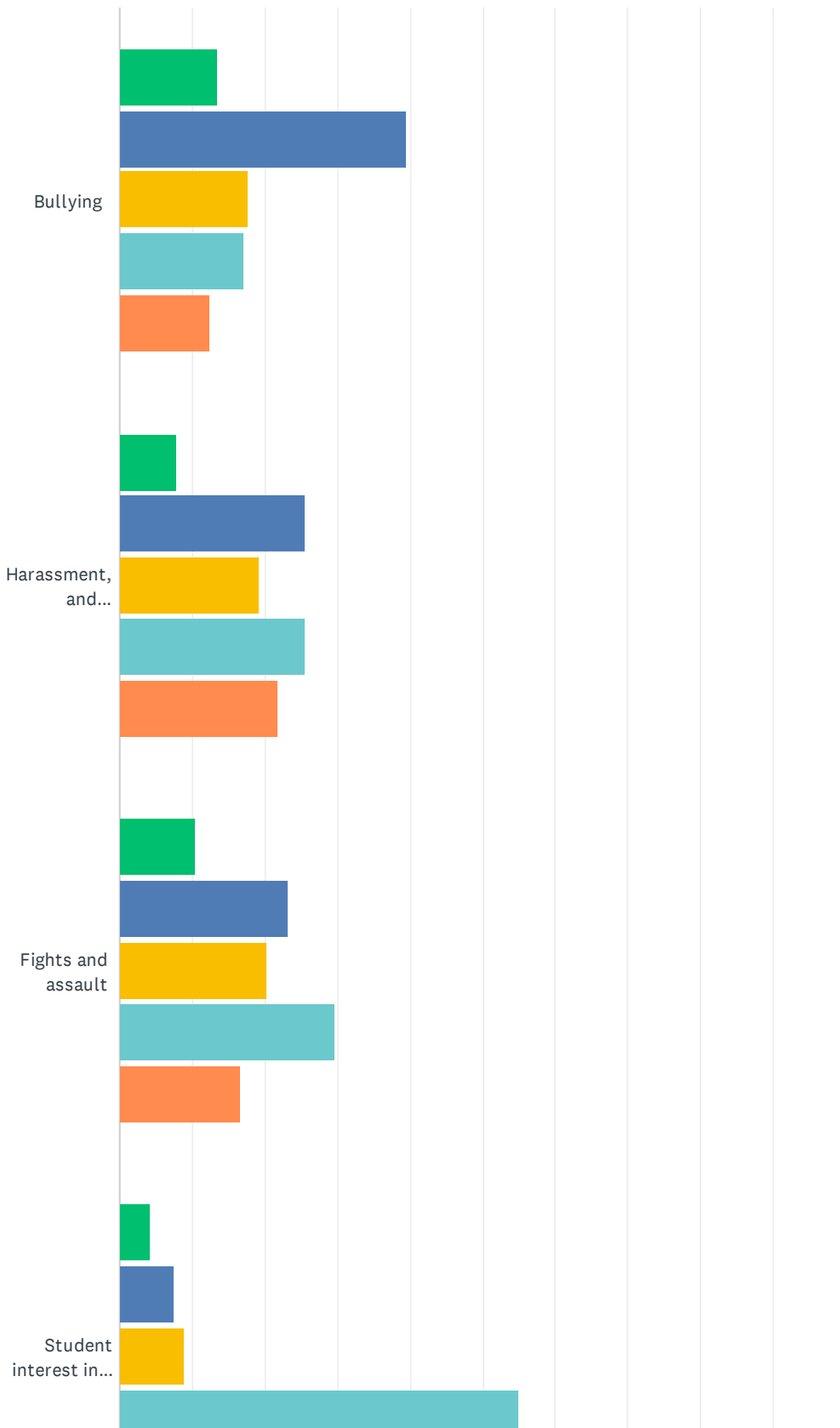
Answered: 200 Skipped: 1



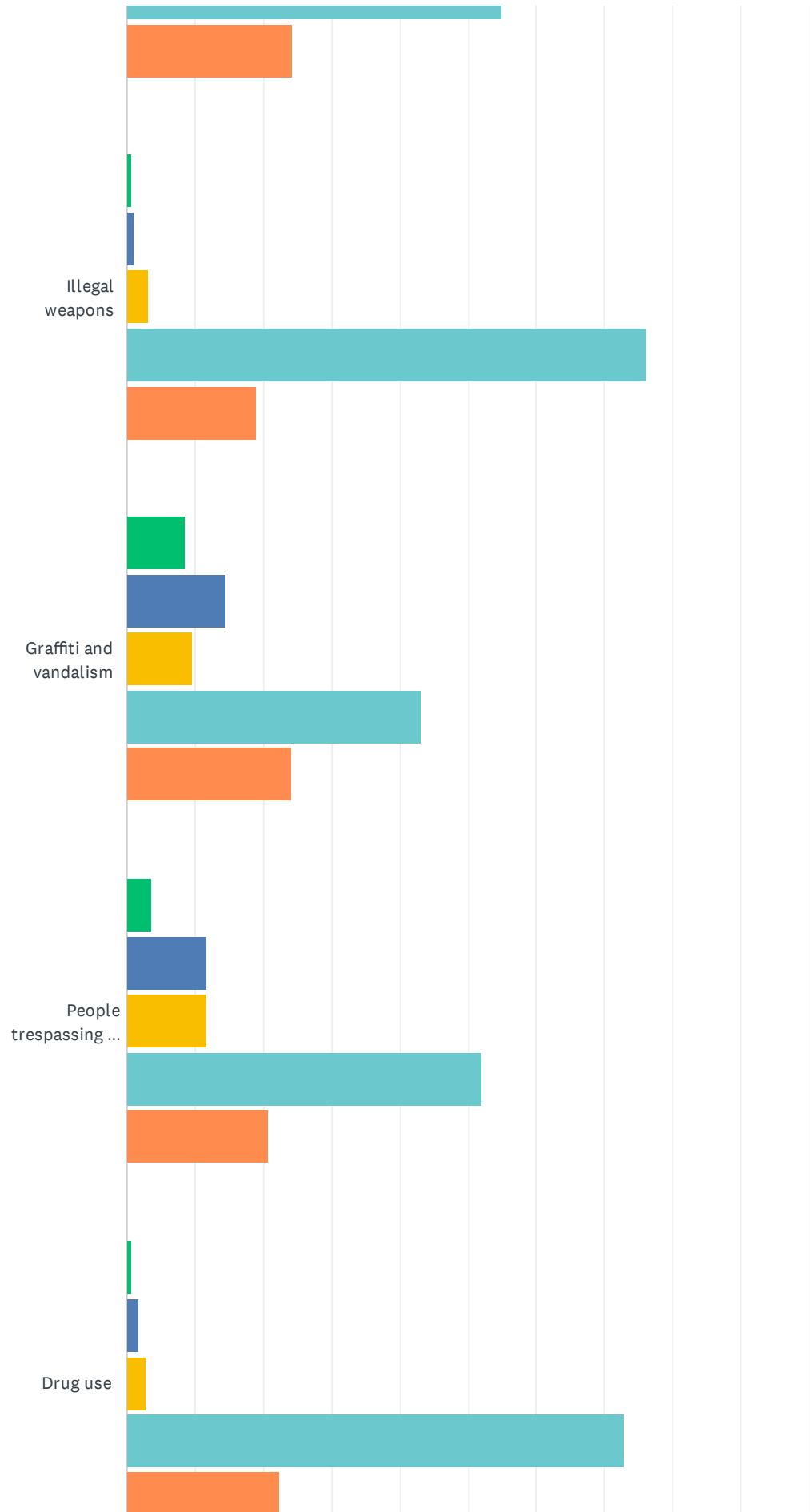
ANSWER CHOICES	RESPONSES
Very safe	29.00% 58
Safe	50.00% 100
Somewhat safe	18.50% 37
Not safe at all	2.50% 5
TOTAL	200

Q3 How much do you find the following to be a problem at your school?

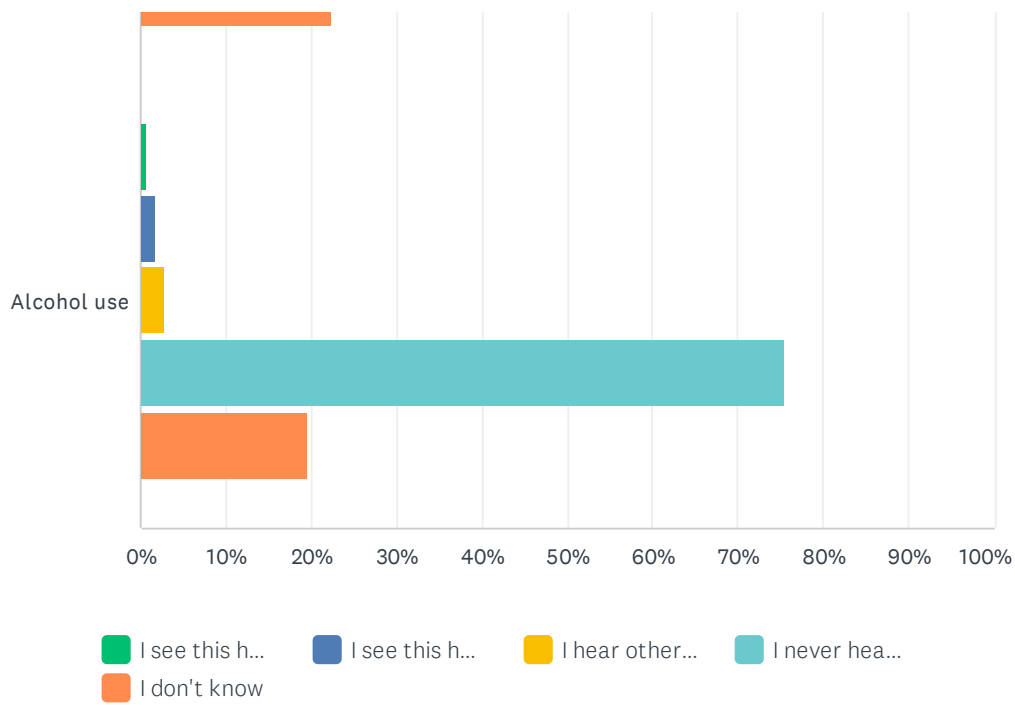
Answered: 201 Skipped: 0



Holly Oak Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



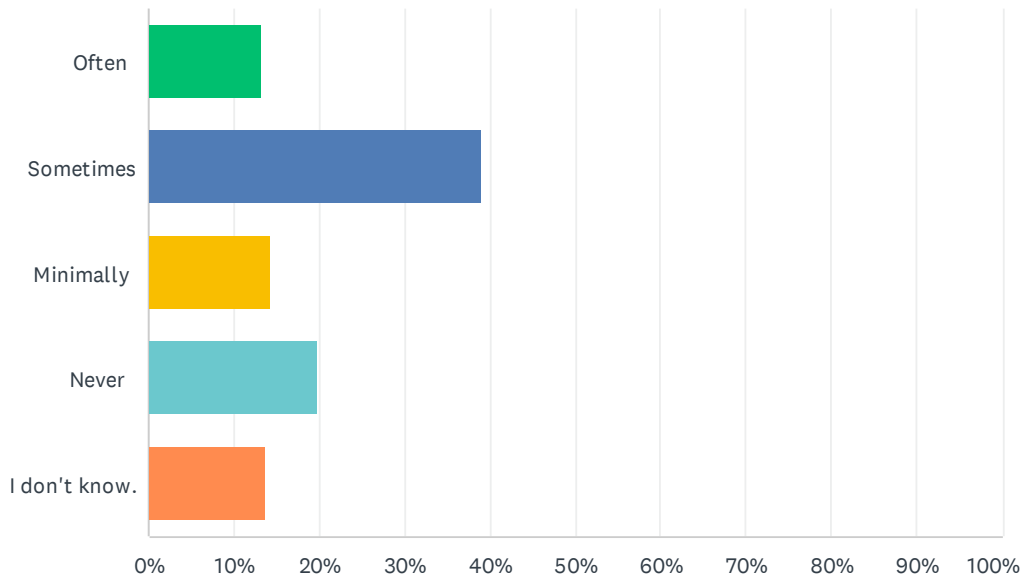
Holly Oak Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	13.47% 26	39.38% 76	17.62% 34	17.10% 33	12.44% 24	193
Harassment, and intimidation	7.98% 15	25.53% 48	19.15% 36	25.53% 48	21.81% 41	188
Fights and assault	10.36% 20	23.32% 45	20.21% 39	29.53% 57	16.58% 32	193
Student interest in gangs	4.23% 8	7.41% 14	8.99% 17	55.03% 104	24.34% 46	189
Illegal weapons	0.54% 1	1.09% 2	3.26% 6	76.09% 140	19.02% 35	184
Graffiti and vandalism	8.60% 16	14.52% 27	9.68% 18	43.01% 80	24.19% 45	186
People trespassing on campus	3.72% 7	11.70% 22	11.70% 22	52.13% 98	20.74% 39	188
Drug use	0.54% 1	1.63% 3	2.72% 5	72.83% 134	22.28% 41	184
Alcohol use	0.54% 1	1.63% 3	2.72% 5	75.54% 139	19.57% 36	184

Q4 How often do you hear or see any act of bullying at your school?
Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

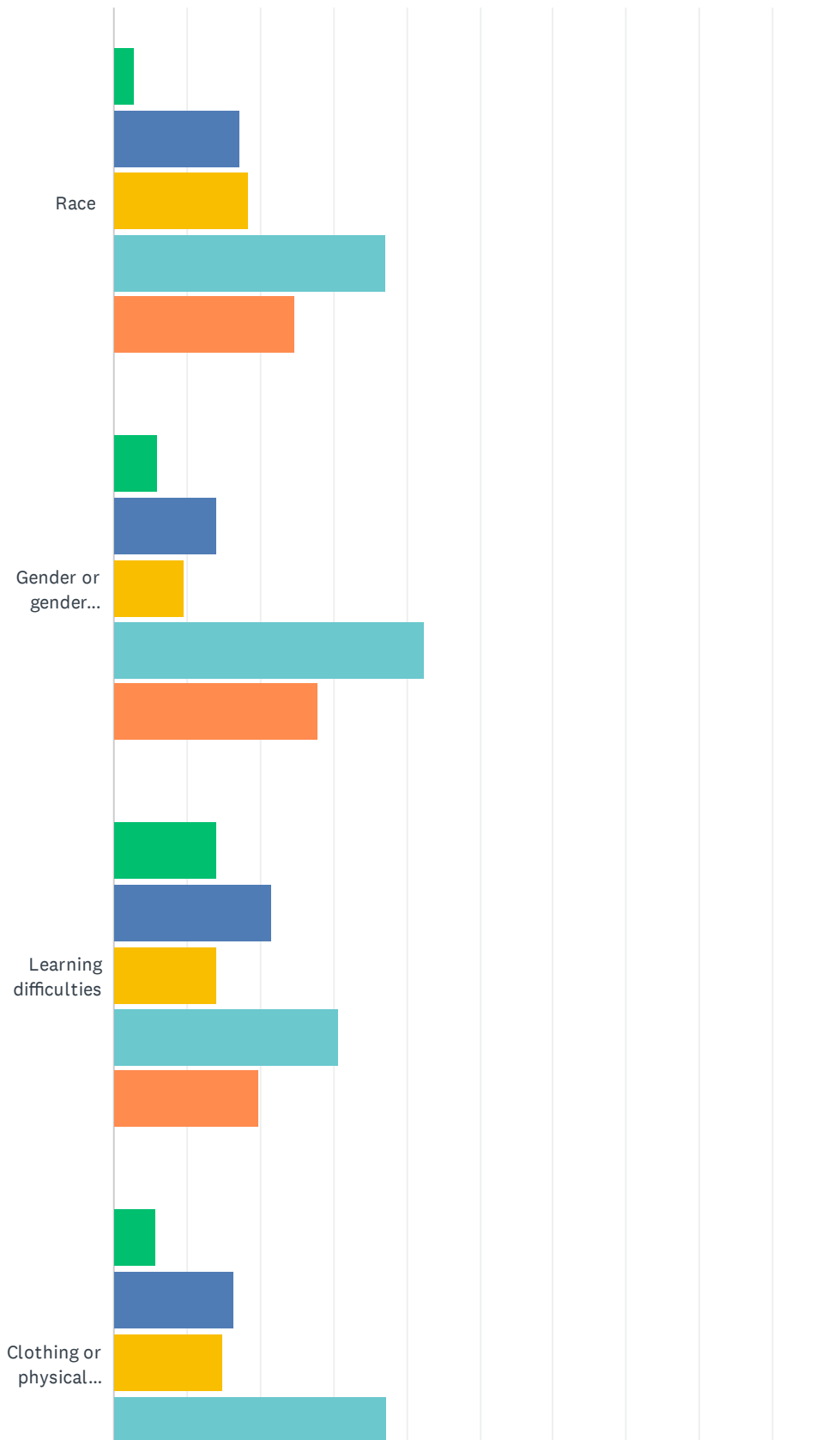
Answered: 197 Skipped: 4



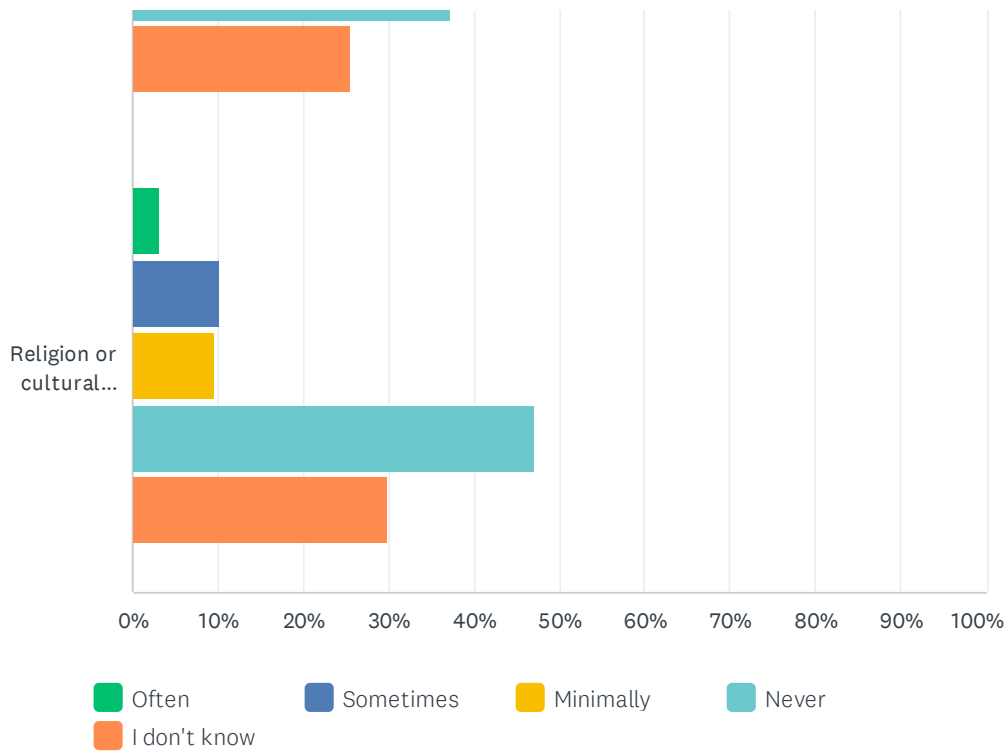
ANSWER CHOICES	RESPONSES	
Often	13.20%	26
Sometimes	39.09%	77
Minimally	14.21%	28
Never	19.80%	39
I don't know.	13.71%	27
TOTAL		197

Q5 Students at this school get put down because of their...

Answered: 200 Skipped: 1



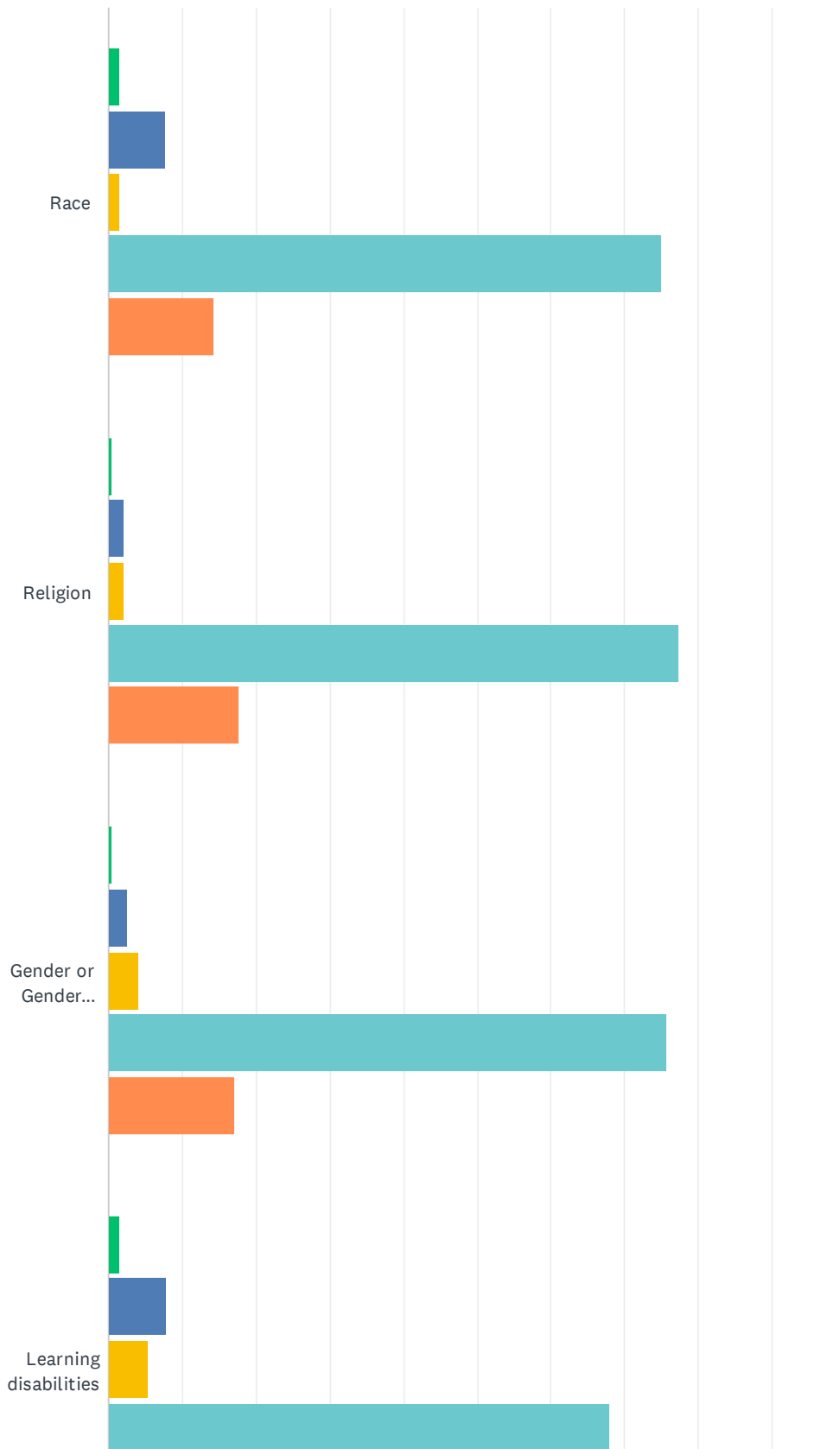
Holly Oak Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



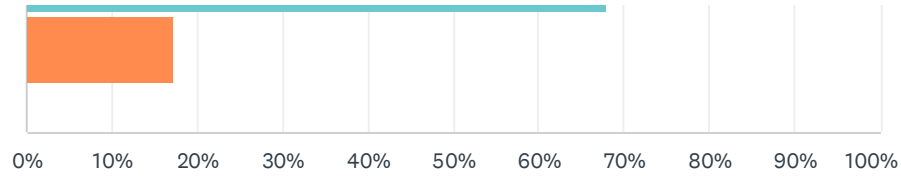
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	2.69% 5	17.20% 32	18.28% 34	37.10% 69	24.73% 46	186	3.64
Gender or gender identification	5.91% 11	13.98% 26	9.68% 18	42.47% 79	27.96% 52	186	3.73
Learning difficulties	13.98% 26	21.51% 40	13.98% 26	30.65% 57	19.89% 37	186	3.21
Clothing or physical appearance	5.85% 11	16.49% 31	14.89% 28	37.23% 70	25.53% 48	188	3.60
Religion or cultural practices	3.21% 6	10.16% 19	9.63% 18	47.06% 88	29.95% 56	187	3.90

Q6 ADULTS at school make fun of differences such as...

Answered: 198 Skipped: 3



Holly Oak Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

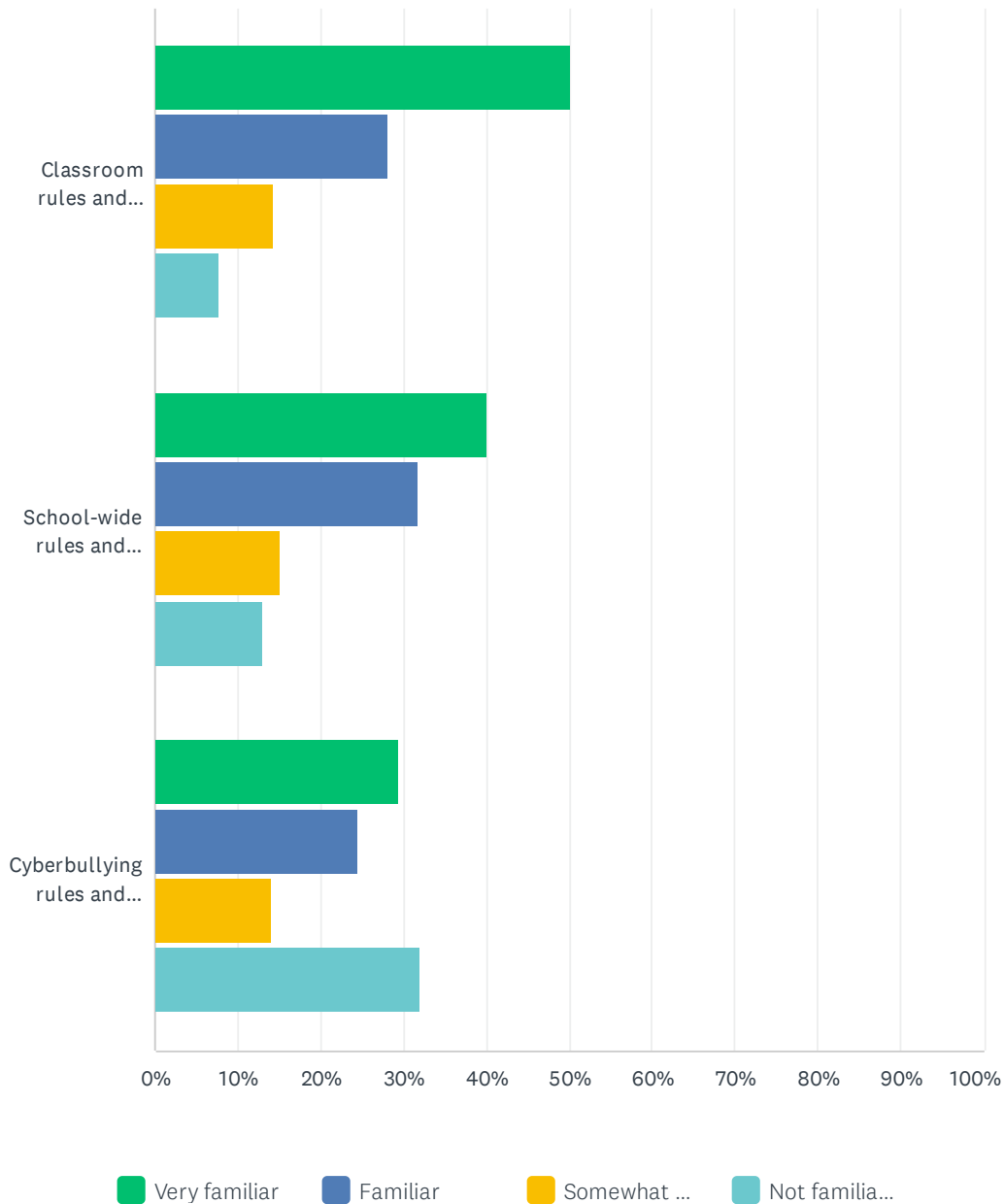


■ Often
 ■ Sometimes
 ■ Minimally
 ■ Never
■ I don't know

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	1.52% 3	7.61% 15	1.52% 3	75.13% 148	14.21% 28	197	3.93
Religion	0.52% 1	2.09% 4	2.09% 4	77.49% 148	17.80% 34	191	4.10
Gender or Gender Identification	0.52% 1	2.59% 5	4.15% 8	75.65% 146	17.10% 33	193	4.06
Learning disabilities	1.57% 3	7.85% 15	5.24% 10	68.06% 130	17.28% 33	191	3.92

Q7 How familiar are you with the following?

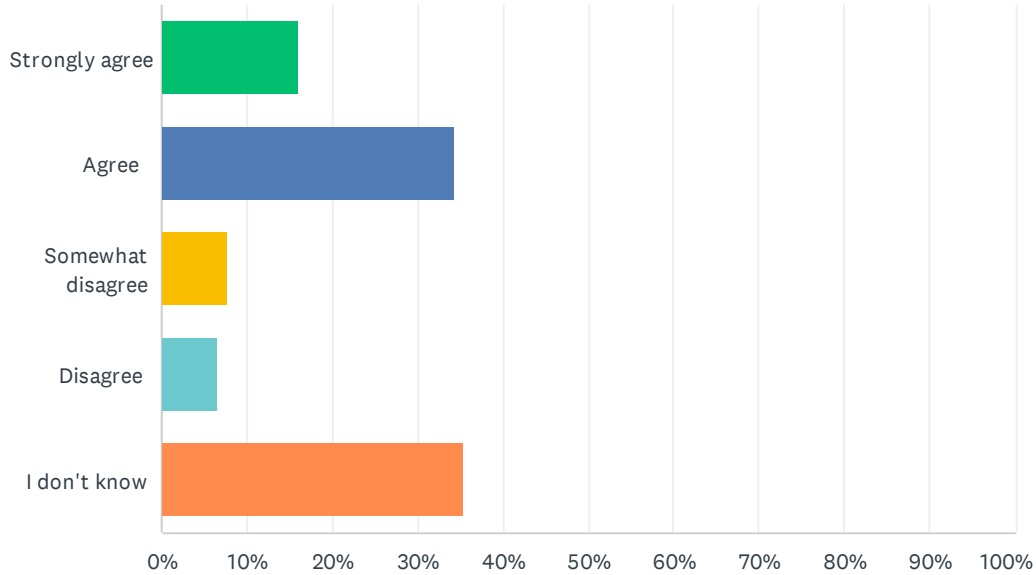
Answered: 199 Skipped: 2



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	50.00% 98	28.06% 55	14.29% 28	7.65% 15	196	1.80
School-wide rules and consequences when those rules are broken.	40.10% 77	31.77% 61	15.10% 29	13.02% 25	192	2.01
Cyberbullying rules and consequences when those rules are broken.	29.32% 56	24.61% 47	14.14% 27	31.94% 61	191	2.49

Q8 I think that suspensions and expulsions are assigned to students when necessary.

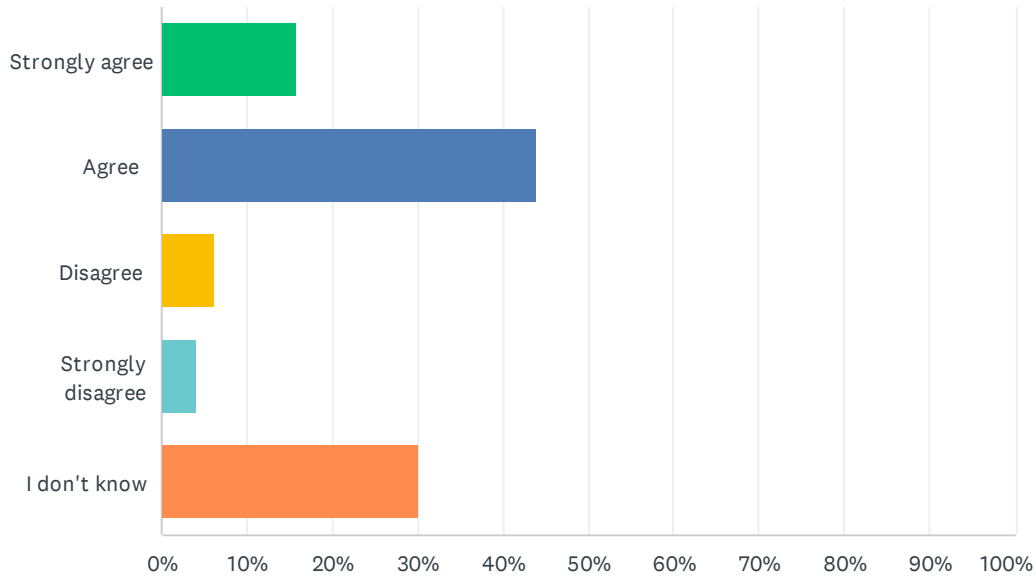
Answered: 195 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly agree	15.90%	31
Agree	34.36%	67
Somewhat disagree	7.69%	15
Disagree	6.67%	13
I don't know	35.38%	69
TOTAL		195

Q9 The facilities and grounds are well maintained at my school.

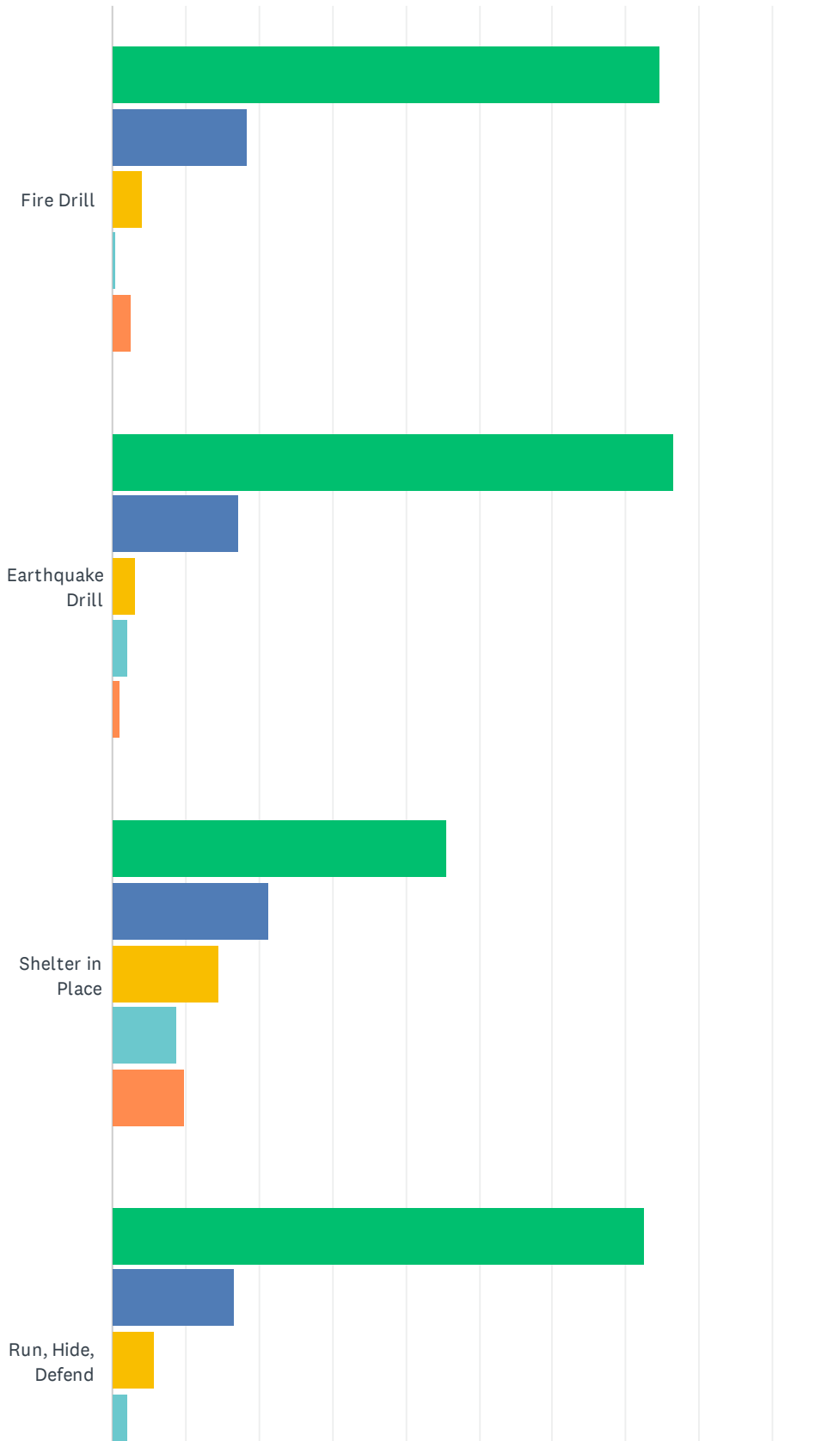
Answered: 196 Skipped: 5



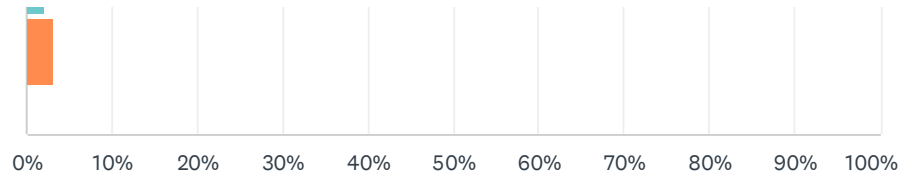
ANSWER CHOICES	RESPONSES	
Strongly agree	15.82%	31
Agree	43.88%	86
Disagree	6.12%	12
Strongly disagree	4.08%	8
I don't know	30.10%	59
TOTAL		196

Q10 How well do you understand your schools Emergency procedures?

Answered: 200 Skipped: 1



Holly Oak Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

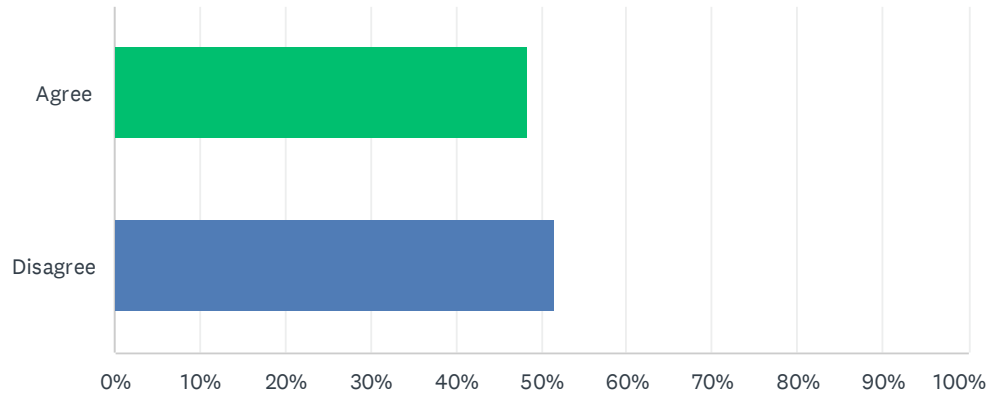


■ Very familiar
 ■ Familiar
 ■ Somewhat ...
 ■ Not familia...
■ I don't know

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	74.62% 147	18.27% 36	4.06% 8	0.51% 1	2.54% 5	197
Earthquake Drill	76.44% 146	17.28% 33	3.14% 6	2.09% 4	1.05% 2	191
Shelter in Place	45.60% 88	21.24% 41	14.51% 28	8.81% 17	9.84% 19	193
Run, Hide, Defend	72.40% 139	16.67% 32	5.73% 11	2.08% 4	3.13% 6	192

Q11 I am aware of the district's Wellness Connections webpage.

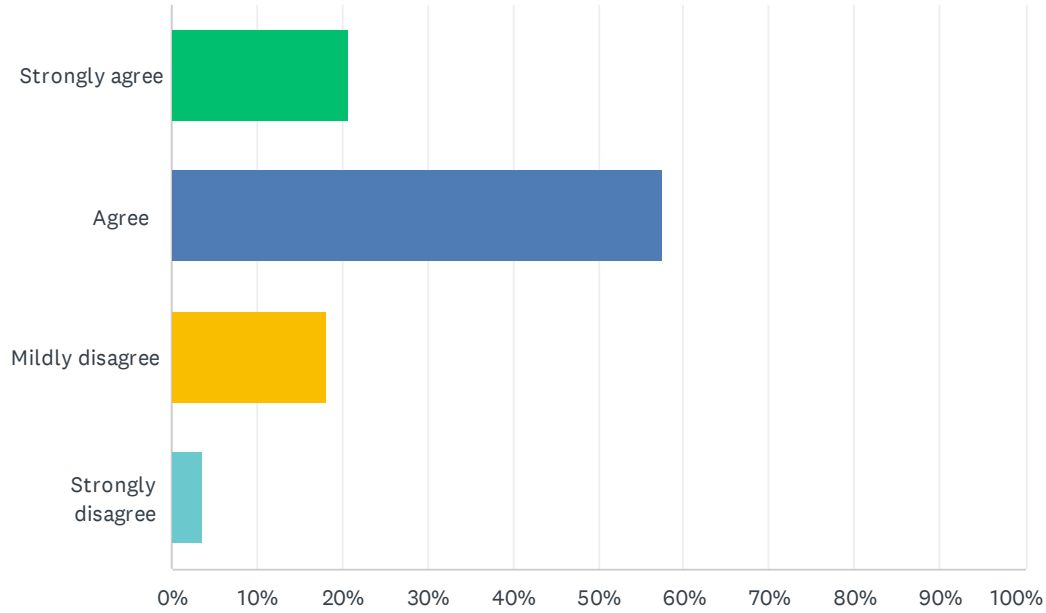
Answered: 198 Skipped: 3



ANSWER CHOICES	RESPONSES	
Agree	48.48%	96
Disagree	51.52%	102
TOTAL		198

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 198 Skipped: 3



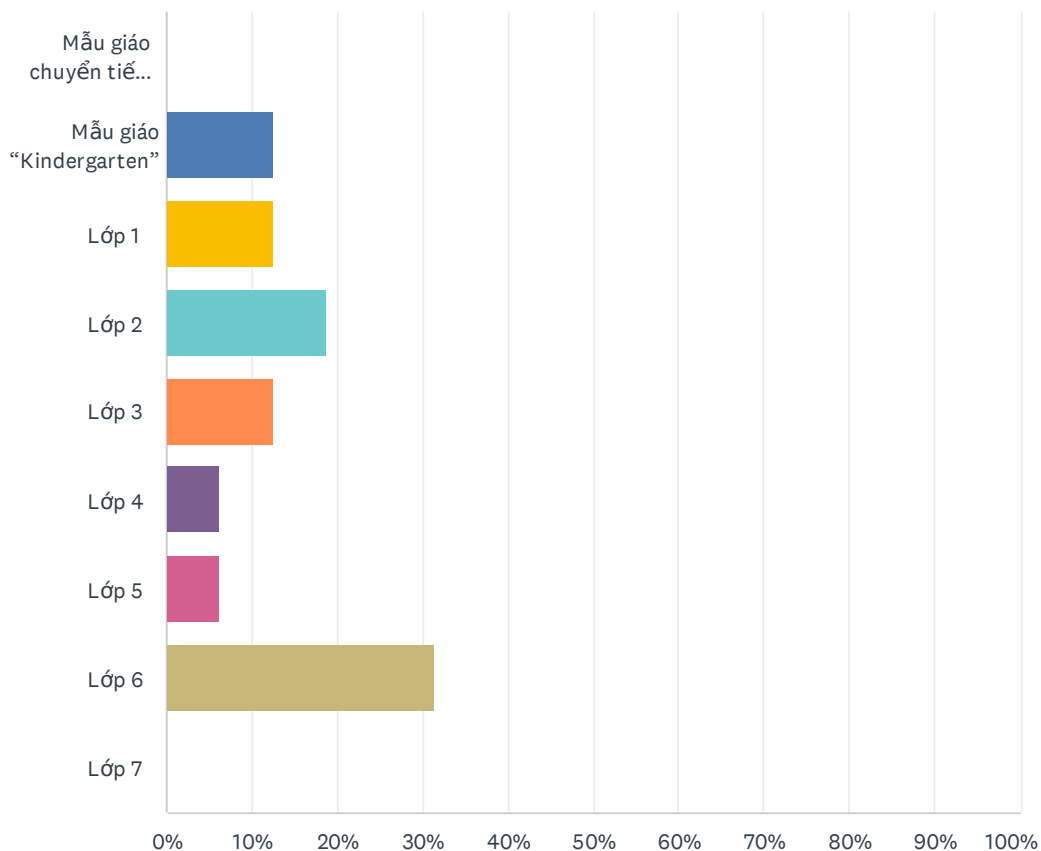
ANSWER CHOICES	RESPONSES	
Strongly agree	20.71%	41
Agree	57.58%	114
Mildly disagree	18.18%	36
Strongly disagree	3.54%	7
TOTAL		198

Q13 What is something you would like to see improved regarding safety at your school?

Answered: 164 Skipped: 37

Q1 1. Con quý vị hiện đang học lớp mấy?

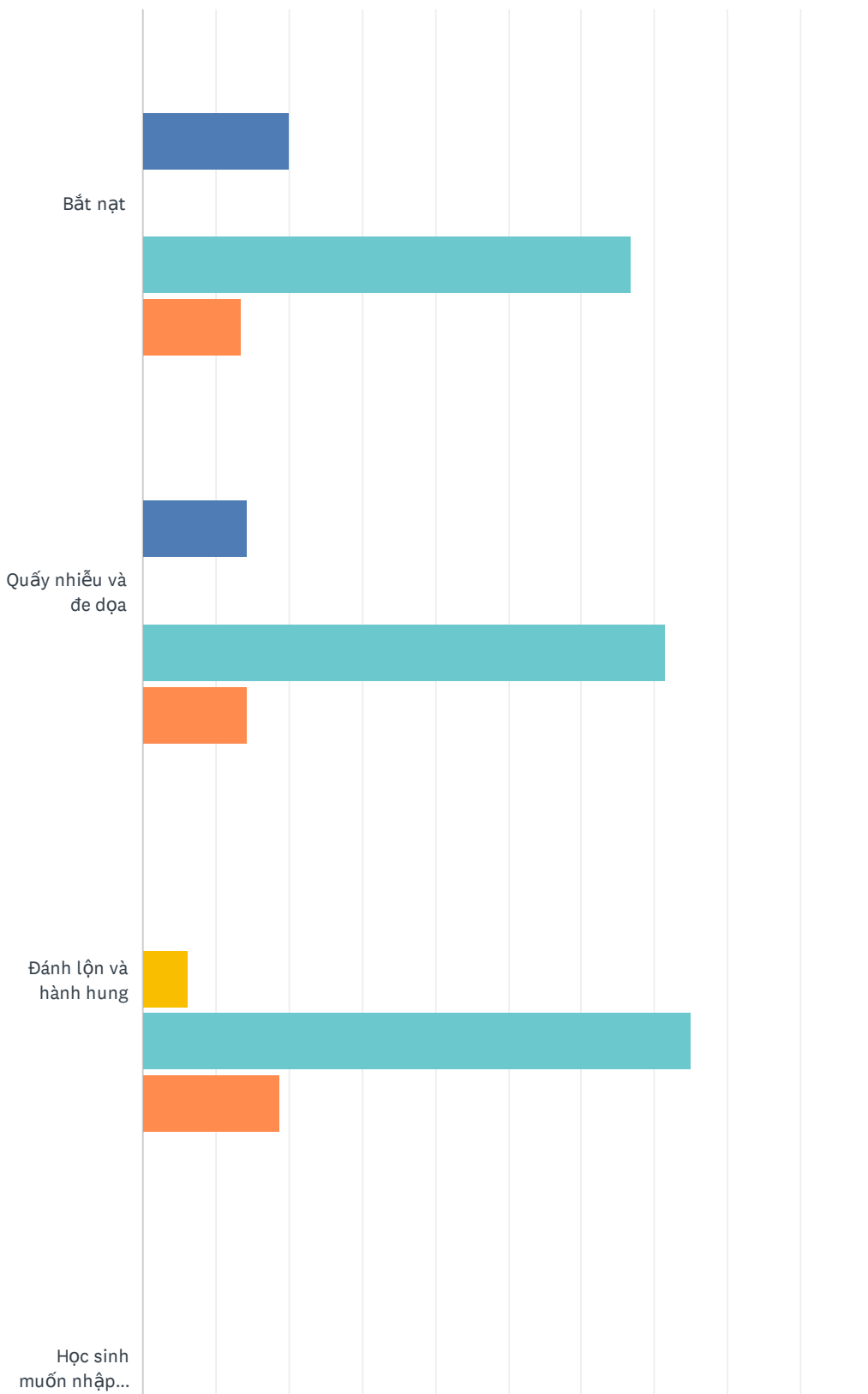
Answered: 16 Skipped: 0



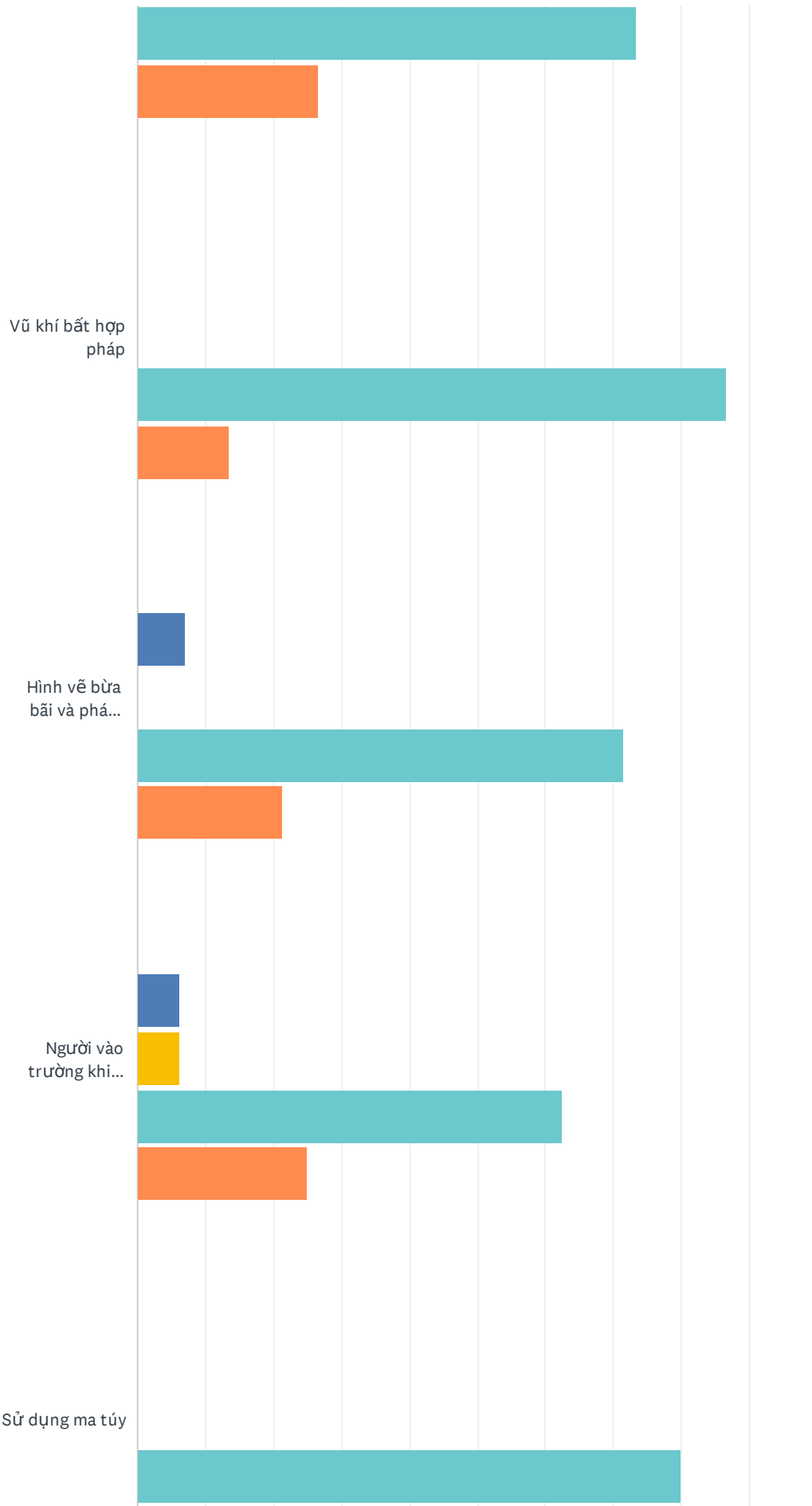
ANSWER CHOICES	RESPONSES
Mẫu giáo chuyển tiếp "TK"	0.00% 0
Mẫu giáo "Kindergarten"	12.50% 2
Lớp 1	12.50% 2
Lớp 2	18.75% 3
Lớp 3	12.50% 2
Lớp 4	6.25% 1
Lớp 5	6.25% 1
Lớp 6	31.25% 5
Lớp 7	0.00% 0
TOTAL	16

Q2 Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?

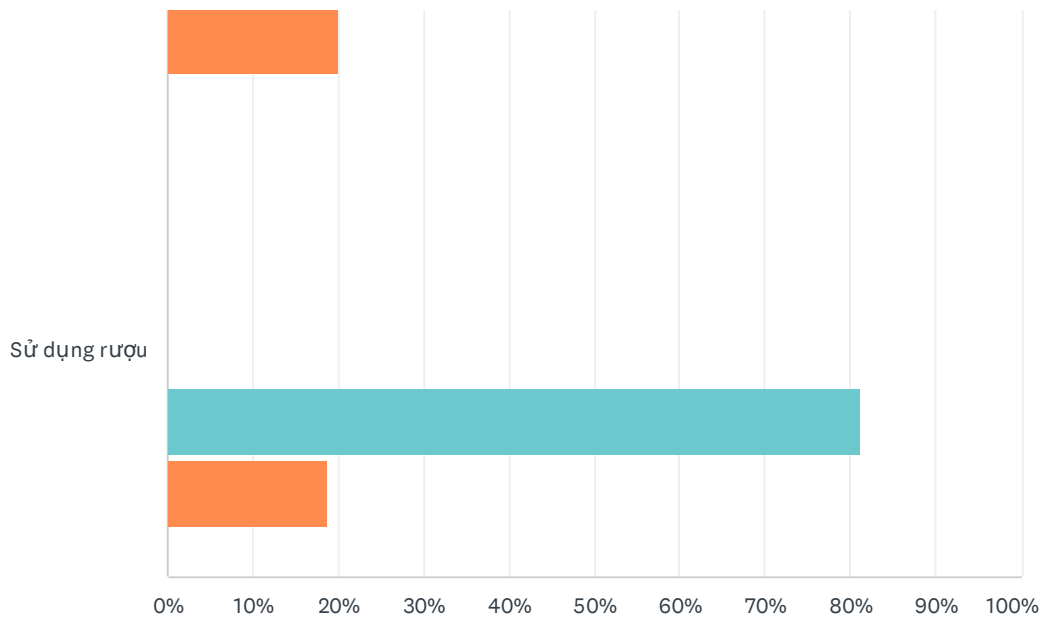
Answered: 16 Skipped: 0



Holly Oak Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



Holly Oak Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



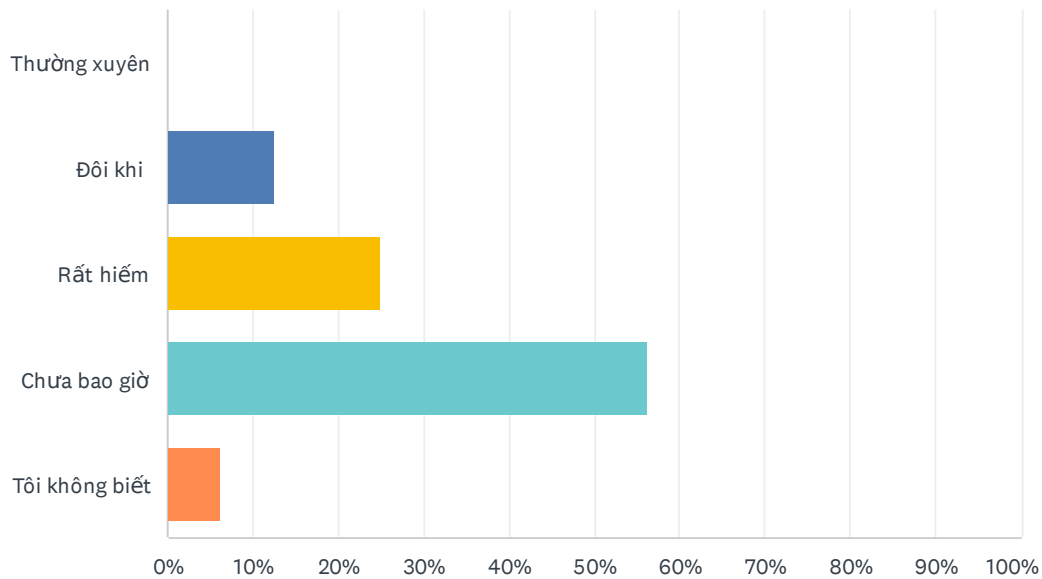
- Tôi thấy vấ...
- Tôi thấy vấ...
- Tôi nghe cá...
- Tôi chưa ba...
- Tôi không b...

Holly Oak Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	TÔI THẤY VẤN ĐỀ NÀY XẢY RA RẤT NHIỀU Ở TRƯỜNG TÔI.	TÔI THẤY VẤN ĐỀ NÀY ĐÔI KHI XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI NGHE CÁC HỌC SINH KHÁC NÓI VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI CHƯA BAO GIỜ NGHE HOẶC THẤY VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Bất nạt	0.00% 0	20.00% 3	0.00% 0	66.67% 10	13.33% 2	15	3.73
Quấy nhiễu và đe dọa	0.00% 0	14.29% 2	0.00% 0	71.43% 10	14.29% 2	14	3.86
Đánh lộn và hành hung	0.00% 0	0.00% 0	6.25% 1	75.00% 12	18.75% 3	16	4.13
Học sinh muốn nhập băng đảng	0.00% 0	0.00% 0	0.00% 0	73.33% 11	26.67% 4	15	4.27
Vũ khí bất hợp pháp	0.00% 0	0.00% 0	0.00% 0	86.67% 13	13.33% 2	15	4.13
Hình vẽ bừa bãi và phá hoại trường	0.00% 0	7.14% 1	0.00% 0	71.43% 10	21.43% 3	14	4.07
Người vào trường khi không được phép	0.00% 0	6.25% 1	6.25% 1	62.50% 10	25.00% 4	16	4.06
Sử dụng ma túy	0.00% 0	0.00% 0	0.00% 0	80.00% 12	20.00% 3	15	4.20
Sử dụng rượu	0.00% 0	0.00% 0	0.00% 0	81.25% 13	18.75% 3	16	4.19

Q3 Quý vị nghe hoặc thấy hành động bắt nạt tại trường của quý vị thường xuyên đến mức nào? Định nghĩa về bắt nạt: Khi ai đó bị tổn thương do lời nói hoặc hành động cố ý của người khác, thường là nhiều lần, làm cho họ cảm thấy buồn sợ và không thể ngăn chặn hành vi đó xảy ra với họ. Các hình thức bắt nạt bao gồm: bắt nạt về thể chất, lời nói, tình cảm, xã giao và trên mạng.

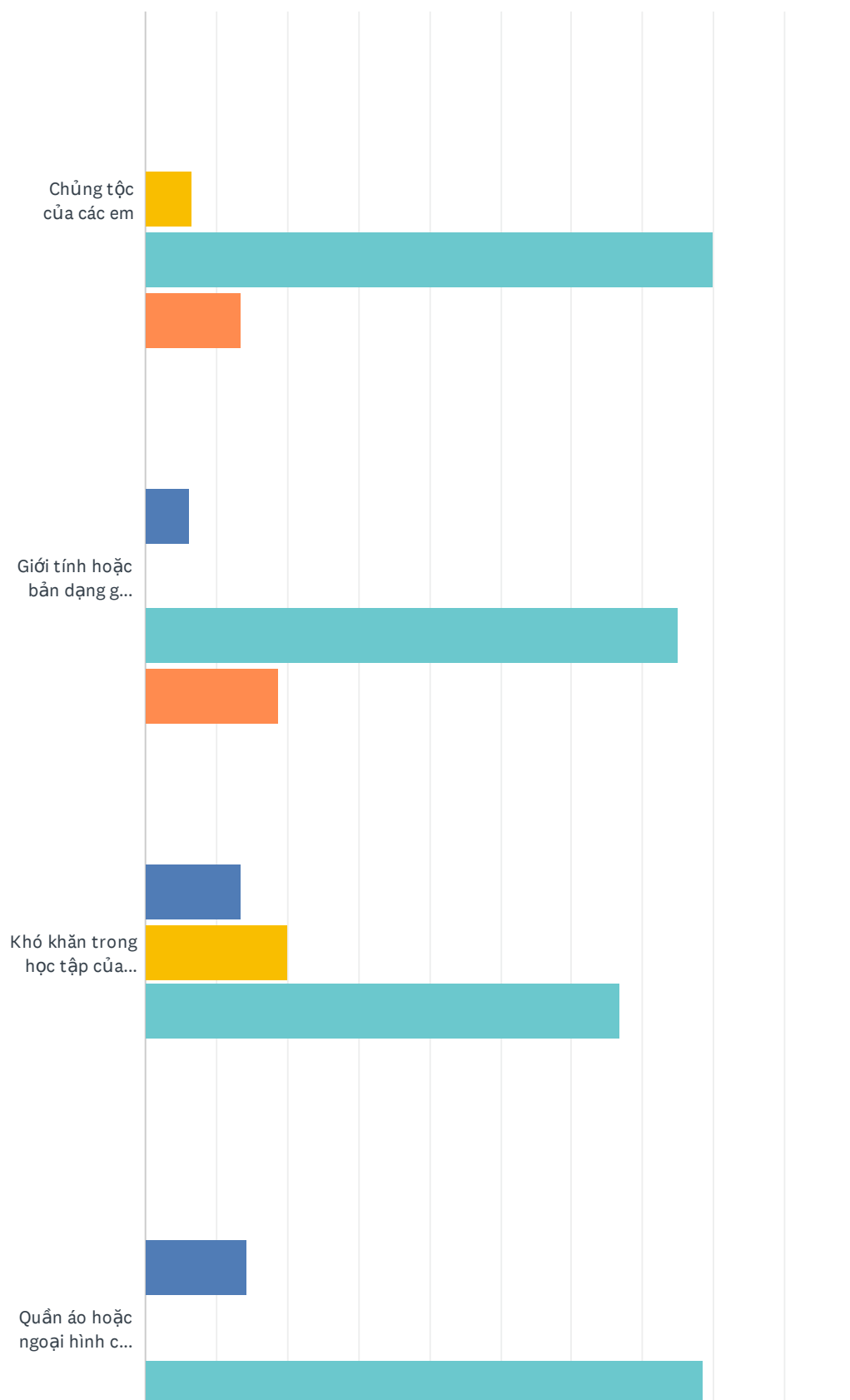
Answered: 16 Skipped: 0



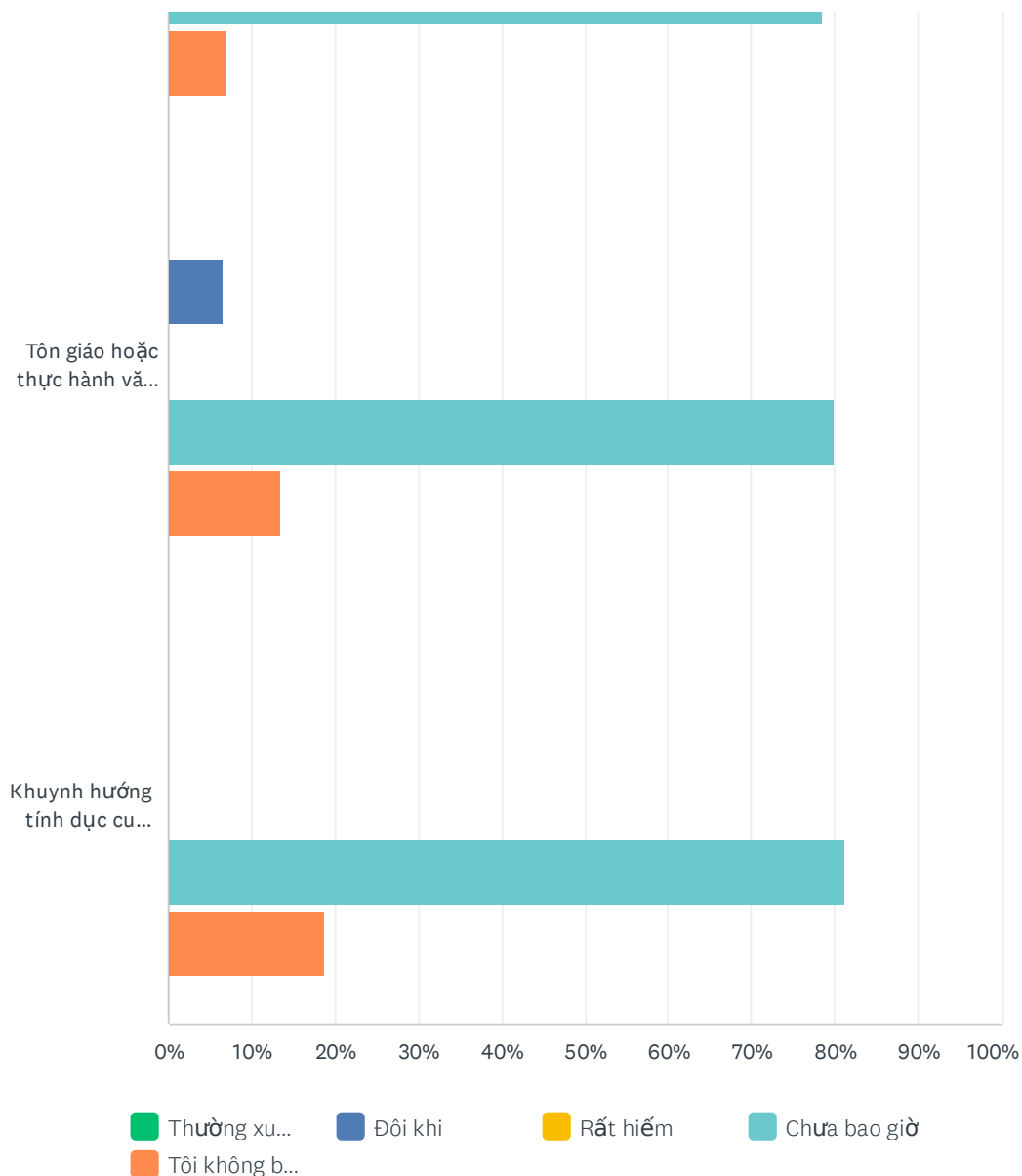
ANSWER CHOICES	RESPONSES
Thường xuyên	0.00% 0
Đôi khi	12.50% 2
Rất hiếm	25.00% 4
Chưa bao giờ	56.25% 9
Tôi không biết	6.25% 1
TOTAL	16

Q4 Học sinh tại trường của con quý vị bị hạ thấp vì ...

Answered: 16 Skipped: 0



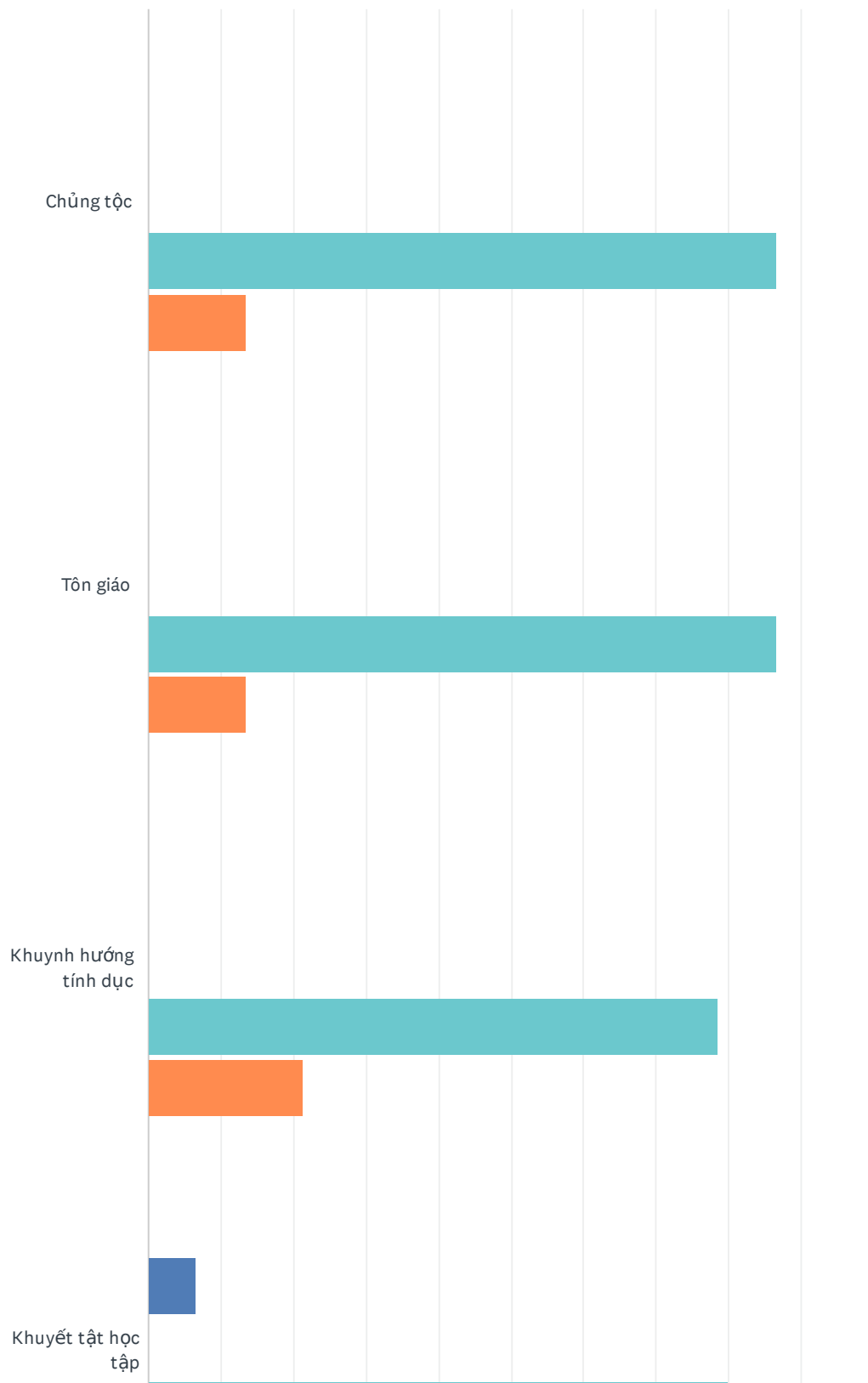
Holly Oak Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



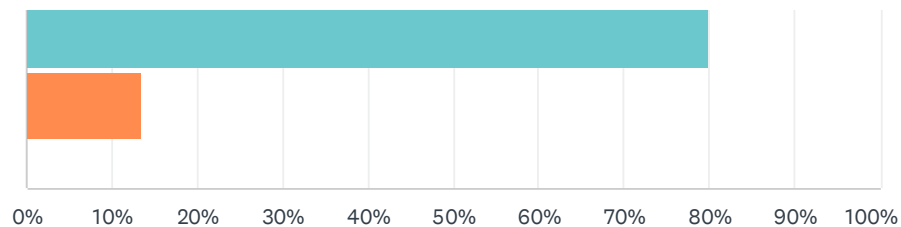
	THƯỜNG XUYỀN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc của các em	0.00% 0	0.00% 0	6.67% 1	80.00% 12	13.33% 2	15	4.07
Giới tính hoặc bản dạng giới tính của các em	0.00% 0	6.25% 1	0.00% 0	75.00% 12	18.75% 3	16	4.06
Khó khăn trong học tập của các em	0.00% 0	13.33% 2	20.00% 3	66.67% 10	0.00% 0	15	3.53
Quần áo hoặc ngoại hình của các em	0.00% 0	14.29% 2	0.00% 0	78.57% 11	7.14% 1	14	3.79
Tôn giáo hoặc thực hành văn hóa của các em	0.00% 0	6.67% 1	0.00% 0	80.00% 12	13.33% 2	15	4.00
Khuyň hướng tính dục của các em	0.00% 0	0.00% 0	0.00% 0	81.25% 13	18.75% 3	16	4.19

Q5 Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?

Answered: 15 Skipped: 1



Holly Oak Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

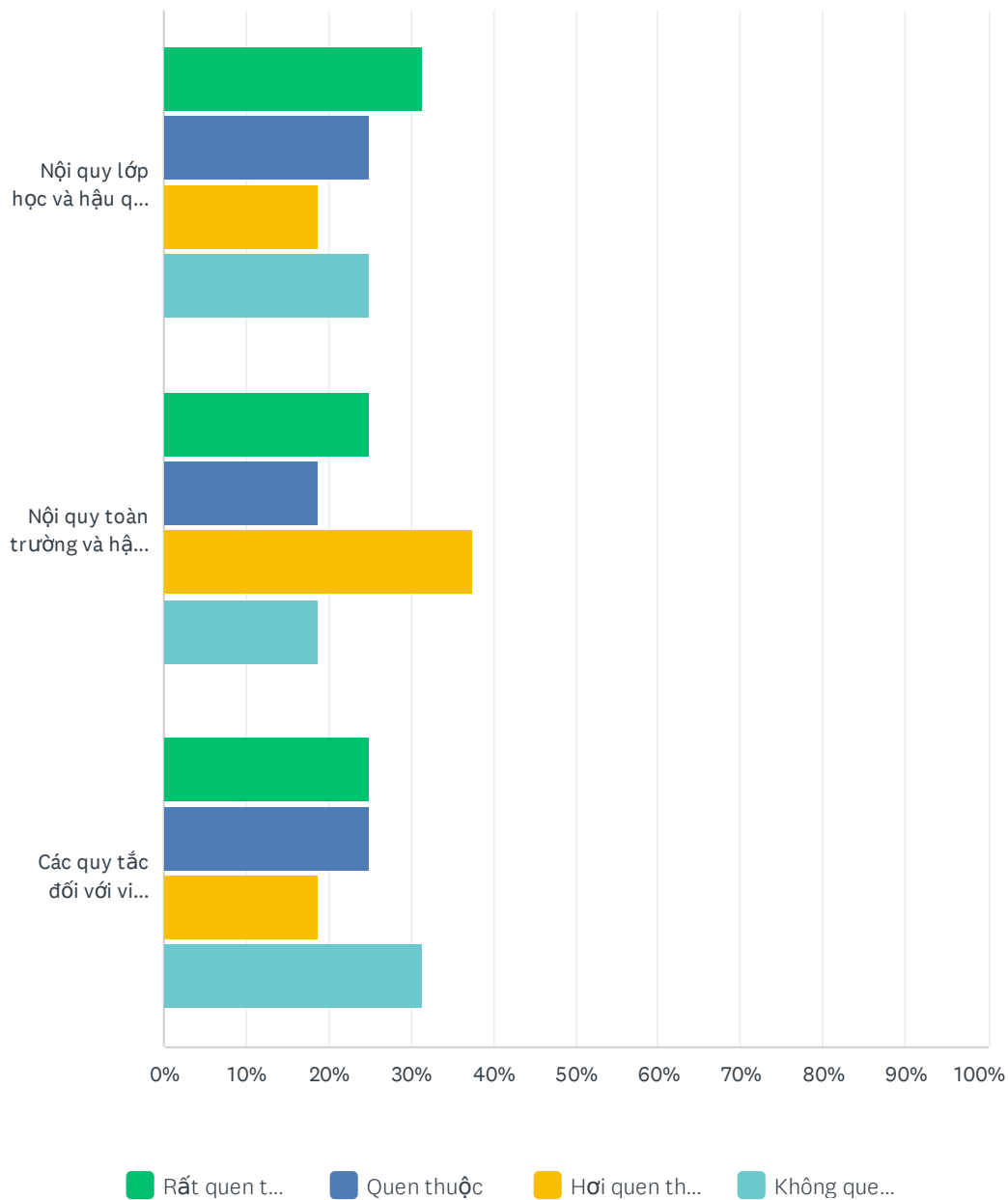


■ Thường xuyên
■ Đôi khi
■ Rất hiếm
■ Chưa bao giờ
■ Tôi không biết

	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc	0.00% 0	0.00% 0	0.00% 0	86.67% 13	13.33% 2	15	4.13
Tôn giáo	0.00% 0	0.00% 0	0.00% 0	86.67% 13	13.33% 2	15	4.13
Khuynh hướng tính dục	0.00% 0	0.00% 0	0.00% 0	78.57% 11	21.43% 3	14	4.21
Khuyết tật học tập	0.00% 0	6.67% 1	0.00% 0	80.00% 12	13.33% 2	15	4.00

Q6 Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào?

Answered: 16 Skipped: 0

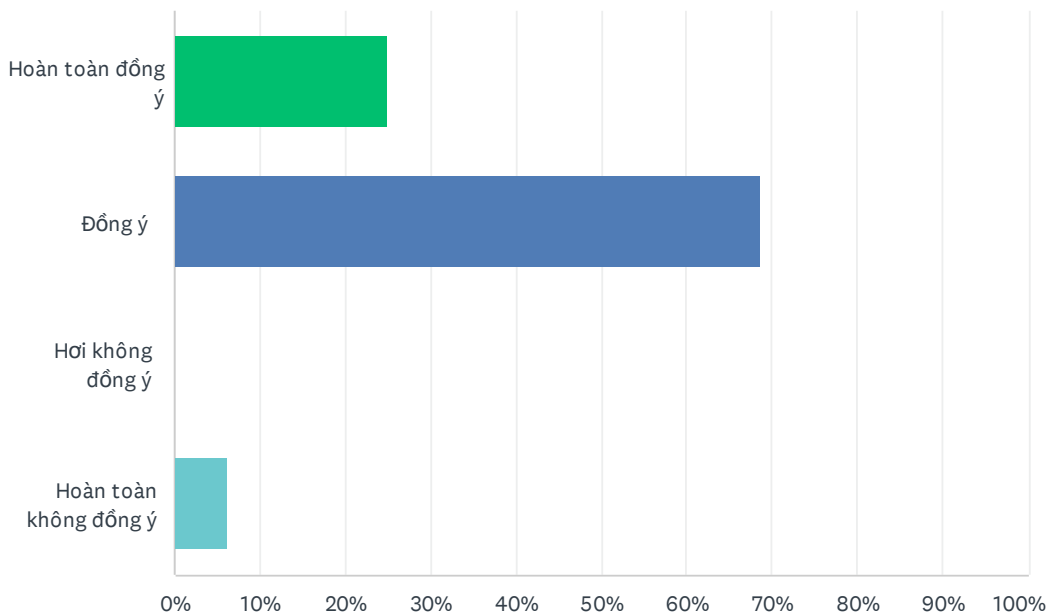


Holly Oak Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHỨT NÀO	TOTAL	WEIGHTED AVERAGE
Nội quy lớp học và hậu quả khi những quy tắc đó bị vi phạm.	31.25% 5	25.00% 4	18.75% 3	25.00% 4	16	2.38
Nội quy toàn trường và hậu quả khi các quy tắc đó bị vi phạm.	25.00% 4	18.75% 3	37.50% 6	18.75% 3	16	2.50
Các quy tắc đối với việc bắt nạt trên mạng và hậu quả khi các quy tắc đó bị vi phạm.	25.00% 4	25.00% 4	18.75% 3	31.25% 5	16	2.56

Q7 Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.

Answered: 16 Skipped: 0

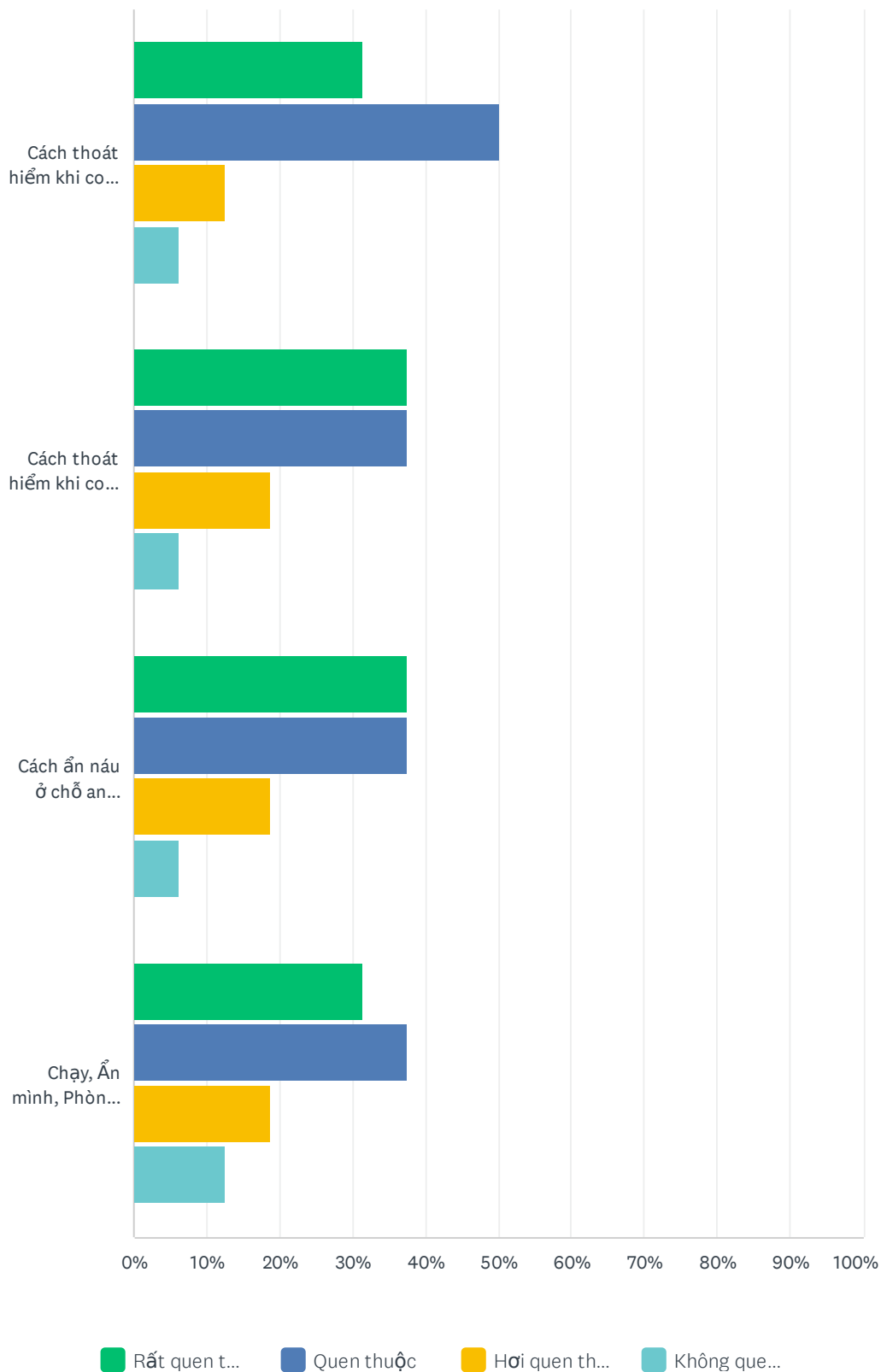


ANSWER CHOICES	RESPONSES
Hoàn toàn đồng ý	25.00% 4
Đồng ý	68.75% 11
Hơi không đồng ý	0.00% 0
Hoàn toàn không đồng ý	6.25% 1
TOTAL	16

Q8 Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?

Answered: 16 Skipped: 0

Holly Oak Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

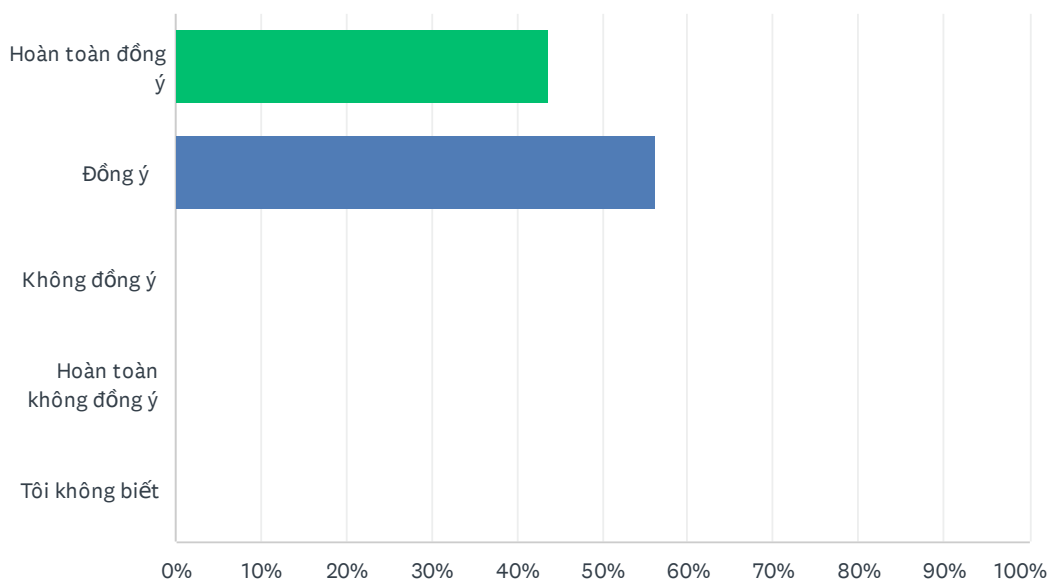


Holly Oak Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL
Cách thoát hiểm khi có hỏa hoạn	31.25% 5	50.00% 8	12.50% 2	6.25% 1	16
Cách thoát hiểm khi có động đất	37.50% 6	37.50% 6	18.75% 3	6.25% 1	16
Cách ẩn náu ở chỗ an toàn	37.50% 6	37.50% 6	18.75% 3	6.25% 1	16
Chạy, Ẩn mình, Phòng thủ	31.25% 5	37.50% 6	18.75% 3	12.50% 2	16

Q9 Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.

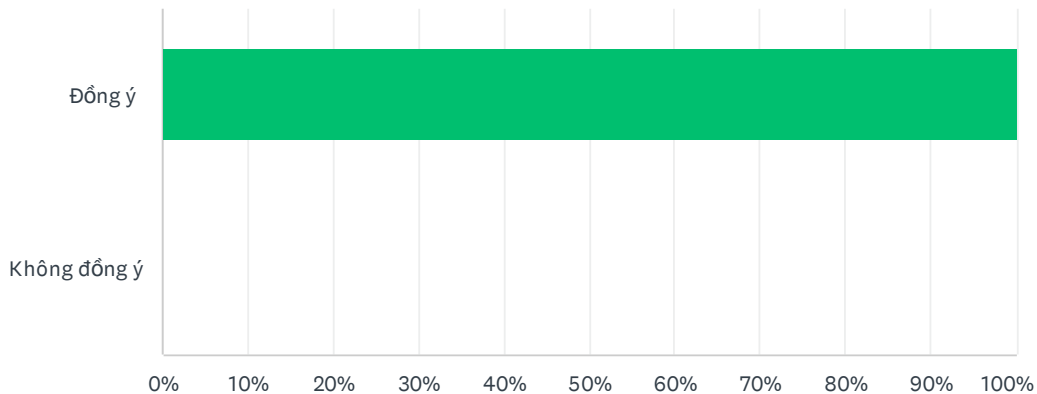
Answered: 16 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	43.75%	7
Đồng ý	56.25%	9
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		16

Q10 Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.

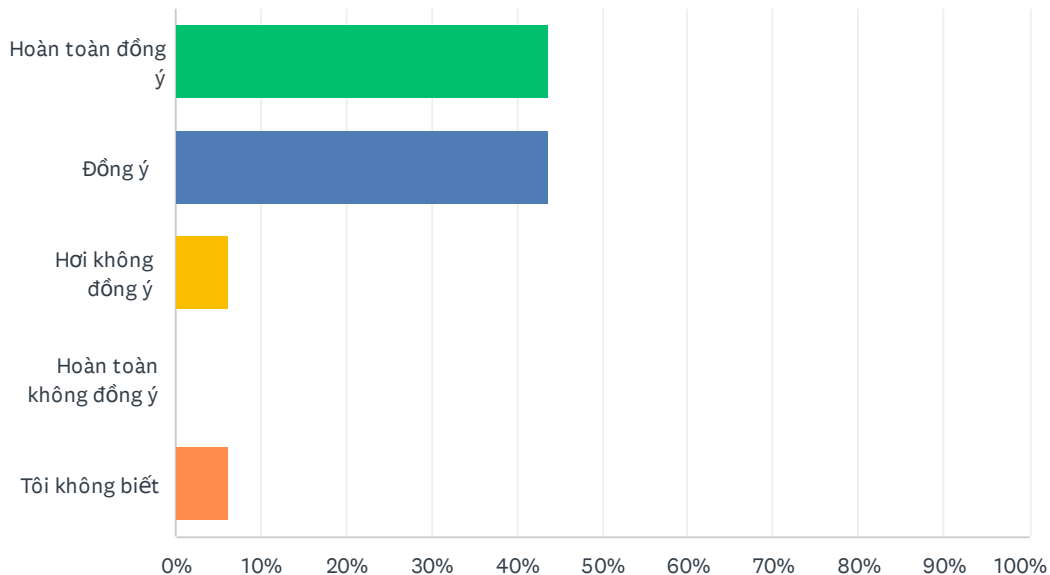
Answered: 15 Skipped: 1



ANSWER CHOICES	RESPONSES	
Đồng ý	100.00%	15
Không đồng ý	0.00%	0
TOTAL		15

Q11 Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answered: 16 Skipped: 0



ANSWER CHOICES	RESPONSES
Hoàn toàn đồng ý	43.75% 7
Đồng ý	43.75% 7
Hơi không đồng ý	6.25% 1
Hoàn toàn không đồng ý	0.00% 0
Tôi không biết	6.25% 1
TOTAL	16

Q12 Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

Answered: 10 Skipped: 6