

# Hollyglen Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	Hollyglen Elementary School
<b>Street</b>	5309 W 135th St.
<b>City, State, Zip</b>	Hawthorne
<b>Phone Number</b>	3107255400
<b>Principal</b>	Lisa Wilberg
<b>Email Address</b>	lwilberg@wiseburn.org
<b>School Website</b>	<a href="https://hollyglen.wiseburn.org/">https://hollyglen.wiseburn.org/</a>
<b>Grade Span</b>	K-2
<b>County-District-School (CDS) Code</b>	19 65169 6023824

## 2024-25 District Contact Information

<b>District Name</b>	Wiseburn Unified School District
<b>Phone Number</b>	(310) 725-2101
<b>Superintendent</b>	Dr. Blake Silvers
<b>Email Address</b>	bsilvers@wiseburn.org
<b>District Website</b>	www.wiseburn.org

## 2024-25 School Description and Mission Statement

Welcome to Hollyglen Elementary School, a proud part of Wiseburn Unified School District, where we engage, empower, and elevate all students. We specialize in early childhood education and the celebration of learning. Our school is special because it caters to the academic capabilities and development of young children. We have two transitional kindergarten (TK) classes, six kindergarten classes, six first grade classes, six second grade classes, an SDC class for students with special needs, and an RSP program to also serve students with Individual Education Plans. The core curriculum at Hollyglen is built on developing critical skills in reading, writing, and mathematics, as well as building foundational knowledge in science and social studies, in accordance with California State Standards. Our math teaching uses the principles of cognitively guided instruction, and our

## 2024-25 School Description and Mission Statement

Language Arts program is developing the use of a workshop model approach to reading, phonics, and writing. All classes at Hollyglen also support our students' social-emotional learning through a program called Second Step and through resources from our district counseling team. Additionally, we provide students with extensive experience in music, physical education, health, and visual arts.

Hollyglen Elementary School also offers students a variety of additional supports and services. Our English Language Learners are provided with a rich program of both integrated and designated instruction to meet their needs. We also offer a range of counseling supports at all tier levels provided by our counselors, speech pathologists, and school psychologist. Our focus on Positive Behavior Supports (PBS) teaches and reinforces positive behaviors at school, while our system of restorative consequences addresses misbehavior in a constructive, learning-focused way. Students receive "Cub Cards" to acknowledge positive behaviors, and Cub Time assemblies are held to publicly acknowledge these students. The Hollyglen staff is committed to providing an effective educational program that meets the learning needs of individual students. We rewrite our Single Plan for Student Achievement annually to address and embrace these needs. Our goals this year include:

1. Hollyglen school will ensure equitable conditions of learning to all students through safe and secure campuses, access to highly qualified teachers and required materials, as well as programs and resources to ensure their social-emotional wellbeing.
2. Hollyglen School will ensure an instructional program that is focused on supporting individual student growth and achievement, as well as social-emotional development, by creating systems that meet the needs of all students.
3. Hollyglen school will ensure that students are equipped for future success by focusing on collaboration, critical thinking, problem solving, and creativity across all curricular areas, while also nurturing student growth as confident, resilient learners, and responsible citizens.
4. Hollyglen school will increase family and community involvement in school activities and decisions and ensure regular communication with families through multiple formats.
5. Hollyglen school will regularly evaluate and manage organization procedures and practices in order to maintain a strong fiscal position in support of advancing school site goals.

Our faculty engages in a consistent cycle of collaborative reflection and instructional planning, to best ensure continued academic progress for our students. We have a robust intervention program in place to identify and address the specific needs of students in the areas of reading and math, as identified by our screening measures. Our goal at Hollyglen is to maintain a nurturing, academically rigorous environment that provides all students with opportunities and supports to develop their academic, social, and physical abilities in a manner that promotes a life-long love of learning.

### Major School Achievements:

- \* 2022 California Department of Education Pivotal Practice award winner
- \* Named a 2019 Platinum Award Winner by the California PBIS Coalition
- \* In 2019 Hollyglen initiated a two-year Writer's Workshop cohort, including one mentor teacher and six teaching fellows (through a grant from the Cotsen Foundation)
- \* In 2018 Hollyglen received a Cotsen Foundation grant for \$8,000 to sustain Cognitively Guiding Instruction in math
- \* In 2016 Hollyglen was named a Gold Ribbon School.
- \* In 2015 Hollyglen initiated a two-year Cognitively Guided Instruction cohort, including one mentor teacher and five teaching fellows (through a grant from the Cotsen Foundation)
- \* A continued commitment to the arts, including Hands-on Art for every classroom, family art nights (in collaboration with the organization P.S. Arts), multicultural dance instruction (provided by support of our PTA), and music for every student (with support of the Wiseburn Education Foundation)

# About this School

## 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	219
Grade 1	151
Grade 2	148
<b>Total Enrollment</b>	<b>518</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
Asian	3.9
Black or African American	5.4
Filipino	2.3
Hispanic or Latino	52.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	8.9
White	26.6
English Learners	12
Homeless	0.6
Socioeconomically Disadvantaged	31.1
Students with Disabilities	12.4

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.20	100.00	165.70	90.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.54	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.20	2.88	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.40	3.49	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	5.00	2.76	18854.30	6.86
<b>Total Teaching Positions</b>	20.20	100.00	183.50	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.40	98.41	177.00	88.22	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	1.59	12.70	6.37	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.30	2.15	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	6.50	3.25	15831.90	5.67
<b>Total Teaching Positions</b>	20.70	100.00	200.60	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.50	100.00	184.80	89.37	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	11.90	5.76	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.80	2.33	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	5.20	2.53	14303.80	5.15
<b>Total Teaching Positions</b>	20.50	100.00	206.80	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.30	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.30	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	6.3	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Hollyglen Elementary School are aligned to the California Standards and Frameworks.

**Year and month in which the data were collected** September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill "Wonders" 2017	Yes	0%
<b>Mathematics</b>	McGraw-Hill "My Math" 2014	Yes	0%
<b>Science</b>	Elevate/Savvas Learning Company "elevateScience" 2022	Yes	0%
<b>History-Social Science</b>	Houghton Mifflin / 2007	Yes	0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. An electronic work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two full time evening custodians are assigned to Hollyglen. The day custodian is responsible for:

- Breakfast area setup/cleanup
- Campus trash cleanup
- Office cleaning
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Gym and community center area cleanup
- Campus trash cleanup
- Restroom cleaning

The principal communicates with custodial staff regularly concerning maintenance and school safety issues.

Year and month of the most recent FIT report

5/22/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Office: Fault code on alarm, ceiling tiles missing in Speech. RAS Rm 30-36: Alarm panel #30 and Rm 36 ceiling tiles.
<b>Interior:</b> Interior Surfaces			X	Conference Rm: Ceiling tiles missing. Kitchen: Kitchen panel loose. Library: Carpet stains Office: Fault code on alarm, ceiling tiles missing in Speech. RAS Rm 30-36: Alarm panel #30 and Rm 36 ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Lunch Area: Office: Fault code on alarm, ceiling tiles missing in Speech. PAC: Motion sensor toilets go out.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			



## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

K Playground #4: Climber broken and needs to be replaced.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)					46	
<b>Mathematics</b> (grades 3-8 and 11)					34	

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>					
<b>Female</b>					
<b>Male</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					

<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>					

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>					
<b>Female</b>					
<b>Male</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					

<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>					

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)			49.91	46.26	30.29	30.73

## 2023-24 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
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.

## 2023-24 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 requires only participation results 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

## 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.

#### 2024-25 Opportunities for Parental Involvement

Parents have a wide array of opportunities to get involved at Hollyglen Elementary. Parents can volunteer regularly in the classrooms or for PTA-sponsored activities, such as field days or assemblies. The PTA website lists ongoing opportunities for parent involvement and volunteer needs, and these opportunities are shared weekly in the school newsletter. Typically, parents are able to chaperone field trips, assist in special events such as the Hollyglen Games field day, and are able to regularly volunteer for visual arts lessons in our STEAM lab. Parents are invited to school-wide events such as Back-to-School Night, Open House, Family Literacy Night, Family Art Nights, movie nights, picnics, and also specific classroom events such as writing celebrations and student performances. Parents are also involved as advisers and decision-makers in the school governing process as part of the School Site Council and the English Language Advisory Committee. A parent group for Spanish-speaking families, called Noche De Familia, collaborates with our PTA to host events and community-building opportunities. For parents interested in supporting the arts and sciences throughout the entire school district, there are many opportunities to participate in events with the Wiseburn Education Foundation.

To share information about our school, we hold incoming parent orientations in May and August of each year and communicate weekly by email through the principal's newsletter. Parents are informed about their children's progress with progress reports mid-way through each semester and a report card at the end of each semester. Parent-teacher conferences are held in the fall and in the spring. Separate orientations for incoming kindergartners, prospective school families, and the families of English Language Learners are also held each year.

Contact information for parent involvement:

PTA - <http://cubspta.org/>

Wiseburn Education Foundation - <https://wiseburnedfoundation.org/>

For more information on School Site Council or the English Learner Advisory Committee, please call (310) 725-5400

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	525	524	59	11.3
Female	242	242	28	11.6
Male	283	282	31	11.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	1	5.0
Black or African American	30	30	4	13.3
Filipino	12	12	1	8.3
Hispanic or Latino	275	274	38	13.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	46	46	5	10.9
White	138	138	9	6.5
English Learners	64	64	5	7.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	172	172	32	18.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	92	92	12	13.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	1.41	1.58	1.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.1	0.02	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Students benefit from a clean, safe facility that reinforces the high value placed on education by the school community. Our custodial staff performs basic cleaning operations in each classroom every day and there is a regular schedule of ongoing maintenance. Classroom space, library, office, and restroom facilities are adequate to support our instructional programs.



## 2024-25 School Safety Plan

Teachers and instructional aides provide playground supervision. We hold regular emergency drills for earthquake, lock-down, shelter-in-place, earthquake, and fire preparedness. Each October we conduct a full disaster-preparedness drill, practicing all teams and procedures for student evacuation, search/rescue, first aid, and student release that might occur should an actual emergency take place. The School Safety Subcommittee (a representative teacher, school administrator, and classified employee) meet in advance of the drill to review procedures and update roles and responsibilities, as needed. The most recent drill was held on 10/19/2023. Following this drill, the staff reflects on what went well and what improvements are needed. The Comprehensive Safety Plan is then updated each fall and reviewed each year in January by the School Site Council (most recently 1/19/2023). A recent addition has been a section to detail district and school pandemic response plans. Parents, students and staff are advised of any significant changes in the plan once it is approved. The Comprehensive Safety Plan includes sections on safety assessment data, child abuse reporting procedures, disaster procedures, school rules and regulations, suicide prevention, safe ingress and egress, nondiscrimination policies, and uniform complaint procedures.

We have a closed campus, and all visitors must check into the office before entering campus, having their IDs scanned through our Raptor visitor management system. This system screens for sex offenders, alerts staff of custody violations, and provides schoolwide data and reporting on our visitors. Volunteers must provide TB verification and complete a district application process online, prior to beginning volunteer work on campus. Each year staff members complete online training courses on pest management, sexual harassment, mandated child abuse reporting, blood-borne pathogen protocols, and school intruder safety measures (through the ALICE Training Institute). In Wiseburn we are privileged to have wonderful law enforcement and firefighter support. The rapid response time of fire fighters and presence of our local law enforcement officers patrolling our neighborhoods and schools is recognized and appreciated by all.

## 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.

### 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	20	3	6	
1	18	6	18	
2	18	6	18	

### 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	19	2	8	
1	21	3	18	
2	20	3	18	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	6	0
1	25	0	6	0
2	25	0	6	0

## 2023-24 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	518

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	3.6

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$11,222	\$2,476	\$8,746	\$89,424
<b>District</b>	N/A	N/A	\$6,971	\$96,712
<b>Percent Difference - School Site and District</b>	N/A	N/A	22.6	-7.8
<b>State</b>	N/A	N/A	\$10,771	\$87,655
<b>Percent Difference - School Site and State</b>	N/A	N/A	-20.8	2.0

## Fiscal Year 2023-24 Types of Services Funded

The services funded in 2022-2023 were all in support of the overall educational program for the student of Hollyglen Elementary school. Hollyglen had two transitional kindergarten classes, six kindergarten classes, six first grade classes, six second grade classes, an SDC class for students with special needs, and an RSP program to also serve students with Individual Education Plans. The core curriculum at Hollyglen was built on developing critical skills in reading, writing, and mathematics, as well as building foundational knowledge in science and social studies, in accordance with California State Standards. Additionally, we provided students with extensive experience in music, physical education, health, social-emotional learning, and visual arts.

The school also provides supplemental instructional programs to students who displayed need. Our English Language Learners are provided with a rich program of both integrated and designated instruction to meet their needs, facilitated by credentialed teachers. We also offer a range of counseling supports at all tier levels provided by our district counseling team and school psychologist. Two reading intervention instructors are funded to provided intensive reading support to students with demonstrated need. A district math specialist works with teacher teams to hone and grow math learning at all grade levels. Our school counselor organizes our positive behavior support program and facilitates the Student Study Team process, linking together all school systems in a multi-tiered system of supports.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$57,812	\$54,930
<b>Mid-Range Teacher Salary</b>	\$95,232	\$85,386
<b>Highest Teacher Salary</b>	\$114,674	\$111,172
<b>Average Principal Salary (Elementary)</b>	\$132,933	\$136,564
<b>Average Principal Salary (Middle)</b>	\$142,903	\$141,339
<b>Average Principal Salary (High)</b>	\$0	\$153,241
<b>Superintendent Salary</b>	\$301,105	\$224,537
<b>Percent of Budget for Teacher Salaries</b>	33%	29%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

Staff Development plays a pivotal role in the Wiseburn Unified School District. Each year teachers are provided with 3 full days of professional development as part of their contractual school year, along with multiple opportunities for supplemental professional development. Each Wednesday teachers have planning time for one hour, followed by one hour of professional learning. Teachers also have 50 minutes per week of Teacher Collaboration Time during the school day, when grade-level teams meet to focus on instructional planning. The topics and focus areas for professional development are determined based on analysis of student academic data (STAR Reading, STAR Math, ST Math, 3rd grade CAASPP scores from our partner school), analysis of school survey results, and in consideration of school district learning goals and initiatives. Professional Development focus areas and highlights over the past three years are as follows:

2021-2022: The primary focus this year is on bringing Writers Workshop instructional strategies into all classrooms. There were two full days of training before the school year began, which provided an introduction to Writers Workshop, as well as resources to support the first unit on narrative writing. Our second professional development day in November focused on informational writing, and the third day in March will focus on argumentative writing. In between these full days, teachers are also supported by a district teacher on special assignments who focuses specifically on writing. Secondary focuses for professional development include social-emotional learning and continuing to build math skills using cognitively guided instruction.

2022-2023: The first focus this year was on continuing the full implementation of the Writers Workshop across all classrooms. Another focus was on implementing the new Elevate Science curriculum, updating grade-level scope and sequences, and utilizing a variety of hands-on lab activities. A final focus was on continuing to grow Cognitively Guided Instruction practices in math classes. Our three professional learning days were centered on grade-level team sessions in each of the focus areas. Secondary focuses for professional development included using WIN (What I Need) time to personalize learning for students and social-emotional learning.

In 2023-24, the focus for Hollyglen Elementary School and the District is Mathematics, Student Wellness and Safety, and Balanced Literacy, focused on Writer's Workshop.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3