School Year: **2026-27**

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	5/19/2026	6/18/2026

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

At Holly Oak Elementary, we are committed to providing a rigorous, high-quality educational experience that meets the diverse needs of all students. We offer two instructional pathways, a Spanish-English Dual Language Immersion Program and a traditional English-only program, allowing families to choose the option that best aligns with their child's academic goals and learning preferences.

To promote continuous improvement and student success, we conduct an annual review of student performance data to guide the development of our School Plan for Student Achievement (SPSA). The SPSA is developed collaboratively through the School Site Council (SSC), with input from staff, students, and families. Grounded in identified student needs and evidence-based practices, the plan focuses on improving academic achievement, attendance, behavior, and social-emotional well-being for all students, while closely aligning with the district's Local Control and Accountability Plan (LCAP) goals.

Holly Oak Elementary utilizes a continuous improvement cycle to implement, monitor, and evaluate SPSA goals throughout the year. Special attention is given to supporting English Learners, students with special education needs, socioeconomically disadvantaged students, and Hispanic students. To effectively assess student progress and identify areas of need, diagnostic assessments are administered three times annually. The resulting data is used to establish individualized growth goals and develop targeted instructional plans that support student learning.

We proudly implement the Sobrato Early Academic Language (SEAL) model schoolwide, fostering the development of rich academic language across all content areas and ensuring students have meaningful opportunities to engage in language-rich learning experiences.

In addition, we cultivate a positive, inclusive school culture through the implementation of Positive Behavioral Interventions and Supports (PBIS), which promotes respect, responsibility, and safety. Students who require additional academic assistance receive targeted support through our Response to Intervention (RTI) program, particularly in grades 1 and 2.

Through these comprehensive and collaborative efforts, Holly Oak Elementary remains dedicated to academic excellence and to creating a supportive, nurturing environment where every student is empowered to thrive and succeed.

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

At Holly Oak Elementary School, we value the meaningful involvement of parents, students, staff, and community members. In California, these groups are collectively referred to as educational partners and play a vital role in developing the School Plan for Student Achievement (SPSA) and the school budgeting process.

In accordance with state requirements and our commitment to transparency and shared decision-making, the SPSA is presented to site-based advisory groups, whose input is actively sought throughout its development. This collaborative process takes place annually at Holly Oak and serves as a cornerstone of our continuous improvement efforts.

Throughout the school year, advisory committees, families, students, faculty, and staff participate in a systematic review of student achievement data, identification of areas of need, and development of measurable goals and targeted actions

to support student success. As part of this process, the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and school staff provided valuable feedback and recommendations that informed the development of the SPSA. Their contributions were instrumental in refining and strengthening the proposed goals and actions, which were formally approved by the SSC on May 19, 2026.

Holly Oak Elementary School extends its sincere appreciation to all educational partners for their ongoing collaboration, insight, and commitment to student achievement. Through this collective effort, we remain dedicated to fostering equitable academic outcomes and maintaining a supportive, inclusive, and high-quality learning environment for every student.

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.

Based on the 2025 California School Dashboard data and local indicators, the school has identified student suspension rates as a significant area for improvement. The Dashboard indicates a 0.9% increase in the suspension rate, with at least 1.7% of students suspended for one or more days. This upward trend suggests a need to strengthen schoolwide systems for behavior support, positive school climate, and early intervention practices to prevent escalation to exclusionary discipline. It also highlights the importance of ensuring consistent implementation of behavior expectations across all settings.

In addition, the Dashboard discipline indicators reflect disproportionality in suspension rates among specific student groups, including students with disabilities, English learners, Hispanic students, and socioeconomically disadvantaged students. These gaps underscore the need to ensure the equitable application of discipline policies and, further, to strengthen culturally responsive and restorative practices across school sites. Addressing these disparities is essential to improving student outcomes and fostering a safe, inclusive, and supportive school climate for all learners.

To address these identified needs, the school is strengthening its Multi-Tiered Systems of Support (MTSS), with an increased emphasis on Positive Behavioral Interventions and Supports (PBIS) to reinforce clear expectations and promote positive behavior. Staff will receive professional development in practices to reduce reliance on exclusionary discipline and to support relationship-building and conflict resolution. In addition, discipline data is regularly reviewed to monitor trends, identify disproportionality, and inform targeted interventions. These efforts are intended to reduce suspension rates, close equity gaps among student groups, and improve overall school climate and student engagement.

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.

Other Needs

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

Recent i-Ready diagnostic results indicate that 49% of students are performing at or above grade level in reading, while 40% are performing at or above grade level in mathematics. Although a portion of students are meeting or exceeding grade-level expectations, the data highlights specific areas in need of targeted instructional support. In the Dual Language strand program at Holly Oak, 24% of students are performing at or above grade level on the Spanish reading diagnostic, indicating a significant need for continued language and literacy development.

In English language arts, students continue to demonstrate challenges in reading comprehension, particularly with informational texts, literature, and vocabulary acquisition. In response, instruction will focus on strengthening comprehension through close reading strategies, structured and guided discussions, and explicit vocabulary instruction. In the Dual Language strand, students show similar needs, with particular difficulty in comprehension and vocabulary development in Spanish reading. Instruction will include additional scaffolding and language supports to address these gaps.

In mathematics, the areas of greatest need are geometry, measurement, and data. To address these challenges, instruction will incorporate hands-on learning experiences, targeted interventions, and real-world applications of mathematical concepts to improve students' understanding and proficiency. Overall, the school will implement differentiated instruction, targeted interventions, and increased parent engagement to support student achievement across all content areas. These strategies are designed to ensure equitable access to grade-level standards and promote continuous academic growth through ongoing data analysis and instructional collaboration.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.22%	0.22%	0.22%	1	1	1
African American	1.72%	1.12%	1.80%	8	5	8
Asian	32.76%	34.38%	30.79%	152	153	137
Filipino	4.53%	4.72%	5.17%	21	21	23
Hispanic/Latino	51.72%	50.56%	52.36%	240	225	233
Pacific Islander	0.22%	0.22%	0.22%	1	1	1
White	3.66%	3.37%	2.70%	17	15	12
Multiple/No Response	5.17%	4.94%	6.07%	24	22	27
			Total Enrollment	464	445	445

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten			20
Kindergarten	62	65	57
Grade 1	75	61	65
Grade 2	77	70	55
Grade3	69	72	64
Grade 4	49	62	67
Grade 5	59	55	57
Grade 6	73	60	60
Total Enrollment	464	445	445

Conclusions based on this data:

1. Hispanic/Latino and Asian students have consistently comprised the largest demographic groups at Holly Oak. At present, 52% of students identify as Hispanic/Latino and 31% identify as Asian.
2. Holly Oak maintained the same overall enrollment from the 2024–2025 to the 2025–2026 school year. Over that time, the proportion of Hispanic/Latino students increased by 1 percentage point, while the proportion of Asian students declined by 3 percentage points.

3. The African American, Pacific Islander, and American Indian student populations constitute the smallest demographic groups at Holly Oak.

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**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	161	153	130	41.0%	34.7%	29.2%
Fluent English Proficient (FEP)	55	57	58	12.5%	11.9%	13.0%
Reclassified Fluent English Proficient (RFEP)	31	26	25	6.8%	6.7%	5.62%

Conclusions based on this data:

1. Between the 2024–2025 and 2025–2026 school years, the English Learner (EL) population declined by 23 students.
2. The number of Fluent English Proficient (FEP) students increased by 1 from the 2024–2025 to the 2025–2026 school year.
3. The number of Reclassified Fluent English Proficient (RFEP) students decreased by one between the 2024–2025 and 2025–2026 school 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48	65	68	48	62	68	48	62	68	100.0	95.4	100
Grade 4	55	52	64	55	52	64	55	52	64	100.0	100	100
Grade 5	67	57	57	67	55	51	67	55	51	100.0	96.5	89.5
Grade 6	68	70	60	66	70	58	66	70	58	97.1	100	96.7
All Grades	238	244	249	236	239	241	236	239	241	99.2	98	96.8

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2391.	2380.	2412.	12.50	12.90	25.00	16.67	12.90	19.12	33.33	27.42	22.06	37.50	46.77	33.82
Grade 4	2433.	2422.	2437.	18.18	15.38	12.50	16.36	25.00	29.69	25.45	17.31	20.31	40.00	42.31	37.50
Grade 5	2482.	2431.	2440.	17.91	18.18	9.80	20.90	18.18	19.61	29.85	7.27	17.65	31.34	56.36	52.94
Grade 6	2517.	2490.	2497.	13.64	12.86	13.79	39.39	27.14	27.59	19.70	27.14	24.14	27.27	32.86	34.48
All Grades	N/A	N/A	N/A	15.68	14.64	15.77	24.15	20.92	24.07	26.69	20.50	21.16	33.47	43.93	39.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.33	11.29	16.18	62.50	56.45	61.76	29.17	32.26	22.06
Grade 4	16.36	13.46	18.75	58.18	57.69	64.06	25.45	28.85	17.19
Grade 5	10.45	14.55	9.80	68.66	47.27	60.78	20.90	38.18	29.41
Grade 6	12.12	14.29	18.97	56.06	60.00	43.10	31.82	25.71	37.93
All Grades	11.86	13.39	16.18	61.44	55.65	57.68	26.69	30.96	26.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.42	9.68	10.29	54.17	46.77	51.47	35.42	43.55	38.24
Grade 4	12.73	7.69	9.38	47.27	46.15	51.56	40.00	46.15	39.06
Grade 5	14.93	9.09	9.80	53.73	38.18	43.14	31.34	52.73	47.06
Grade 6	12.12	11.43	6.90	65.15	48.57	51.72	22.73	40.00	41.38
All Grades	12.71	9.62	9.13	55.51	45.19	49.79	31.78	45.19	41.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.17	6.45	7.35	79.17	75.81	77.94	16.67	17.74	14.71
Grade 4	7.27	11.54	7.81	69.09	69.23	71.88	23.64	19.23	20.31
Grade 5	7.46	5.45	7.84	71.64	67.27	64.71	20.90	27.27	27.45
Grade 6	10.61	10.00	10.34	75.76	67.14	74.14	13.64	22.86	15.52
All Grades	7.63	8.37	8.30	73.73	69.87	72.61	18.64	21.76	19.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.33	11.29	17.65	64.58	59.68	61.76	27.08	29.03	20.59
Grade 4	14.55	17.31	10.94	63.64	63.46	64.06	21.82	19.23	25.00
Grade 5	8.96	14.55	5.88	77.61	54.55	60.78	13.43	30.91	33.33
Grade 6	19.70	14.29	15.52	68.18	65.71	63.79	12.12	20.00	20.69
All Grades	13.14	14.23	12.86	69.07	61.09	62.66	17.80	24.69	24.48

Conclusions based on this data:

1. The percentage of students exceeding grade-level standards increased by 1 percentage point from the 2023–2024 school year to the 2024–2025 school year.
2. The overall percentage of students meeting grade-level standards increased by 3% from the 2023–2024 to the 2024–2025 school year.

3. The percentage of students who nearly met standards remained unchanged between the 2023–2024 and 2024–2025 school years.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48	65	68	48	64	68	48	64	68	100.0	98.5	100
Grade 4	55	53	64	55	53	64	55	53	64	100.0	100	100
Grade 5	67	57	57	67	56	57	67	56	57	100.0	98.2	100
Grade 6	68	70	60	66	70	60	66	70	60	97.1	100	100
All Grades	238	245	249	236	243	249	236	243	249	99.2	99.2	100

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2410.	2406.	2416.	12.50	15.63	20.59	25.00	26.56	19.12	33.33	18.75	25.00	29.17	39.06	35.29
Grade 4	2468.	2434.	2467.	25.45	9.43	14.06	20.00	28.30	34.38	25.45	20.75	25.00	29.09	41.51	26.56
Grade 5	2500.	2457.	2452.	16.42	21.43	10.53	22.39	16.07	15.79	26.87	12.50	21.05	34.33	50.00	52.63
Grade 6	2506.	2498.	2492.	18.18	14.29	20.00	13.64	20.00	20.00	36.36	28.57	16.67	31.82	37.14	43.33
Grade 11															
All Grades	N/A	N/A	N/A	18.22	15.23	16.47	19.92	22.63	22.49	30.51	20.58	22.09	31.36	41.56	38.96

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.58	20.31	29.41	50.00	45.31	41.18	35.42	34.38	29.41
Grade 4	27.27	9.43	25.00	43.64	45.28	46.88	29.09	45.28	28.13
Grade 5	22.39	21.43	19.30	47.76	32.14	28.07	29.85	46.43	52.63
Grade 6	18.18	12.86	18.33	39.39	51.43	33.33	42.42	35.71	48.33
Grade 11									
All Grades	20.76	16.05	23.29	44.92	44.03	37.75	34.32	39.92	38.96

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.75	17.19	16.18	47.92	43.75	54.41	33.33	39.06	29.41
Grade 4	18.18	11.32	12.50	50.91	47.17	54.69	30.91	41.51	32.81
Grade 5	14.93	12.50	5.26	59.70	48.21	49.12	25.37	39.29	45.61
Grade 6	12.12	8.57	13.33	63.64	51.43	41.67	24.24	40.00	45.00
All Grades	15.68	12.35	12.05	56.36	47.74	50.20	27.97	39.92	37.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.67	17.19	13.24	66.67	51.56	60.29	16.67	31.25	26.47
Grade 4	25.45	11.32	17.19	47.27	54.72	64.06	27.27	33.96	18.75
Grade 5	8.96	8.93	12.28	68.66	48.21	42.11	22.39	42.86	45.61
Grade 6	16.67	11.43	15.00	54.55	65.71	58.33	28.79	22.86	26.67
All Grades	16.53	12.35	14.46	59.32	55.56	56.63	24.15	32.10	28.92

Conclusions based on this data:

1. From the 2023–2024 school year to the 2024–2025 school year, the percentage of students meeting or exceeding grade-level standards increased by 1 percentage point.
2. The overall percentage of students meeting grade-level standards did not change between the 2023–2024 and 2024–2025 school years.
3. The percentage of students who “nearly met standards” increased by 1 percentage point from the 2023–2024 school year to the 2024–2025 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) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1423.4	1436.2	1428.1	1428.5	1441.8	1432.0	1411.3	1423.0	1418.8	24	16	20
1	1459.9	1430.2	1460.9	1450.3	1436.2	1472.1	1469.0	1423.8	1449.5	29	30	13
2	1487.8	1471.8	1469.7	1483.1	1474.4	1469.3	1491.8	1468.6	1469.5	24	32	23
3	1488.1	1453.7	1486.2	1490.7	1452.7	1489.1	1484.9	1454.0	1482.9	19	29	22
4	1506.2	1498.7	1507.0	1501.1	1516.1	1499.3	1511.0	1480.8	1514.3	22	22	20
5	1527.0	1502.7	1481.9	1520.5	1493.1	1469.4	1532.9	1511.7	1493.9	22	22	23
6	1535.8	1535.1	1523.5	1532.1	1540.8	1522.6	1539.1	1529.1	1523.8	20	17	22
All Grades										160	168	143

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.33	18.75	20.00	50.00	43.75	30.00	20.83	31.25	30.00	20.83	6.25	20.00	24	16	20
1	10.34	3.33	30.77	34.48	26.67	23.08	48.28	40.00	30.77	6.90	30.00	15.38	29	30	13
2	8.33	18.75	17.39	62.50	40.63	30.43	20.83	31.25	26.09	8.33	9.38	26.09	24	32	23
3	5.26	6.90	4.55	52.63	44.83	59.09	26.32	13.79	22.73	15.79	34.48	13.64	19	29	22
4	22.73	31.82	25.00	50.00	27.27	40.00	13.64	18.18	15.00	13.64	22.73	20.00	22	22	20
5	40.91	22.73	17.39	18.18	27.27	13.04	31.82	27.27	30.43	9.09	22.73	39.13	22	22	23
6	30.00	29.41	27.27	50.00	47.06	22.73	10.00	11.76	27.27	10.00	11.76	22.73	20	17	22
All Grades	17.50	17.26	19.58	45.00	36.31	31.47	25.63	25.60	25.87	11.88	20.83	23.08	160	168	143

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	37.50	15.00	41.67	31.25	35.00	29.17	25.00	35.00	16.67	6.25	15.00	24	16	20
1	3.45	16.67	30.77	44.83	30.00	38.46	44.83	33.33	23.08	6.90	20.00	7.69	29	30	13
2	16.67	28.13	26.09	54.17	43.75	34.78	20.83	21.88	21.74	8.33	6.25	17.39	24	32	23
3	21.05	17.24	27.27	47.37	48.28	50.00	26.32	6.90	13.64	5.26	27.59	9.09	19	29	22
4	59.09	50.00	50.00	22.73	22.73	25.00	4.55	9.09	5.00	13.64	18.18	20.00	22	22	20
5	40.91	40.91	26.09	36.36	22.73	26.09	13.64	18.18	17.39	9.09	18.18	30.43	22	22	23
6	55.00	41.18	36.36	30.00	41.18	31.82	0.00	5.88	9.09	15.00	11.76	22.73	20	17	22
All Grades	28.13	30.95	30.07	40.00	35.12	34.27	21.25	17.86	17.48	10.63	16.07	18.18	160	168	143

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		18.75	15.00		31.25	30.00		50.00	40.00		0.00	15.00		16	20
1		0.00	23.08		26.67	15.38		36.67	38.46		36.67	23.08		30	13
2		9.38	8.70		46.88	30.43		31.25	26.09		12.50	34.78		32	23
3		3.45	0.00		31.03	22.73		27.59	59.09		37.93	18.18		29	22
4		9.09	5.00		13.64	45.00		40.91	20.00		36.36	30.00		22	20
5		13.64	8.70		13.64	8.70		40.91	34.78		31.82	47.83		22	23
6	20.00	11.76	18.18	35.00	17.65	18.18	35.00	47.06	27.27	10.00	23.53	36.36	20	17	22
All Grades	13.75	8.33	10.49	31.25	27.38	24.48	36.25	37.50	34.97	18.75	26.79	30.07	160	168	143

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.83	25.00	20.00	70.83	68.75	70.00	8.33	6.25	10.00	24	16	20
1	34.48	30.00	46.15	62.07	56.67	53.85	3.45	13.33	0.00	29	30	13
2	33.33	34.38	30.43	62.50	53.13	56.52	4.17	12.50	13.04	24	32	23
3	10.53	20.69	18.18	78.95	48.28	63.64	10.53	31.03	18.18	19	29	22
4	50.00	50.00	25.00	40.91	31.82	55.00	9.09	18.18	20.00	22	22	20
5	27.27	27.27	4.35	59.09	45.45	52.17	13.64	27.27	43.48	22	22	23
6	40.00	23.53	22.73	50.00	58.82	45.45	10.00	17.65	31.82	20	17	22
All Grades	31.25	30.36	22.38	60.63	51.19	56.64	8.13	18.45	20.98	160	168	143

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.17	37.50	20.00	75.00	43.75	55.00	20.83	18.75	25.00	24	16	20
1	3.45	10.00	15.38	79.31	60.00	69.23	17.24	30.00	15.38	29	30	13
2	29.17	25.00	21.74	62.50	65.63	47.83	8.33	9.38	30.43	24	32	23
3	42.11	24.14	59.09	52.63	48.28	27.27	5.26	27.59	13.64	19	29	22
4	54.55	59.09	45.00	31.82	22.73	35.00	13.64	18.18	20.00	22	22	20
5	72.73	45.45	47.83	22.73	40.91	13.04	4.55	13.64	39.13	22	22	23
6	60.00	82.35	59.09	25.00	5.88	22.73	15.00	11.76	18.18	20	17	22
All Grades	35.63	36.31	39.86	51.88	44.64	36.36	12.50	19.05	23.78	160	168	143

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.33	18.75	10.00	75.00	75.00	80.00	16.67	6.25	10.00	24	16	20
1	17.24	10.00	30.77	51.72	43.33	46.15	31.03	46.67	23.08	29	30	13
2	16.67	3.13	8.70	54.17	78.13	52.17	29.17	18.75	39.13	24	32	23
3	5.26	0.00	0.00	57.89	51.72	68.18	36.84	48.28	31.82	19	29	22
4	22.73	9.09	10.00	50.00	50.00	55.00	27.27	40.91	35.00	22	22	20
5	22.73	18.18	13.04	45.45	36.36	26.09	31.82	45.45	60.87	22	22	23
6	15.00	11.76	4.55	50.00	47.06	31.82	35.00	41.18	63.64	20	17	22
All Grades	15.63	8.93	9.79	55.00	54.76	51.05	29.38	36.31	39.16	160	168	143

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	34.78	43.75	45.00	47.83	50.00	25.00	17.39	6.25	30.00	23	16	20
1	17.24	0.00	7.69	65.52	70.00	61.54	17.24	30.00	30.77	29	30	13
2	37.50	21.88	21.74	50.00	71.88	47.83	12.50	6.25	30.43	24	32	23
3	10.53	3.45	0.00	73.68	68.97	81.82	15.79	27.59	18.18	19	29	22
4	18.18	13.64	10.00	63.64	59.09	65.00	18.18	27.27	25.00	22	22	20
5	22.73	13.64	4.35	68.18	63.64	47.83	9.09	22.73	47.83	22	22	23
6	45.00	23.53	18.18	45.00	64.71	54.55	10.00	11.76	27.27	20	17	22
All Grades	26.42	14.88	15.38	59.12	65.48	54.55	14.47	19.64	30.07	159	168	143

Conclusions based on this data:

1. Overall language scores declined slightly in 2024–2025, with 51% of students scoring at Levels 3 and 4, compared to 54% in 2023–2024.

2. Overall language scores show that 49% of students scored at Levels 1 and 2 in 2024–2025, up from 46% in 2023–2024. This increase indicates a growing need for targeted language support and instructional strategies to help students develop proficiency and achieve improved academic outcomes.

3. Consistent with the 2023–2024 and 2024–2025 school years, written language and reading will remain key instructional priorities for our English Learner students in the upcoming school year.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
445	**54.4%**	**34.4%**	**0.0%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	153	34.4%
Foster Youth	0	0.0%
Homeless	12	2.7%
Socioeconomically Disadvantaged	242	54.4%
Students with Disabilities	35	7.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.1%
American Indian	1	0.2%
Asian	153	34.4%
Filipino	21	4.7%
Hispanic	225	50.6%
Two or More Races	22	4.9%
Pacific Islander	1	0.2%
White	15	3.4%

Conclusions based on this data:

1. Approximately 54% of our student population is identified as socioeconomically disadvantaged, an increase of 14 percentage compared with the previous year.

2. English Learners comprise 34% of our student body, making them the second-largest demographic group and a vital part of our school community.

3. At 51%, Hispanic students are the largest racial/ethnic group, whereas American Indian and Pacific Islander students are the smallest, each comprising just 0.2% of the student population.

School and Student Performance Data

Overall Performance

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. During the 2024–2025 school year, suspension rates moved from green to orange on the dashboard following a 0.9% increase in the suspension rate.
2. During the 2024–2025 school year, student achievement showed measurable gains, with mathematics scores increasing by 6 points and English Language Arts scores rising by approximately 10 points.

3. A 3.4% decline in chronic absenteeism during the 2024–2025 school year indicates progress compared to the previous year, although 12.9% of students are still classified as chronically absent.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
35.4 points below standard	39.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 9.9 points	Maintained -0.1 points	7 Students
235 Students	108 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	54.5 points below standard
	7 Students	Increased 5 points
		140 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
108.3 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0.7 points	2 Students	1 Student
33 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
4.3 points above standard	2.7 points above standard	81.1 points below standard
Increased 15.1 points	Maintained 1.8 points	Increased 10.1 points
94 Students	16 Students	104 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
9 Students		9 Students

Conclusions based on this data:

1. Overall, students scored an average of 35.4 points below the standard, representing an increase of 9.9 points.
2. Hispanic students scored an average of 81.1 points below the standard, reflecting a 10.1-point improvement.
3. Socioeconomically disadvantaged students are currently performing 54.5 points below the standard, though their scores have improved by 5 points. English Learners are performing 39.4 points below the standard, and their performance level has remained steady with no change in percentage.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
39.1 points below standard	38.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 6 points	Maintained -2.9 points	7 Students
241 Students	114 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	58.2 points below standard
	9 Students	Increased 4 points
		143 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
105.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 13.7 points	2 Students	1 Student
33 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
4.5 points above standard	15.8 points below standard	83.3 points below standard
Increased 10.1 points	Declined 27.4 points	Increased 10.5 points
97 Students	16 Students	106 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
9 Students		9 Students

Conclusions based on this data:

1. Overall, students scored 39.1 points below the standard, an increase of 6 points.
2. Asian students scored, on average, 4.5 points above the standard and improved by 10.1 points, while Hispanic students scored 83.3 points below the standard but showed a 10.5-point increase.
3. Socioeconomically Disadvantaged students scored an average of 58.2 points below standard, with a 4 point increase, while English Learners scored 38.7 points below standard, with a 2.9 point decline.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
45.9 science points	44.3 science points	0 Students
Maintained 0.5 points	Declined 6 points	
54 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	46.6 science points
	2 Students	Increased 4.3 points
		34 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 49 science points Declined 4.1 points 22 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 42.9 science points Increased 12.2 points 23 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. As of 2025, Holly Oak's overall student performance is in the yellow performance level on the California School Dashboard.
2. Hispanic students showed a 12.2 point increase compared to the previous year.
3. Socioeconomically disadvantaged students achieved a green rating, reflecting a 4.3-point improvement from the previous year.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Yellow	No Performance Color
46.8 making progress.	making progress.
Number Students: 111 Students	Number Students: 7 Students

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.

2025 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**
18.9%	34.2%	2.7%	44.1%

Conclusions based on this data:

1. The school is in the Yellow category on the California Dashboard, with 46.8% of students demonstrating academic progress.
2. 34% of students maintained their ELPI levels (1, 2L, 2H, 3L, or 3H), while 2.7% of students maintained ELPI Level 4.”
3. In 2025, 19% of students dropped by one ELPI level, the same proportion as in 2024.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Yellow	No Performance Color
12.9% Chronically Absent	11% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 3.4	Declined 5.5	7 Students
465 Students	164 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
0 Students	20% Chronically Absent	17.7% Chronically Absent
	Declined 21.9	Declined 5.7
	20 Students	266 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
14.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 5.4	5 Students	1 Student
48 Students		

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
6.1% Chronically Absent	4.2% Chronically Absent	18.3% Chronically Absent
Increased 1.7	Increased 4.2	Declined 6.8
163 Students	24 Students	230 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
20% Chronically Absent	Fewer than 11 students - No Data for Privacy	12.5% Chronically Absent
Declined 1.4	1 Student	Increased 0.7
25 Students		16 Students

Conclusions based on this data:

1. Overall, 12.9% of students were chronically absent, reflecting a 3.4 percentage point decline.
2. Chronic absenteeism affected 18.3% of Hispanic students, a decrease of 6.8 percentage points. Among socioeconomically disadvantaged students, the rate was 17.7%, reflecting a decline of 5.7 percentage points.
3. Homeless students recorded the highest chronic absenteeism rate at 20%, a decrease of 21.9 percentage points from the previous period.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
1.7% suspended at least one day	1.2% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.9%	Increased 0.7%	7 Students
481 Students	167 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	0% suspended at least one day	2.9% suspended at least one day
	Declined 6.5%	Increased 1.9%
	20 Students	275 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
3.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0.1%	5 Students	1 Student
53 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
0.6% suspended at least one day	0% suspended at least one day	2.9% suspended at least one day
Maintained 0%	Maintained 0%	Increased 1.8%
167 Students	24 Students	239 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	1 Student	Maintained 0%
28 Students		16 Students

Conclusions based on this data:

1. In Fall 2025, Holly Oak's suspension rate rose to 1.7%, up 0.9% from the year before.
2. Suspensions among homeless students have declined by 6.5 percentage points, reaching 0%."
3. Students with disabilities currently have a suspension rate of 3.8% for at least one day.

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 is committed to creating the optimal learning environment to meet the diverse needs of all students and deliver 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 to and excellence in education through the assignment of qualified staff and the 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.

Holly Oak Elementary School is committed to fostering a positive and supportive school environment. Its orange rating on the California School Dashboard for suspension rates indicates a need for improvement in school conditions and climate. This suggests the importance of continuing to strengthen behavioral supports, reinforce positive student expectations, and implement proactive strategies that promote a safe and supportive learning environment for all students.

In academics, students in grades 3–6 participate in the California Assessment of Student Performance and Progress (CAASPP) for Mathematics and English Language Arts (ELA). According to the 2024–2025 California School Dashboard, Holly Oak received an orange rating in both subjects, indicating a need for continued academic growth. Overall, 39% of students met or exceeded standards in Mathematics, and 40% in ELA. Achievement gaps persist among English Learners, Hispanic students, and Socioeconomically Disadvantaged students, highlighting the need for targeted instructional support and intervention strategies for these student groups.

Progress in English language development is measured annually through the English Language Proficiency Assessments for California (ELPAC). At Holly Oak, 47% of English Learners are making progress toward English language proficiency, resulting in an orange rating on the Dashboard. Additionally, 44% of English Learners advanced at least one proficiency level on the English Learner Progress Indicator (ELPI). These data indicate a need to strengthen instructional practices and provide additional supports to accelerate language development for English Learners.

In Science, all fifth-grade students participate in the California Science Test (CAST). At Holly Oak, 19% of students met or exceeded standards, with achievement gaps evident among English Learners and Hispanic students. These outcomes underscore the importance of strengthening science instruction and expanding access to inquiry-based learning opportunities, particularly for historically underserved student groups.

At the local level, Holly Oak uses the i-Ready Diagnostic assessment to monitor student progress in grades K–6. As of March 2026, 46% of students were performing at the "Early On Grade Level" or "Mid or Above Grade Level" benchmarks in Reading, while 38% met comparable benchmarks in Mathematics. Assessment data also identified a critical need for targeted interventions and supports for students receiving Special Education services, English Learners, and Hispanic students.

Overall, while Holly Oak Elementary demonstrates strengths in several areas, academic and climate data reveal persistent achievement and equity gaps, particularly among English Learners, Hispanic students, and students from low-income backgrounds. Implementing focused instructional strategies, increasing intervention supports, strengthening positive behavior systems, and maintaining ongoing progress monitoring will be essential to ensuring equitable outcomes for all students.

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	Holly Oak Elementary School is in the orange rating on the California School Dashboard for its overall suspension rate. 1.7% of students were suspended for at least 1 day, indicating a need to improve the positive and supportive school climate However, disparities exist among specific student groups. 1.2% of English learners were suspended. Hispanic students had a suspension rate of 2.9%, resulting in an orange rating, while students with disabilities had a significantly higher rate of 3.8%, also rated orange. The group with the smaller increase was students with disabilities (0.1%), while socioeconomically disadvantaged students had an increase of 1.9%.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.
CAASPP ELA	On the California School Dashboard, students in specific subgroups demonstrated significantly lower proficiency rates than the overall student population, resulting in an orange performance level. Notably, Hispanic students scored 81.2 points below the standard in academic achievement, up 10.1 points from the previous year.	Students will demonstrate academic growth by improving at least one performance level on the California School Dashboard, moving from yellow to green.
CAASPP Math	Hispanic students scored 83.3 points below the standard in academic achievement, reflecting an improvement of 10.5 points from the previous year.	Students will demonstrate academic growth by improving at least one performance level on the California School Dashboard, moving from yellow to green.
CAST	32.43% of Hispanic students did not meet proficiency standards, underscoring a persistent achievement gap, however compared to the previous year, 30.43% of the student move up from the note met proficiency.	At least 50% of students will meet standards.
ELPAC and/or CA Dashboard English Learner Progress	The 2025 California Dashboard identified Holly Oak in orange for EL progress. 47% of students are showing progress.	Students will demonstrate academic growth by improving at least one performance level on the California School Dashboard, moving from orange to yellow.
iReady T3 Diagnostic	At Holly Oak Elementary School, students in specific subgroups perform below the overall student population in key academic areas. Based on the most recent i-Ready Diagnostic results, only 28% of students receiving Special Education services are performing at "Early On" or	There will be increase of at least 10% growth among our students in special education.

	"Mid/Above" grade level in reading. This indicates that 72% of Special Education students are below grade-level expectations. 30% of students receiving Special Education services are performing at "Early On" or "Mid/Above" grade level in math. This indicates that 70% of Special Education students are below grade-level expectations	
iReady T3 Diagnostic	Hispanic students at Holly Oak Elementary School perform academically lower than the overall student population. According to the most recent i-Ready Diagnostic results, 32% of Hispanic students perform at the "Early On" or "Mid/Above" grade level in reading, meaning 68% are below grade level. 25% of Hispanic students perform at the "Early On" or "Mid/Above" grade level in math, meaning 75% are below grade level.	There will be increase of at least 10% growth among our Hispanic students.

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 delivered through multiple formats, including staff meetings, Site Thursdays, District Site Thursdays, collaborative planning sessions, instructional coaching, classroom observations, and on-site support from consultants. Focus areas will include, but are not limited to, essential standards, instructional strategies for English Learners, implementation of the Profile of a Learner, reading and phonics instruction, mathematics standards and practices, social-emotional learning, and de-escalation techniques.	All students	3000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated for overtime compensation for certificated staff to work extended hours in support of school functions, attend professional development sessions, and participate in meetings outside of regular school hours, ensuring they can contribute to school activities and continue their professional growth 6,424.46 Supplemental Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated for substitute coverage to allow teachers to attend professional development and conferences, receive coaching and training, engage in SEAL support, utilize i-Ready, support school programs, collaborate with colleagues, ensure safety,

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			attend meetings, and fulfill other job-related responsibilities without disrupting student learning. 2,786 General Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated for substitute coverage to allow teachers to attend professional development and conferences, receive coaching and training, engage in SEAL support, utilize i-Ready, support school programs, collaborate with colleagues, ensure safety, attend meetings, and fulfill other job-related responsibilities without disrupting student learning. 1,000 General Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated for substitute coverage to allow teachers to attend meetings, conferences, and other professional development opportunities during the school day, ensuring their continued growth and participation without disrupting student learning.
1.2	Strategy 1.2 Intervention and Instructional Support Students identified as performing below grade level on i-Ready Reading, Math, or other assessments will receive targeted interventions and support in reading, mathematics, or science to address learning gaps and improve academic achievement. Students who are new to the school system and will be starting kindergarten in August of 2026.	EL students. Students below grade level. Students with behavior that impedes learning. Students who have not attended school prior to starting kindergarten.	1000 Title III 2000-2999: Classified Personnel Salaries Funds will be allocated for overtime compensation for classified staff to provide additional support for English Learner (EL) students, ensuring that their academic needs are met and that they receive focused assistance. 4,000 Title III 1000-1999: Certificated Personnel Salaries Funds will be allocated for overtime compensation for certificated staff to provide additional support for English

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Learner (EL) students, ensuring they receive targeted instruction and assistance outside of regular school hours to enhance their learning experience. 2,000 Supplemental Fund 2000-2999: Classified Personnel Salaries Funds will be allocated for overtime compensation for classified staff to support all students by working extended hours to provide essential services and engage in professional development, ensuring that students' needs are met and staff are continually improving their skills. 6,000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated for overtime compensation for certificated staff to work extended hours, providing essential services to students and ensuring their academic needs are met outside of regular school hours. 1,930 Title III 4000-4999: Books And Supplies Funds will be allocated for materials and supplies tailored to support English Learner (EL) students, including instructional resources, bilingual texts, language development tools, and classroom supplies, all aimed at enhancing their learning and academic progress. 1,000 Supplemental Fund 4000-4999: Books And Supplies Funds will be allocated for materials and supplies to support intervention and

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			instructional services for all students, including resources for targeted academic support, learning tools, and classroom supplies, all designed to address individual needs and enhance student achievement. 53,478 Title I 1000-1999: Certificated Personnel Salaries These funds are used to pay for a portion of the Response to Intervention teacher serving students in grades 1 and 2 who are below grade level in reading. 1,800 Title I 1000-1999: Certificated Personnel Salaries Funds will be allocated to provide students new to the school system with a kindergarten experience before the beginning of the school year. 700 Title I 2000-2999: Classified Personnel Salaries Funds will be allocated to provide students new to the school system with a kindergarten experience before the beginning of the school year.
1.3	Strategy 1.3 Digital Content Students will have access to digital resources that support learning across core content areas, including, but not limited to, Language Arts, Mathematics, Science, and Social Studies.	All Students	5000 Supplemental Fund 4000-4999: Books And Supplies Funds will be allocated for materials and subscriptions to support students, including educational resources, digital platforms, and learning tools that enhance academic achievement and meet diverse learning needs.
1.4	Strategy 1.4 Facility Maintenance Materials and services will be provided to ensure that the building and grounds are maintained in a safe, clean, and welcoming condition for all students, staff, and visitors.	All students	500 Supplemental Fund 2000-2999: Classified Personnel Salaries Funds will be allocated for overtime compensation for

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			classified employees to ensure safety and maintain a welcoming campus environment. This will allow for extended hours to support student well-being and school operations. Funds will be allocated by the district office for custodial supplies and other materials necessary for facility maintenance, including cleaning products, tools, and equipment to ensure the school environment remains safe, clean, and well-maintained for students, staff, and visitors.
1.5	Strategy 1.5 Classroom, RSP, SEAL, RTI, and Other Specialists Allocation As delivered by school staff, materials, supplies, and services will be provided to support students in their learning and development.	All students	8,000 Supplemental Fund 4000-4999: Books And Supplies Funds will be allocated for materials and supplies to support all students, including educational resources, learning tools, and classroom supplies to enhance their academic success and meet diverse needs across all grade levels and subjects.
1.6	Strategy 1.6 Science School for 5th Grade Teachers attending the science camp will be compensated for their overnight stay, and school funds will cover related expenses, including substitute coverage for students not attending the science camp. Additionally, school funds will be used to cover any differences between the cost of the science camp and the donations received by the school.	5th grade	900.00 General Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated to cover substitute costs while 5th grade teachers attend Science School, ensuring that student learning continues smoothly in their absence. 2,100 General Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated to compensate teachers for extended hours as they stay overnight at Science Camp, ensuring they are fairly reimbursed for their additional time and responsibilities during the event.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.8			
1.10			

Annual Review

SPSA Year Reviewed: 2025-26

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.

Action 1.1 - Professional Development demonstrated strong effectiveness, as evidenced by measurable improvements in key student outcomes. Notably, the Chronic Absenteeism rate decreased from a baseline of 16.3% to 12.9%, indicating improved student attendance and engagement. The chronic abstinence has been reduced for the past several years. Furthermore, the California School Dashboard indicates that Holly Oak Elementary is in the orange for suspension rates, confirming the need to place greater emphasis on Social Emotional Learning (SEL) and de-escalation strategies to positively influence student behavior and promote a more supportive school environment.

Action 1.2 - Intervention and Instructional Support demonstrated strong effectiveness, as evidenced by measurable improvements in student outcomes. During the 2025-2026 school year, there was no ELD Homework Club, but teachers' interventions focused on our ELD students. Additionally, iReady T3 Reading Diagnostic data shows 69% growth among English Learners (ELs), compared with 84% among non-English learners. This information indicates that further support is needed for ELD students.

Action 1.3 - Digital Content
To support student achievement, Holly Oak invested in several digital content licenses during the 2025–2026 school year, demonstrating strong effectiveness as evidenced by measurable improvements in student outcomes. Renaissance Accelerated Reader (AR) was purchased to assess students' reading comprehension in grades 1-6, so that students can complete a comprehension quiz before returning books to the library. AR quizzes indicate a foundational level of reading comprehension and highlight areas for continued growth and support. Due to inconsistent use of Renaissance AR and budget reductions, the subscription may not be renewed for 2026-2027. IXL and other digital subscriptions were purchased to support student achievement, faculty professional development, and student success in CAASPP. After using IXL, it will be determined whether to renew. RAZ Kids, what was paid in March, but no license activation yet. The issue has been reported to the Technology TOSA and the purchasing department.

Action 1.4 - Facility Maintenance
According to the annual Safety Survey conducted in the fall of 2025, 88% of the community agreed that Holly Oak's facilities and grounds were well maintained. Providing a safe and clean environment remains a top priority for Holly Oak, ensuring the well-being of students, staff, and the wider school community. This valuable data demonstrated strong effectiveness, as evidenced by measurable improvements in student outcomes.

Action 1.5 - Classroom, RSP, SEAL, RTI, and Other Specialists Allocation
Providing instructional material demonstrated strong effectiveness, as evidenced by measurable improvements in student engagement outcomes, engaging SEAL units, SPED, RTI, and classroom instruction. It is essential to continue providing the necessary materials to teachers, instructional coaches, SPED personnel, counselors, and all support staff, ensuring that our students have access to the education and services they need throughout their daily school day. The Response to Intervention (RTI) coach provides direct services to students in grades 1 and 2. In contrast, the SEAL coach delivers professional development (PD) to staff, models lessons in classrooms, conducts parent workshops, and develops the SEAL curriculum, among other responsibilities. Effective 2026-2027, the SEAL coach position has been eliminated.

Action 1.6 - Science School for 5th Grade was new in 2025-2026 to comply with ETA Contract Article 7.5. Site funds were used to cover this expense and to provide substitutes for students who do not attend science camp.

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

Successful Implementation of Action 1.1 – Professional Development
There were no significant differences between the intended implementation and budgeted expenditures.

Successful Implementation of Action 1.2 – Intervention and Instructional Support
Implementation of these strategies was closely aligned with planned actions and budgeted expenditures, with no significant deviations noted.

Successful Implementation of Action 1.3 – Digital Content
There were no significant discrepancies between intended implementation and budgeted expenditures. However, Raz-Kids was paid for in March 2026, and as of May 17, 2026, the license has not yet been activated. This issue has been reported to the Technology TOSA and the Purchasing Department for resolution.

Successful Implementation of Action 1.4 – Facility Maintenance
There were no significant discrepancies between intended implementation and budgeted expenditures.

Successful Implementation of Action 1.5 – Classroom, RSP, SEAL, RTI, and Other Specialist Allocations
There were no significant discrepancies between intended implementation and budgeted expenditures.

Successful Implementation of Action 1.6 – Science School for 5th Grade
There were no significant differences between intended implementation and budgeted expenditures.

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

1.2 – Intervention and Instructional Support
During the 2026–2027 school year, the majority of the Title I allocation will be used to partially fund the RTI Teacher position. In previous years, this position was funded through district funds.

1.4 – Facility Maintenance
During the 2026–2027 school year, the district office will provide all custodial supplies for Holly Oak.

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.

Engagement
Holly Oak Elementary School is committed to providing programs that foster positive engagement among students and their families.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District is committed to increasing student, parent, and community engagement by supporting programs that strengthen the connection between school and home, fostering 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 Absenteeism Rate as a key indicator of student engagement. For the 2025 school year, Holly Oak Elementary School received a Yellow rating, with 12.9% of students identified as chronically absent. This reflects a 3.4% improvement from the previous year, indicating that attendance rates improved overall; however, the school did not improve enough to move out of the Yellow performance level.

Student group performance in Chronic Absenteeism was as follows:

* Socioeconomically Disadvantaged Students: Yellow
* Students with Disabilities: Yellow
* English Learners: Yellow
* Hispanic Students: Yellow

These data highlight the continued need for targeted attendance interventions, particularly for English Learners and Hispanic students, to further reduce chronic absenteeism and improve overall student engagement.

The California School Dashboard Suspension Rate is also used as an indicator of student engagement. In 2025, Holly Oak Elementary received an Orange rating. The dashboard identified increases in suspension rates among the following student groups:

* Socioeconomically Disadvantaged Students: 1.9% increase (Orange)
* Hispanic Students: 1.8% increase (Orange)
* Students with Disabilities: Maintained at 0.1% (Orange)

These subgroup trends suggest a continued need to strengthen equitable behavior supports and culturally responsive interventions, particularly for Hispanic students and students with disabilities.

According to the PowerSchool Incident Management Report (August 2025–April 2026), Holly Oak Elementary recorded 356 office referrals. In 94% of cases, Other Means of Correction (OMC) were utilized, reflecting the school's emphasis on restorative practices and alternatives to suspension. However, the data continue to show a disproportionate impact on Hispanic students, reinforcing the need for culturally responsive behavior interventions and proactive student supports.

In Fall 2025, the Evergreen School District administered the EESD Safety Survey to staff, community members, and students in grades 3–6. Survey results indicated that 84% of staff members (an 11% decline from the previous year), 69% of students (a 5% decline), and 76% of community members (a 14% improvement) reported being familiar or very familiar with school-wide rules and expectations. While community awareness increased compared to Fall 2024, the decline among staff and students indicates a need to strengthen communication, consistency, and reinforcement of school-wide expectations across all school sites.

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	The Overall Student Chronic Absentee Rate is orange, with 12.9% chronically absent. 17.7% of socioeconomically disadvantaged students were chronically absent, placing them in the yellow.	The overall rate of chronically absent students will decrease by 3%, with rates for identified groups decreasing by 3%.
CA Dashboard Conditions and Climate	The overall student suspension rate is orange, with 1.7% suspended for at least one day. Hispanic students' suspensions increased by 1.8%, putting them in orange, and 3.8% of students with disabilities were suspended, putting them in orange. The socioeconomically disadvantaged	The suspension rate will decrease, with rates for identified groups decreasing by 1%.

	students were 2.9%, up 1.9%, placing them in the orange.	
PowerSchool Incident Management	94% of all office referrals resulted in OMC from August 2025 to April 2026. Student groups that were referred disproportionately included: 53% of students referred to the office were Hispanic.	Student groups that were referred disproportionately will decrease in office referrals as follows: 43% Hispanic
EESD Safety Survey	In fall 2025, 84% of staff were familiar or very familiar with the school-wide rules. 69% of students are familiar or very familiar with the school-wide rules. 76% of the community is familiar or very familiar with the school-wide rules.	In fall 2026, 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. 90% of the 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 Holly Oak staff will continue implementing a strong and consistent Positive Behavioral Interventions and Supports (PBIS) system. Key activities include the regular recognition of positive student behavior, ongoing review of behavioral data, targeted support for students in Tier 2, and professional development for staff to strengthen strategies for supporting all students. This work may include, but is not limited to: positive asset-building lessons and activities, social-emotional learning (SEL) lessons, Tools for the Journey curriculum, a structured rewards system, and school-wide assemblies that reinforce expected behaviors and celebrate student success.	All students	2500 Supplemental Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated for overtime compensation to allow staff to attend meetings and/or provide additional support to students outside of regular school hours, ensuring their academic and social-emotional needs are met. 1,500 Supplemental Fund 2000-2999: Classified Personnel Salaries Funds will be allocated for overtime compensation for classified staff, including noon duty personnel, to attend meetings, participate in regular training sessions with the principal, and provide support to students beyond lunch hours, ensuring consistent supervision and student support throughout the school day. 1,000 General Fund 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Funds will be allocated for substitute coverage to allow certificated staff to attend meetings, participate in professional development, and collaborate in the planning and creation of professional development sessions, ensuring continuous growth and instructional improvement. 2,000 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Funds will be allocated for assemblies and/or family events designed to promote a positive school climate and support student achievement, social-emotional development, and overall well-being through engaging, inclusive, and educational experiences.
2.2	Strategy 2.2 Family Engagement Holly Oak Elementary School is committed to fostering meaningful collaboration with families and the broader community by providing various opportunities for caretaker engagement. These activities include, but are not limited to: Coffee with the Principal meetings, school community meetings, parent workshops, family nights, student ceremonies, Open House, Back-to-School Night, Gallery Walks, school beautification days, spirit days, community service opportunities, volunteer engagement, attendance workshops, and parent education sessions.	All students	1,000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated for overtime compensation for certificated employees who organize and work after hours at school events, ensuring they are fairly compensated for their time and contributions beyond the regular school day. 2,000 General Fund 4000-4999: Books And Supplies Funds will be allocated for treats, materials, and supplies needed for events, including refreshments, decorations, and any other items required to ensure the success and smooth operation of school activities and celebrations. 500 Supplemental Fund 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Funds will be allocated for translation services to ensure effective communication with parents during events and meetings, providing language support to facilitate participation and engagement for all families. 1,666 Title I 4000-4999: Books And Supplies Funds are allocated to implement parent engagement activities at Holly Oak in order to provide services, information, and opportunities for families to actively engage with the school community.
2.3	Strategy 2.3 Family Communication To support consistent and effective family communication, Holly Oak Elementary School utilizes a variety of online and printed resources. These may include, but are not limited to: PBIS handbooks, homework folders, Friday folders, homework planners, ParentSquare messaging, email lists, translation services, home visits, and informational materials for SST and 504 processes. These tools ensure families remain informed, engaged, and empowered to support their child's educational journey.	All students	500 Supplemental Fund 2000-2999: Classified Personnel Salaries Funds will be allocated for translation services to facilitate communication between home and school, ensuring that non-English-speaking families can fully engage with school activities, receive important information, and support their child's education. 1,500 General Fund 4000-4999: Books And Supplies Funds will be allocated for the cost of printing materials, purchasing planners, and acquiring other necessary supplies to support student organization, communication, and academic success throughout the school year.
2.4	Strategy 2.4 Enrichment Opportunities Holly Oak staff will provide students with regular leadership opportunities throughout the campus, including, but not limited to, student leadership roles, artistic expression, and participation in academic and social-emotional programs. In addition, students will have access to a variety of enrichment activities during and after school hours.	All students	5,752.54 Supplemental Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated for overtime compensation for certificated employees working at events and providing services to students in academics, leadership,

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	These may include clubs, arts and cultural events, talent and fashion shows, sports, STEAM programs, and staff-led clubs designed to support students' interests and skill development.		extracurricular activities, and social-emotional development, ensuring they are fairly compensated for their time and contributions outside regular school hours. 1392.09 General Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated for substitute coverage to allow certificated employees to attend professional development sessions and run events during the regular school day, ensuring that student learning continues uninterrupted while staff engage in growth and leadership opportunities. 1000 General Fund 2000-2999: Classified Personnel Salaries Funds will be allocated for overtime compensation for classified employees supporting events outside of their regular work hours, ensuring they are fairly compensated for their additional time and effort in assisting with school activities and events. 1,000 Supplemental Fund 4000-4999: Books And Supplies Funds will be allocated for supplies to support strategy 2.4, which may include, but are not limited to, the resources and materials necessary for the programs listed. 1,000 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Funds will be allocated to provide assemblies and/or parent workshops aimed at promoting student

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			engagement, supporting academic achievement, and fostering a positive school climate through collaboration with families and the community. 8261.25 General Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated to provide school enrichment activities for students, delivered by certified staff, enhancing student learning and engagement through targeted enrichment programs. SEAT Hours.
2.5	Strategy 2.5 Physical Education/Sports Equipment will be purchased to enhance physical education, support sports programs, and improve materials for the playground. Additionally, staff will have access to professional development opportunities to improve their delivery of effective physical education instruction and foster student engagement in physical activities.	All students	2,000 General Fund 4000-4999: Books And Supplies Funds will be allocated for materials and supplies to support physical education for students, including equipment for use during breaks and the necessary gear for physical education sessions and other school-led athletic clubs. This will ensure students have the resources to stay active and engaged.
2.6	Strategy 2.6 Supporting the School Environment Overtime will be provided to employees who are involuntarily reassigned to classrooms and those assisting with school functions—such as creating schedules and supporting activities beyond their regular responsibilities—when this work is completed outside their regular school hours, ensuring fair compensation for their additional time and effort.	All students	1,194.66 General Fund 1000-1999: Certificated Personnel Salaries Funds will be allocated to ensure compliance with the employment agreement, covering costs related to salaries, benefits, and other contractual obligations as outlined in the agreement.

Annual Review

SPSA Year Reviewed: 2025-26

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.

Action 2.1 – PBIS

PBIS demonstrated strong effectiveness, as evidenced by measurable improvements in key student outcomes. As a comprehensive framework, PBIS was successfully implemented both at school and within the home environment. According to the annual Safety Survey administered to students, staff, and the broader community, there was notable progress in increasing awareness of school expectations across all stakeholder groups. All planned strategies and activities were implemented with fidelity. While improvements were observed in most areas, continued efforts are needed to further strengthen attendance, family engagement, and overall school culture and climate. During the 2025–2026 school year, several key initiatives continued to be implemented successfully, contributing to a positive and supportive learning environment.

Action 2.2 – Family Engagement
Family engagement demonstrated strong effectiveness, with measurable improvements in student outcomes and increasing parent participation. Parents consistently attended school-sponsored events and actively contributed through initiatives such as the Los Dichos reading program and the newly launched Readers Theater, both of which promoted literacy development and cultural awareness. In addition, many families participated in events celebrating diversity through family-centered activities and student performances, further strengthening partnerships between families and the school community. Holly Oak welcomed parents and community members to a variety of student performances and events, including arts and athletic programs, as well as educational evenings focused on science, math, and literacy. Programs such as Coffee with the Principal, Family Picnic Days, Gallery Walks, and PTA-sponsored events provided meaningful opportunities to strengthen the partnership between home and school and foster a supportive, connected school culture.

Action 2.3 – Family Communication
Family communication demonstrated strong effectiveness, resulting in measurable improvements in student outcomes. Communication between home and school increased significantly, fostering stronger partnerships and ensuring students received consistent academic and social-emotional support. Ongoing efforts to maintain open and meaningful communication contributed to improved student success and strengthened relationships among students, families, and staff.

Action 2.4 – Enrichment Opportunities
Enrichment opportunities were highly effective, resulting in measurable gains in student outcomes. School staff and contracted service providers delivered engaging, high-quality programs that were well received by students and families. Student participation remained high, with many students taking part in auditions, tryouts, and activities across athletics, visual arts, and performing arts. During the 2025–2026 school year, students also participated in STEAM lessons provided by the RAFT organization, further enhancing hands-on learning experiences and student engagement.

Action 2.5 – Physical Education/Sports

The physical education and sports program demonstrated strong effectiveness, as reflected in improved student outcomes. Teachers, in collaboration with contracted service providers, offered students a well-rounded and consistent physical education experience that promoted physical wellness, teamwork, and healthy habits. Student participation in sports and physical activities remained strong throughout the school year, contributing positively to both student engagement and overall well-being.

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

Successful Implementation of Action 2.1 - PBIS
The PBIS Team continued to strengthen and refine the program to meet the evolving needs of students, staff, and the broader school community. During the 2025–2026 school year, several key initiatives continued to be successfully implemented.

Successful Implementation of Action 2.2 – Family Engagement
Parent attendance demonstrated strong effectiveness, resulting in measurable improvements in both student and family engagement. Attendance records reflect positive family participation, indicating deeper connections and involvement in school events and activities. The implementation of these strategies was consistent with the planned actions and aligned with budgeted expenditures, with no significant deviations noted.

Successful Implementation of Action 2.3 – Family Communication
Feedback from the school community indicates ongoing improvements in communication between the school and families. Families reported enhanced clarity, consistency, and accessibility of information, marking meaningful progress in strengthening home–school partnerships. These efforts were implemented by the planned actions and budgeted expenditures, with no significant deviations noted.

Successful Implementation of Action 2.4 – Enrichment Opportunities
This activity demonstrated strong effectiveness, as evidenced by increased student interest and participation, and by heightened parent engagement, as shown by their attendance at performances and enrichment events. Contracted services for dance classes and staff-led enrichment activities were implemented as planned. The execution of these strategies aligned with both the original action plan and budgeted expenditures, with no significant deviations noted.

Successful Implementation of Action 2.5 – Physical Education/Sports
This activity demonstrated strong effectiveness, as evidenced by increased student interest and participation. It was planned for physical education teachers to offer PD to Holly Oak teachers to strengthen their physical education. Due to a lack of interest, services were contracted, and a full-day jump rope assembly was held. The event provided staff and students with strategies to use jump ropes to enhance physical education.

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 3

Title and Description of School Goal

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

Student Outcomes
Holly Oak Elementary School is committed to ensuring that all students make measurable progress toward achieving grade-level proficiency in Mathematics, 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.

California School Dashboard (CAASPP Results)

The California School Dashboard evaluates student achievement and growth in English Language Arts (ELA), Mathematics, and Science using CAASPP assessments for grades 3–6.

Mathematics:
In 2025, Holly Oak Elementary earned a Yellow performance rating in Math, improving by 6 points compared with 2024.

English Language Arts (ELA):
The school also received a Yellow rating in ELA, with a 9.9-point increase from the previous year.

Science (CAST – Grade 5):
On the California Science Test (CAST), 19.3% of 5th-grade students met proficiency standards in 2025, representing a 6% decline from 2024.

Evergreen School District i-Ready Diagnostic Results (Grades K–6, March 2026 Overall T3 Diagnostic)

Reading:
46% of students scored at the "Early On" or "Mid or Above" grade-level benchmark in Reading, a 2% decrease from March 2025.

Mathematics:
39% of students scored at the "Early On" or "Mid or Above" benchmark in Math, reflecting a 1% increase from March 2025.

Overall Trends

The data indicate continued academic improvement in both Math and ELA on state assessments, while Science proficiency declined slightly. District i-Ready results show relatively stable performance, with modest gains in Math and a small decrease in Reading achievement.

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.	45% of all students will be proficient.
CAASPP Math Results	39% of all students are proficient.	44% of all students will be proficient.
CAST Results	19% of all students are proficient.	24% of all students will be proficient.
iReady Reading T3 Diagnostic	46% of all students are proficient.	51% of all students will be proficient.
iReady Math T3 Diagnostic	39% of all students are proficient.	44% 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	Strategy 3.1 Effective Learning Environments To support equitable access to learning for all students, staff will provide essential operational supplies and services. These may include, but are not limited to, classroom, office, department, and library budgets; copier maintenance; instructional equipment and materials; campus maintenance; staff overtime to complete projects beyond regular work hours; and release time for professional development.	All students	6,410 General Fund 5000-5999: Services And Other Operating Expenditures Copier Maintenance. 4000-4999: Books And Supplies Custodial materials to support students' education will be covered by the district office. 8,000 Supplemental Fund 4000-4999: Books And Supplies General school supplies. 4,000 General Fund 4000-4999: Books And Supplies Materials, including but not limited to ink and film for the laminator, for teachers to use to deliver high-quality education. 1,179.90 General Fund 4000-4999: Books And Supplies Buy books and supplies for the school library.
3.2	Strategy 3.2 Academic Progress Monitoring Staff will regularly monitor student academic progress through structured processes, including Professional Learning Communities (PLCs), Leadership Teams, Data Walks, Equity Walks, Gallery Walks, Instructional Rounds, and dedicated release time for collaboration.	All Students	1991.1 General Fund 1000-1999: Certificated Personnel Salaries Overtime for employees to address this goal.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.5			
3.9			
3.12			

Annual Review

SPSA Year Reviewed: 2025-26

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.

3.1 – Effective Learning Environments
This action demonstrated strong effectiveness, as evidenced by measurable improvements in key student outcomes resulting from the provision of adequate and free educational resources. School supplies were distributed to staff to support a broad range of student needs, including instructional materials, supplemental resources, library materials, and custodial supplies. These efforts contributed to creating a well-equipped, supportive, and effective learning environment for all students.

3.2 – Academic Progress Monitoring
This action was highly effective, as reflected in positive staff feedback. Holly Oak Elementary showed gains in English Language Arts and mathematics, while science performance declined slightly, according to the 2025 state assessment results. These outcomes indicate that, although the strategies were implemented with fidelity, adjustments may be needed to further strengthen their effectiveness in addressing current student learning needs.

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

Successful Implementation of Action 3.1 – Effective Learning Environments
There were no significant variances between the planned implementation activities and the actual budget expenditures.

Implementation of Action 3.2 – Academic Progress Monitoring
There were no significant variances between the intended implementation activities and the actual budget expenditures.

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

Budget Summary

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	$158,966.00
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	$57,644.00
Title III	$6,930.00

Subtotal of additional federal funds included for this school: $64,574.00

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	$38,715.00
Supplemental Fund	$55,677.00

Subtotal of state or local funds included for this school: $94,392.00

Total of federal, state, and/or local funds for this school: $158,966.00

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	55,677.00	0.00
Title I	57,644.00	0.00
Title III	6,930.00	0.00
General Fund	38,715.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	38,715.00
Supplemental Fund	55,677.00
Title I	57,644.00
Title III	6,930.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	104,580.10
2000-2999: Classified Personnel Salaries	7,700.00
4000-4999: Books And Supplies	37,275.90
5000-5999: Services And Other Operating Expenditures	6,410.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	20,625.10
2000-2999: Classified Personnel Salaries	General Fund	1,000.00
4000-4999: Books And Supplies	General Fund	10,679.90
5000-5999: Services And Other Operating Expenditures	General Fund	6,410.00

1000-1999: Certificated Personnel Salaries	Supplemental Fund	24,677.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	5,000.00
4000-4999: Books And Supplies	Supplemental Fund	23,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	55,278.00
2000-2999: Classified Personnel Salaries	Title I	700.00
4000-4999: Books And Supplies	Title I	1,666.00
1000-1999: Certificated Personnel Salaries	Title III	4,000.00
2000-2999: Classified Personnel Salaries	Title III	1,000.00
4000-4999: Books And Supplies	Title III	1,930.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,618.46
Goal 2	35,766.54
Goal 3	21,581.00

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
Armando Lara	Principal
Samantha Corrales	Parent or Community Member
Jazmine Fletcher	Parent or Community Member
Benjamin Martinez	Parent or Community Member
Omar Mendoza	Parent or Community Member
Erika Ramirez	Parent or Community Member
Maritza Cervantes	Classroom Teacher
Alma Peralta	Classroom Teacher
Elliot Pinck	Classroom Teacher
Maria Cristina Figueroa	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 5/19/2026.

Attested:

Principal, Armando Lara on 5/19/2026

SSC Chairperson, Samantha Corrales on 5/19/2026

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

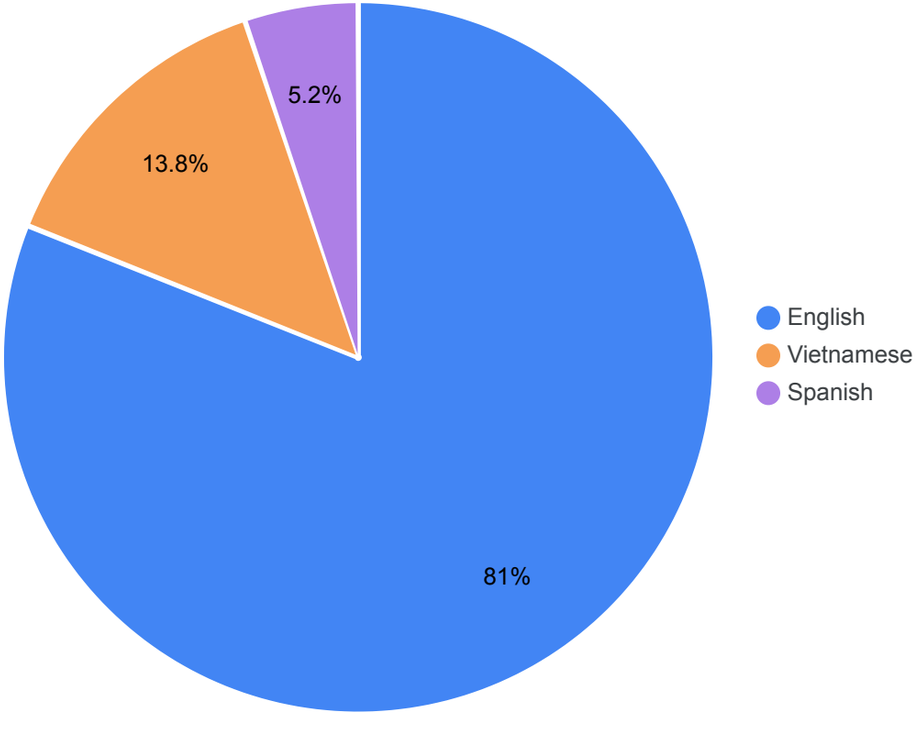
Appendix C: Select State and Federal Programs

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/

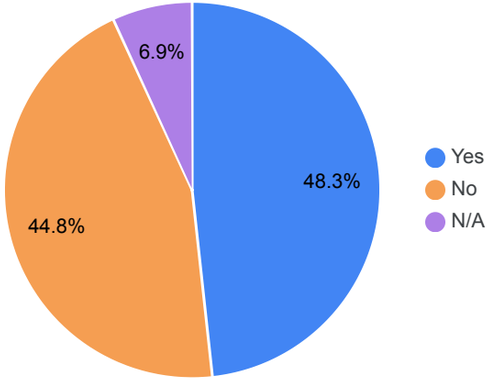
Updated by the California Department of Education, October 2023

Holly Oak Elementary: Language

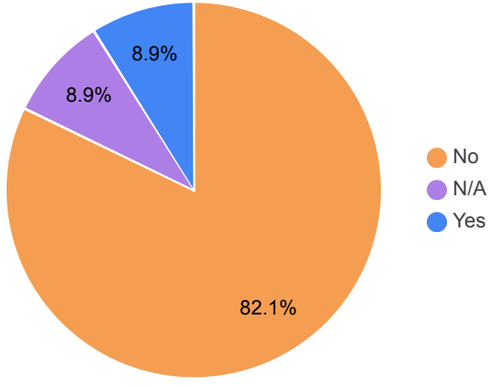


Holly Oak Elementary: Are you the Parent/Guardian of:

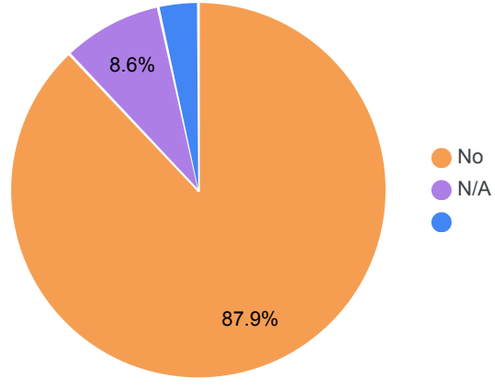
English Learner



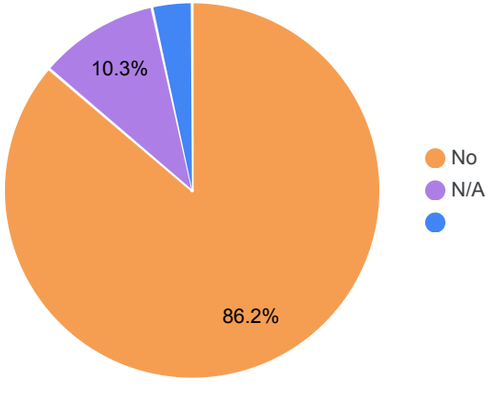
Receiving special education services



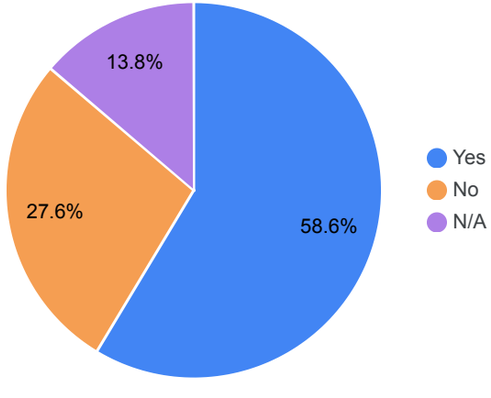
Foster youth



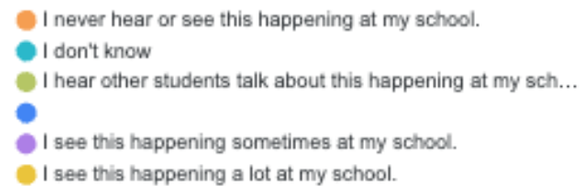
Migrant education program



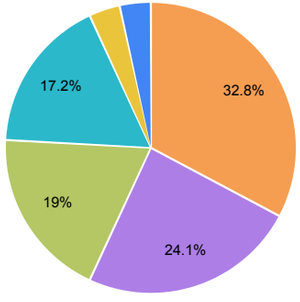
Free or reduced lunch



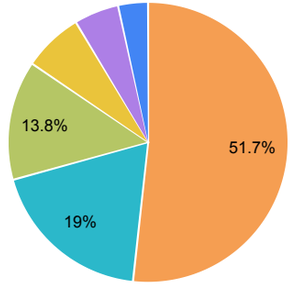
Holly Oak Elementary: How much do you find the following to be a problem at your child's school?



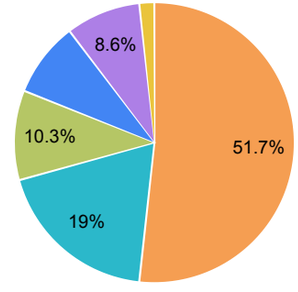
Bullying



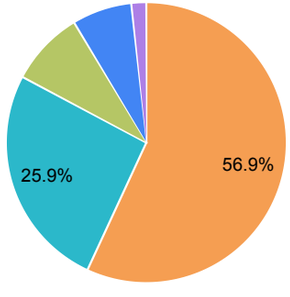
Harassment, and intimidation



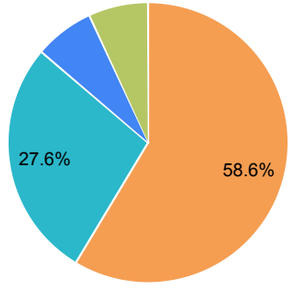
Fights and Assault



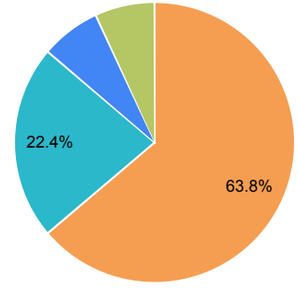
Student interest in gangs



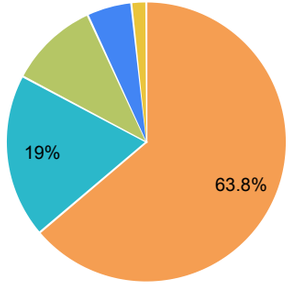
Illegal weapons



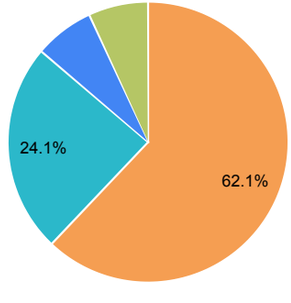
Graffiti and vandalism



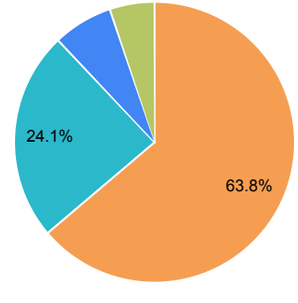
People trespassing on campus



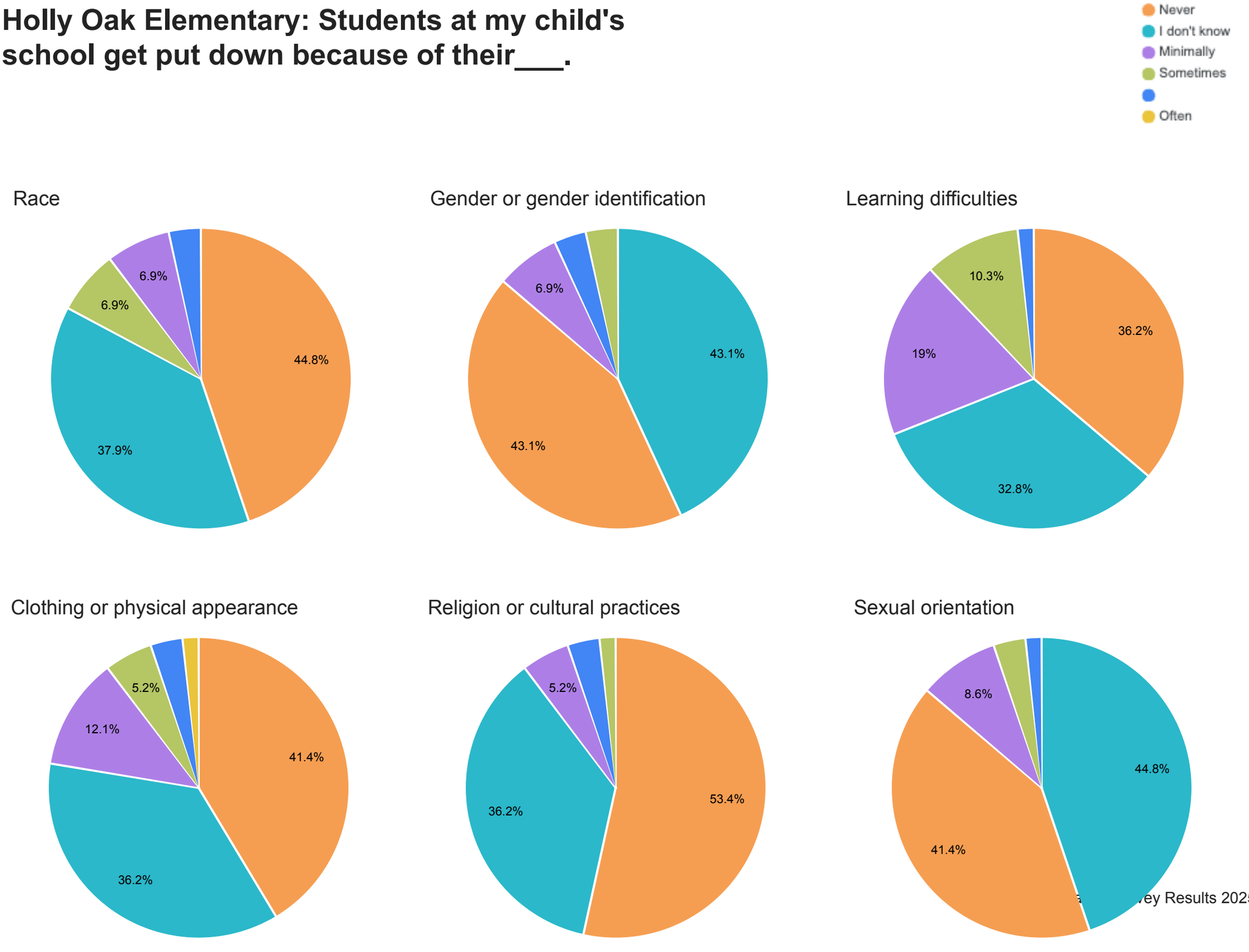
Drug use



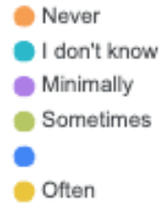
Alcohol use



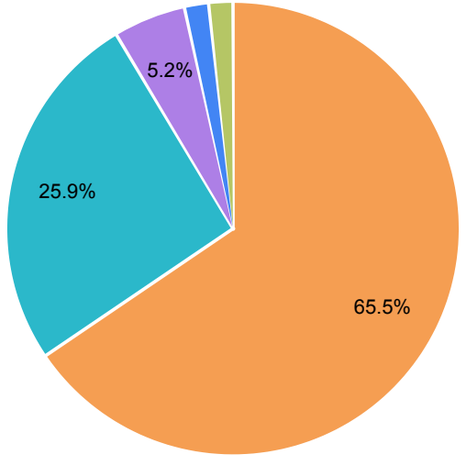
Holly Oak Elementary: Students at my child's school get put down because of their___.



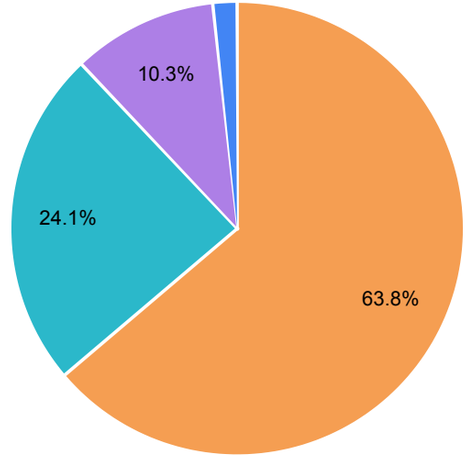
Holly Oak Elementary: How often do you hear ADULTS at your child's school make fun of differences such as ___?



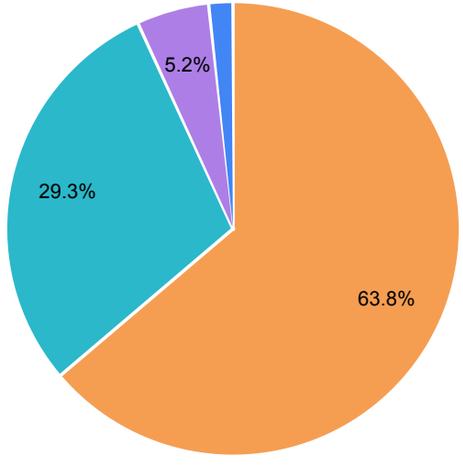
Race



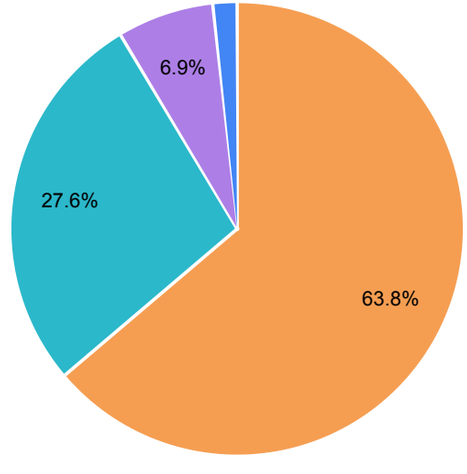
Learning difficulties



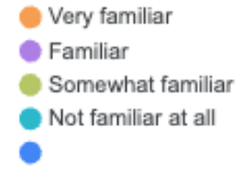
Religion or Cultural Practices



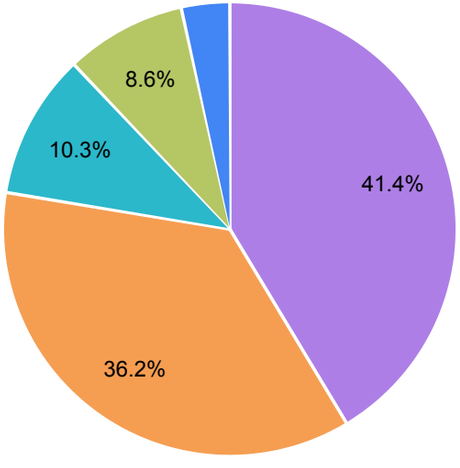
Sexual orientation



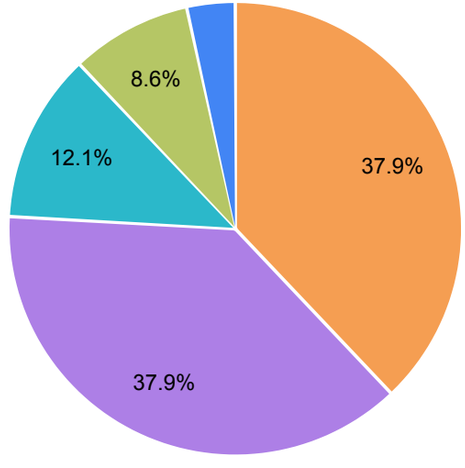
Holly Oak Elementary: How familiar are you with the following at your child's school?



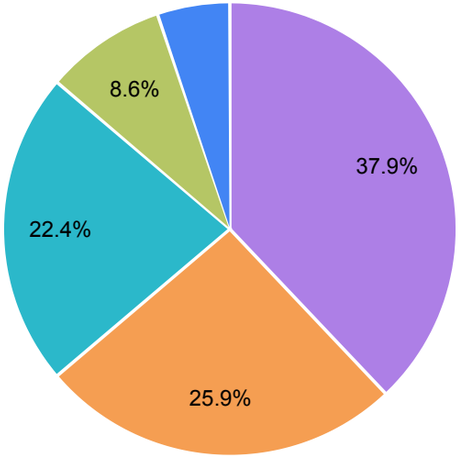
Classroom rules and consequences



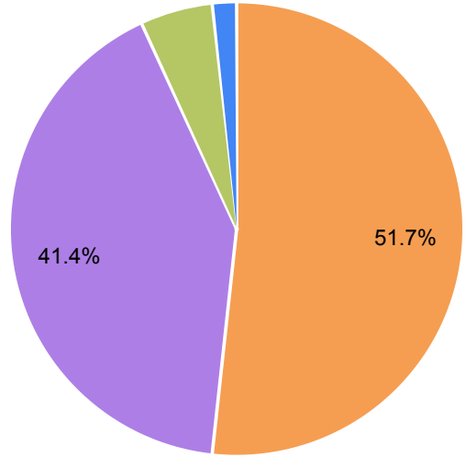
School-wide rules and consequences



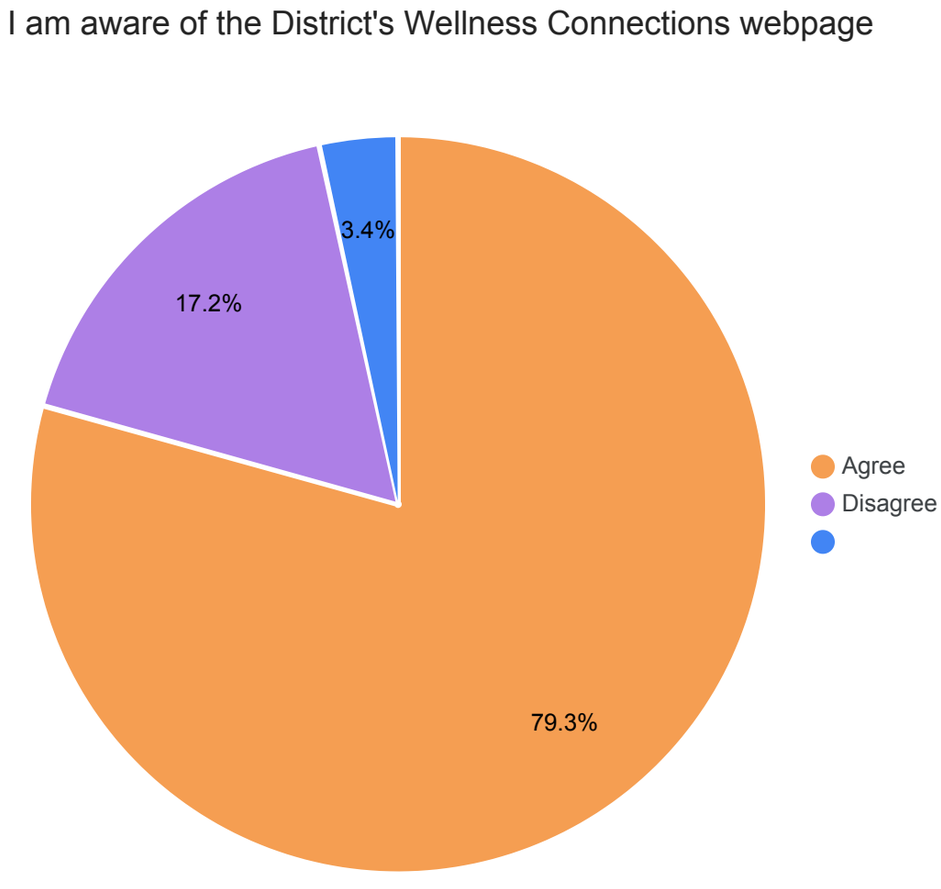
Cyberbullying rules and consequences



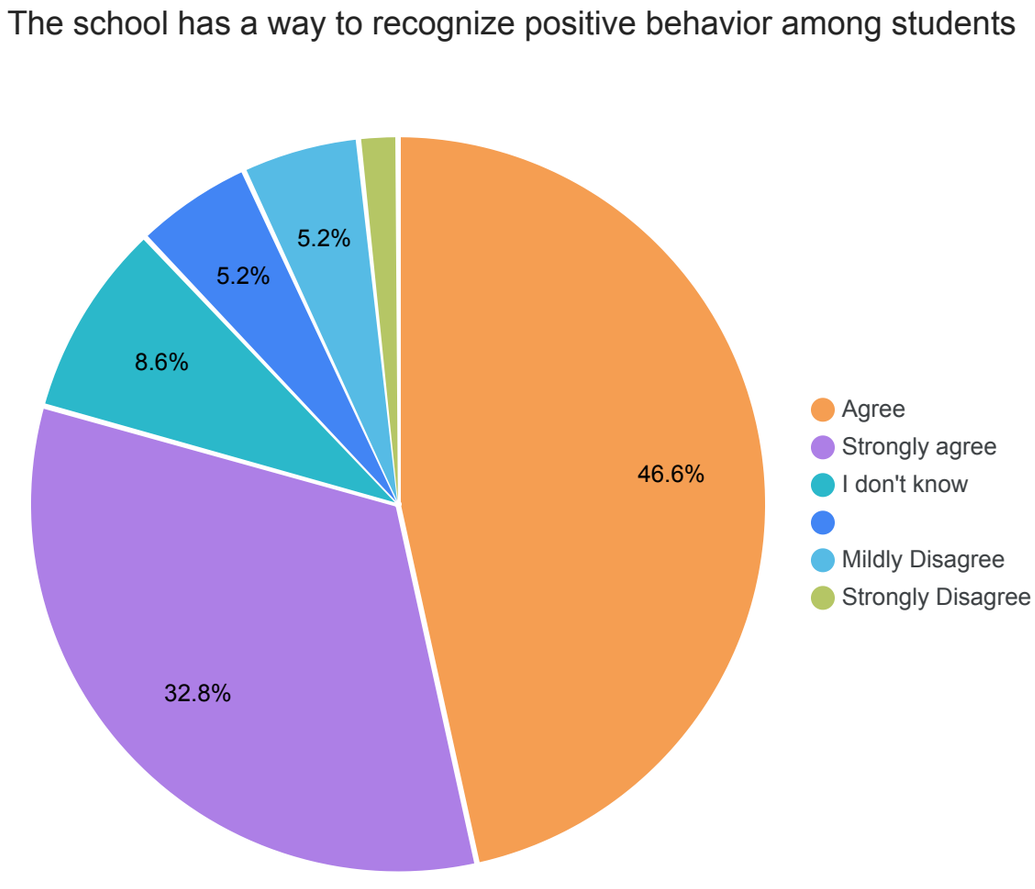
Rules and expectations of the school are clear and well known to me



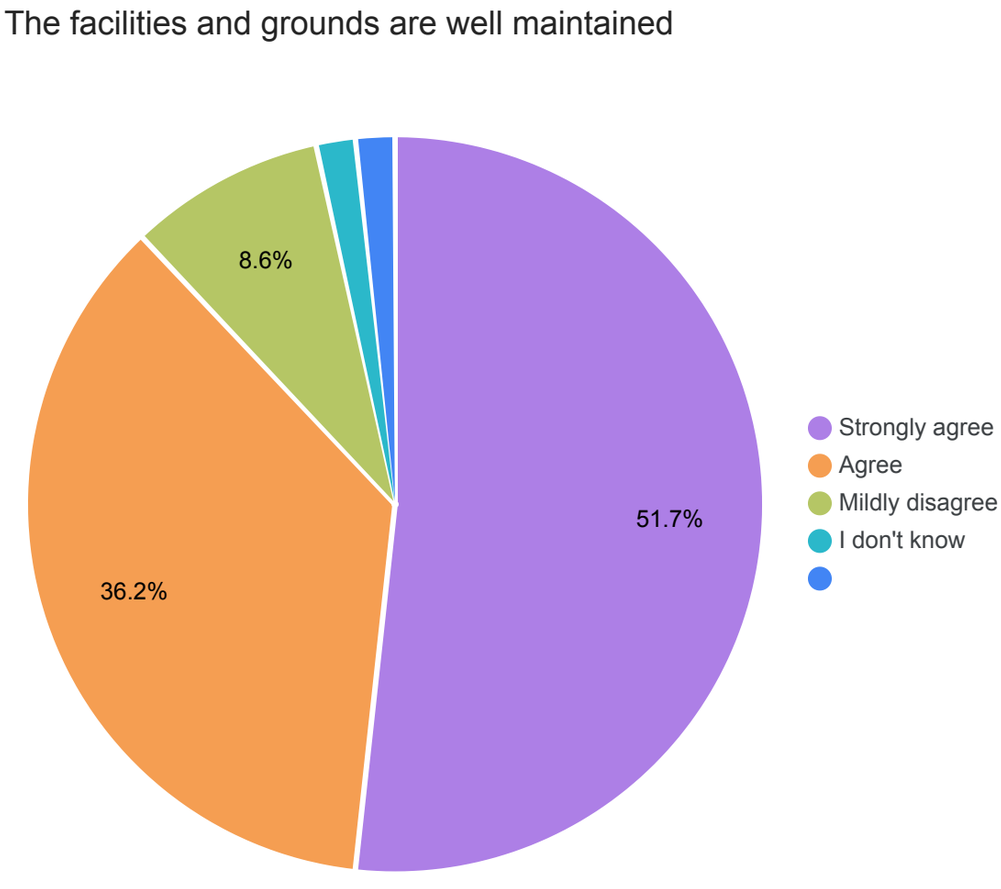
Holly Oak Elementary



Holly Oak Elementary



Holly Oak Elementary



EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

GENERAL BUDGET/UNRESTRICTED LOTTERY
FY 2026-27

SCHOOL: *HOLLY OAK* **SITE #** **005** **ALLOCATION:** **$ 38,715.00**

3 digits - 0##

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	010-1100-0	1120	00-1170	1000	005	4,129	
SEAT School Enrichment *(required $55.86 x 125 hours)*	010-1100-0	1120	00-1170	1000	005	**6,983**	CONTRACTED SEAT HOURS
Substitute Teachers (*paid by site)*	010-1100-0	1150	00-1170	1000	005	5,529	
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081		
*Other**	010-1100-0		00-1170		005	281	
21.88% Benefits	010-1100-0	3xx1	00-1170		005	3,702	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	010-1100-0	2190	00-1170	1000	005	739	
Hourly M&O / Custodian	010-1100-0	2224	00-1170	8100	005		
Hourly Clerical	010-1100-0	2460	00-1170	2700	005		
Hourly Health Aide	010-1100-0	2950	00-1170	3140	005		
Hourly Noon Duty	010-1100-0	2950	00-1170	3900	005		
*Other**	010-1100-0		00-1170		005		
35.38% Benefits	010-1100-0	3xx2	00-1170		005	261	
Supplies (for POs & reimbursements)							
Books	010-1100-0	**4200**	**00-1170**	**1000**	**005**	1,180	
Classroom Supplies	010-1100-0	**4310**	**00-1170**	**1000**	**005**	7,501	
Office Supplies	010-1100-0	**4351**	**00-1170**	**2700**	**005**	2,000	
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0	4400	00-1170		005		
*Other**	010-1100-0		00-1170		005		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	010-1100-0	5210	00-1170	1000	005		
Conference Registration Fees	010-1100-0	5220	00-1170	1000	005		
Mileage Reimbursement	010-1100-0	5299	00-1170	1000	005		
Maintenance Repair	010-1100-0	5610	00-1170	8100	005		
Computer Repair	010-1100-0	5611	00-1170	1000	005		
Copier Maintenance *(required = Purchasing PO)*	010-1100-0	5615	00-1170	1000	**005**	6,410	
Consultant/Contractors	010-1100-0	**5815**	**00-1170**	**1000**	**005**		
web subscriptions and software	010-1100-0	**5826**	**00-1170**	**1000**	**005**		
Field Trip	010-1100-0	5840	00-1170	1000	005		
*Other**	010-1100-0		00-1170		005		
*Other**	010-1100-0		00-1170				

*Fill out with Business Office - we're happy to help

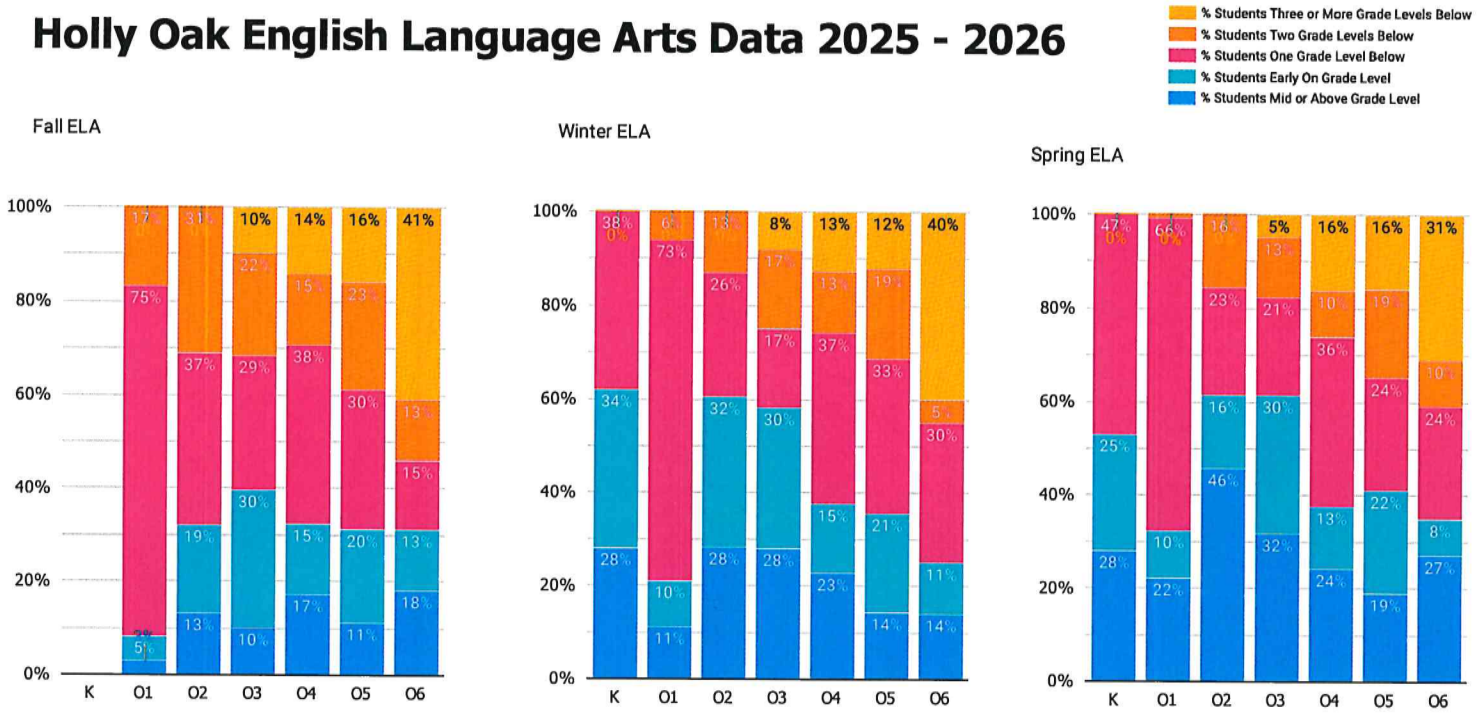
TOTAL BUDGET **38,715**

should match Allocation

variance: 0

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

Holly Oak English Language Arts Data 2025 - 2026

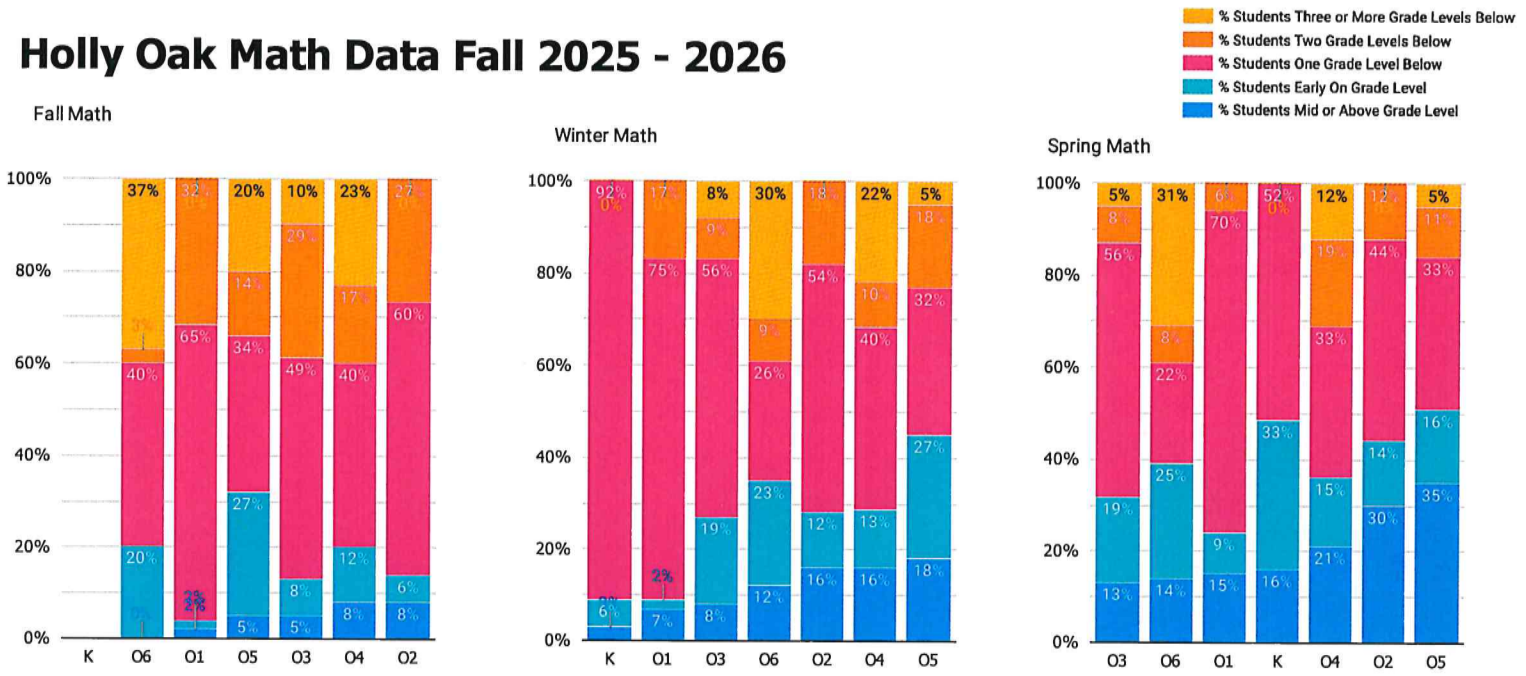


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	2	3	47	11	0
O2	7	10	19	16	0
O3	6	19	18	14	6
O4	11	10	25	10	9
O5	6	11	17	13	9
O6	7	5	6	5	16

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	9	11	12	0	0
O1	7	6	46	4	0
O2	15	17	14	7	0
O3	18	19	11	11	5
O4	14	9	23	8	8
O5	8	12	19	11	7
O6	8	6	17	3	23

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	17	15	28	0	0
O1	15	7	44	1	0
O2	26	9	13	9	0
O3	20	19	13	8	3
O4	16	9	24	7	11
O5	11	13	14	11	9
O6	16	5	14	6	18

Holly Oak Math Data Fall 2025 - 2026



Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	1	1	40	20	0
O2	4	3	31	14	0
O3	3	5	31	18	6
O4	5	8	26	11	15
O5	3	15	19	8	11
O6	0	6	12	1	11

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	1	2	33	0	0
O1	4	1	45	10	0
O2	8	6	27	9	0
O3	5	12	36	6	5
O4	10	8	25	6	14
O5	10	15	18	10	3
O6	7	13	15	5	17

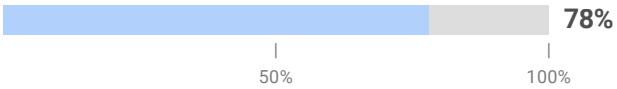
Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	9	19	30	0	0
O1	10	6	46	4	0
O2	17	8	25	7	0
O3	8	12	35	5	3
O4	14	10	22	13	8
O5	20	9	19	6	3
O6	8	15	13	5	18

Diagnostic Growth

School	HOLLY OAK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2025 - 2026
Comparison Diagnostic	08/11/25 - 06/11/26

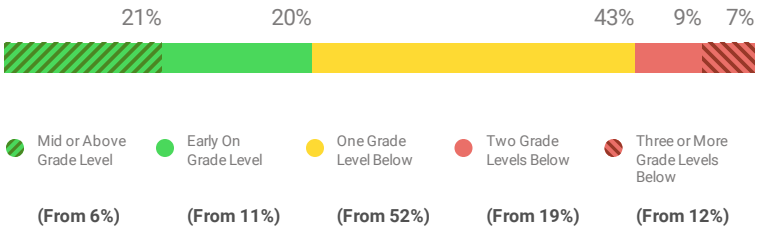
Students Assessed/Total: **425/441**

Progress to Annual Typical Growth (Median)



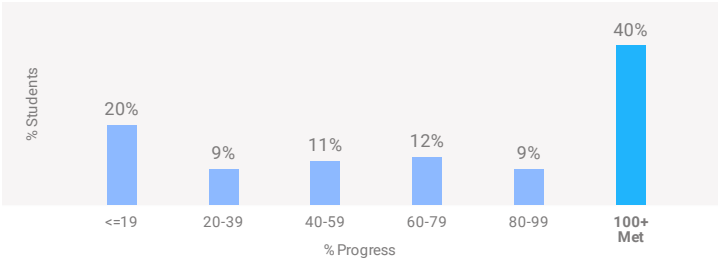
The median percent progress towards Typical Growth for this school is 78%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



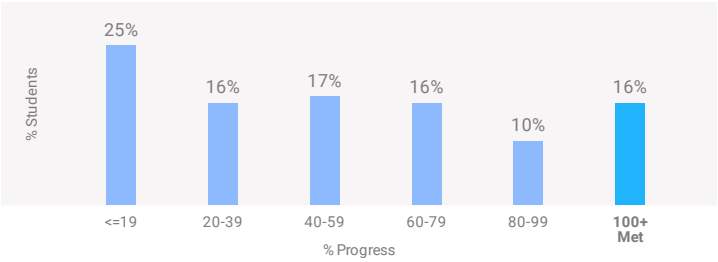
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	34%	17%	26%	8%	36%	59/63
Grade 1	93%	49%	72%	28%	51%	67/69
Grade 2	96%	47%	60%	25%	64%	53/57
Grade 3	79%	38%	55%	8%	56%	64/65
Grade 4	62%	24%	35%	6%	55%	66/70

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Diagnostic Growth

School	HOLLY OAK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2025 - 2026
Comparison Diagnostic	08/11/25 - 06/11/26

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	100%	52%	60%	19%	71%	58/58
Grade 6	108%	52%	48%	19%	59%	58/59

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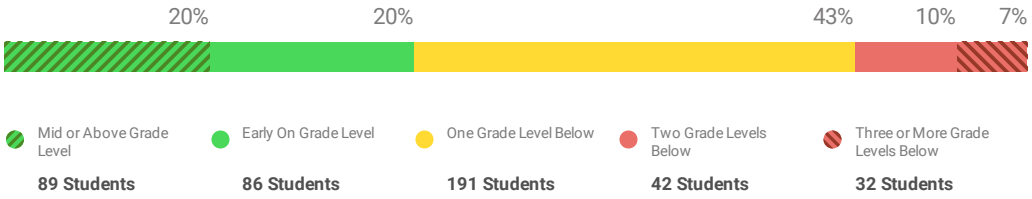
Diagnostic Results

School	HOLLY OAK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

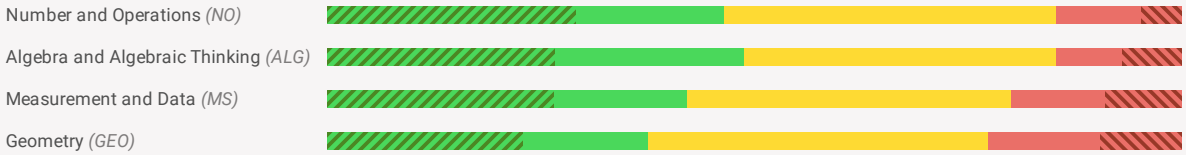
Criterion Referenced

Overall Placement

Students Assessed/Total: **440/441**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		16%	32%	52%	0%	0%	62/63
Grade 1		16%	12%	67%	6%	0%	69/69
Grade 2		30%	18%	39%	14%	0%	57/57
Grade 3		14%	22%	52%	8%	5%	65/65
Grade 4		20%	14%	34%	20%	11%	70/70
Grade 5		34%	16%	34%	10%	5%	58/58

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Diagnostic Results

School	HOLLY OAK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		14%	25%	22%	8%	31%	59/59

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HOLLY OAK ELEMENTARY SCHOOL
PARENT INVOLVEMENT POLICY

Parents are encouraged to take an active role in school decision-making by electing representatives to several advisory groups, including the School Site Council (SSC), DELAC, ELAC, and DAC. These groups meet throughout the year, and parents are kept informed through regular communication.

The school will also provide ongoing updates through a regularly published newsletter that shares upcoming events and guidance for supporting student learning at home.

To ensure accessibility, key school information, policies, and events will be translated into Spanish and Vietnamese whenever possible.

Families and school staff will formally agree on shared responsibilities by reviewing and signing the Parent/Student Handbook, which emphasizes that education is a collaborative effort.

Parents will receive student progress updates through trimester progress reports and report cards.

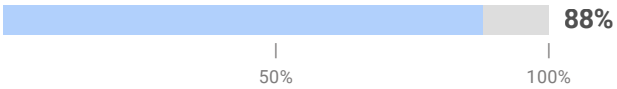
Finally, families will have opportunities to meet with teachers during parent conferences held in November.

Diagnostic Growth

School	HOLLY OAK ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2025 - 2026
Comparison Diagnostic	08/11/25 - 06/11/26

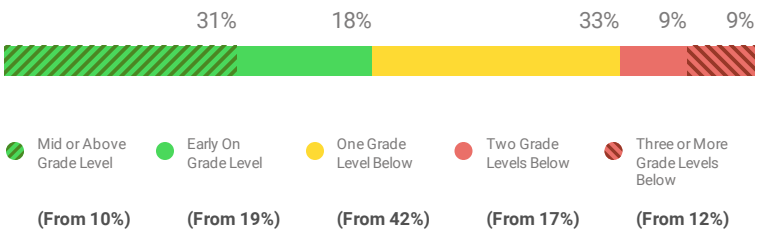
Students Assessed/Total: **430/441**

Progress to Annual Typical Growth (Median)



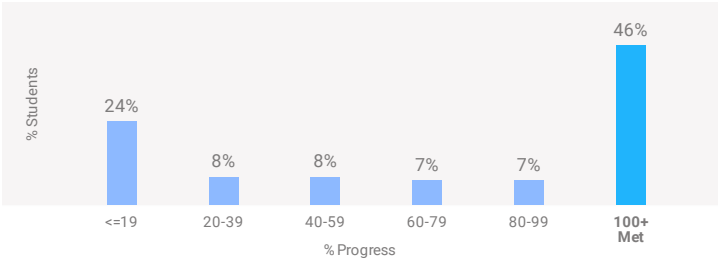
The median percent progress towards Typical Growth for this school is 88%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



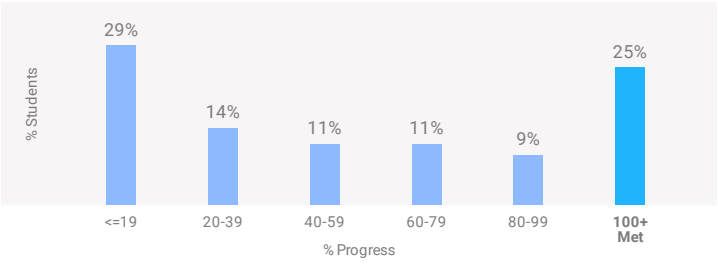
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	31%	10%	22%	7%	37%	60/63
Grade 1	95%	48%	71%	29%	54%	69/69
Grade 2	131%	67%	93%	40%	76%	55/57
Grade 3	104%	55%	65%	23%	63%	64/65
Grade 4	55%	29%	28%	15%	35%	66/70

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Diagnostic Growth

School	HOLLY OAK ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2025 - 2026
Comparison Diagnostic	08/11/25 - 06/11/26

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	108%	53%	49%	26%	47%	58/58
Grade 6	186%	64%	69%	40%	64%	58/59

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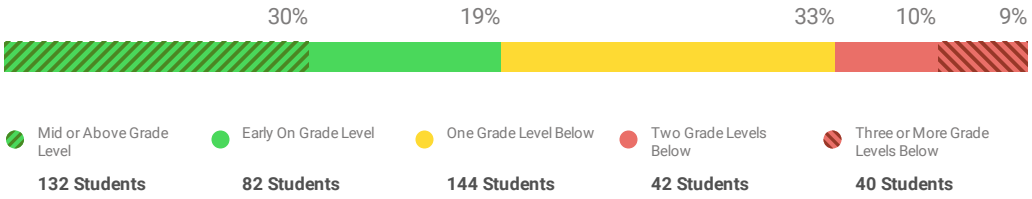
Diagnostic Results

School	HOLLY OAK ELEMENTARY SCHOOL
Subject	Reading English
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

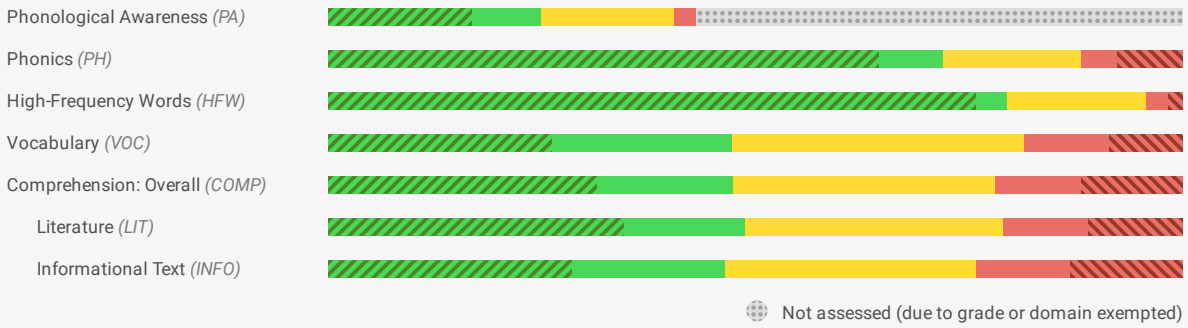
Criterion Referenced

Overall Placement

Students Assessed/Total: **440/441**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		27%	27%	46%	0%	0%	63/63
Grade 1		33%	10%	57%	0%	0%	69/69
Grade 2		53%	16%	18%	14%	0%	57/57
Grade 3		29%	32%	20%	14%	5%	65/65

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Diagnostic Results

School	HOLLY OAK ELEMENTARY SCHOOL
Subject	Reading English
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		23%	14%	36%	12%	14%	69/70
Grade 5		19%	22%	24%	19%	16%	58/58
Grade 6		27%	8%	24%	10%	31%	59/59

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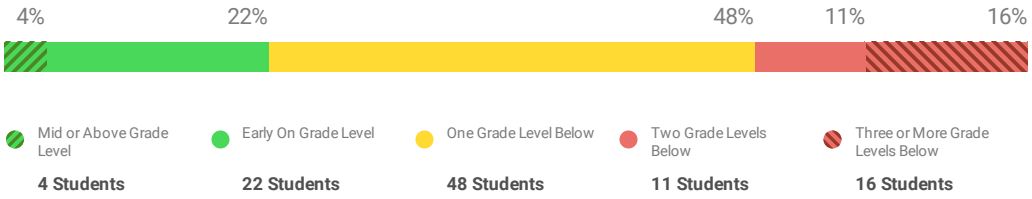
Diagnostic Results

School	HOLLY OAK ELEMENTARY SCHOOL
Subject	Reading Spanish
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

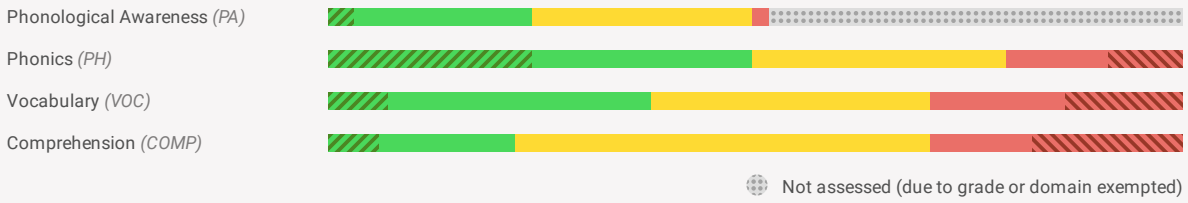
Criterion Referenced

Overall Placement

Students Assessed/Total: **101/441**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		0%	24%	76%	0%	0%	25/63
Grade 1		7%	26%	56%	11%	0%	27/69
Grade 2	–	–	–	–	–	–	0/57
Grade 3		7%	27%	40%	20%	7%	15/65
Grade 4		5%	19%	29%	19%	29%	21/70
Grade 5		0%	8%	15%	8%	69%	13/58

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Diagnostic Results

School	HOLLY OAK ELEMENTARY SCHOOL
Subject	Reading Spanish
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6	–	–	–	–	–	–	0/59

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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
Signed by: Erika Ramirez E0D445FE9016455...	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/2026.

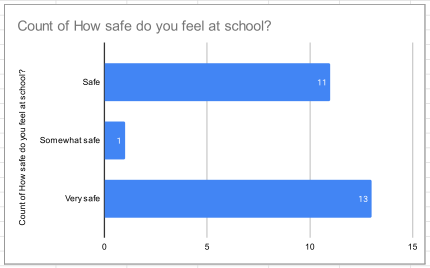
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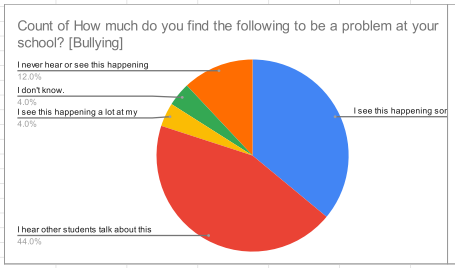
DocuSigned by: Armando Lara 9D9969754D5147E...

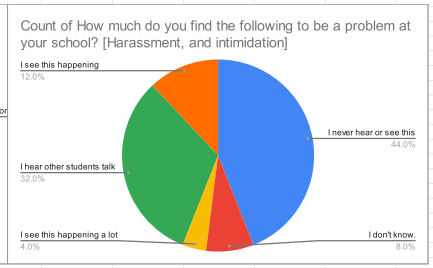
Principal, Armando Lara on 5/19/2026

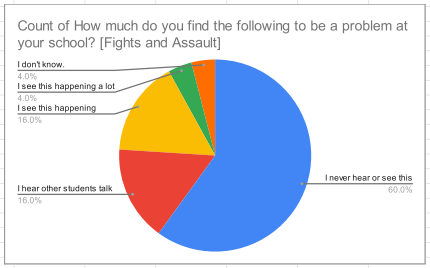
Signed by: 15EC717E14934C6...

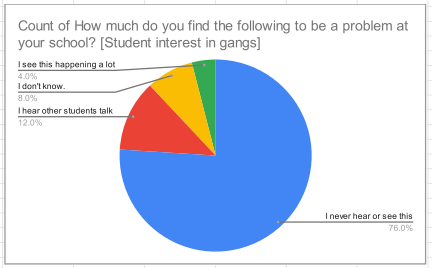
SSC Chairperson, Samantha Corrales on 5/19/2026

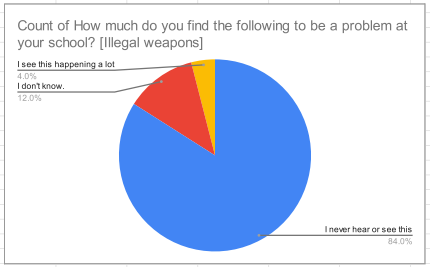

Count of How safe do you feel at school?
Count of How safe do you feel at school?
Safe
Somewhat safe
Very safe
11
1
13
0
5
10
15

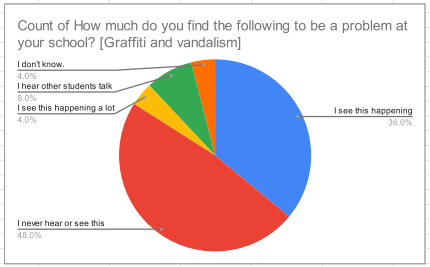

Count of How much do you find the following to be a problem at your school? [Bullying]
I never hear or see this happening
12.0%
I don't know.
4.0%
I see this happening a lot at my
4.0%
I see this happening sor
I hear other students talk about this
44.0%

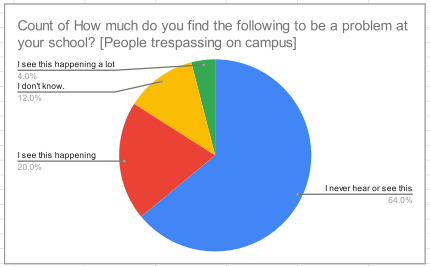

Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]
I see this happening
12.0%
I never hear or see this
44.0%
I hear other students talk
32.0%
I see this happening a lot
4.0%
I don't know.
8.0%

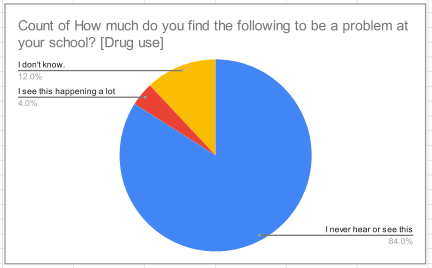

Count of How much do you find the following to be a problem at your school? [Fights and Assault]
I don't know.
4.0%
I see this happening a lot
4.0%
I see this happening
16.0%
I never hear or see this
60.0%
I hear other students talk
16.0%

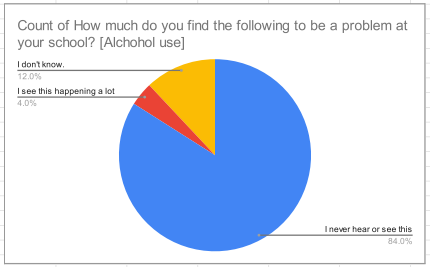

Count of How much do you find the following to be a problem at your school? [Student interest in gangs]
I see this happening a lot
4.0%
I don't know.
8.0%
I hear other students talk
12.0%
I never hear or see this
76.0%

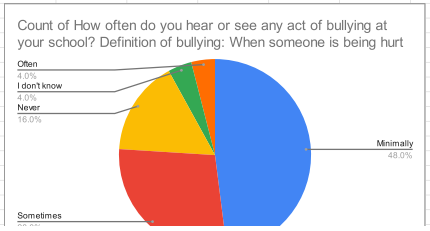

Count of How much do you find the following to be a problem at your school? [Illegal weapons]
I see this happening a lot
4.0%
I don't know.
12.0%
I never hear or see this
84.0%

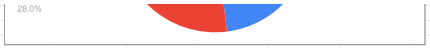

Count of How much do you find the following to be a problem at your school? [Graffiti and vandalism]
I don't know.
4.0%
I hear other students talk
8.0%
I see this happening a lot
4.0%
I see this happening
36.0%
I never hear or see this
48.0%

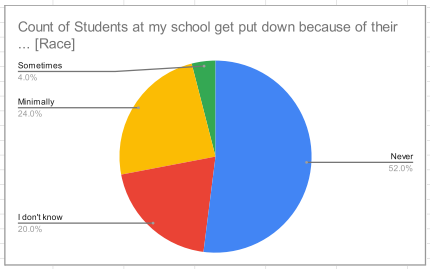

Count of How much do you find the following to be a problem at your school? [People trespassing on campus]
I see this happening a lot
4.0%
I don't know.
12.0%
I see this happening
20.0%
I never hear or see this
64.0%

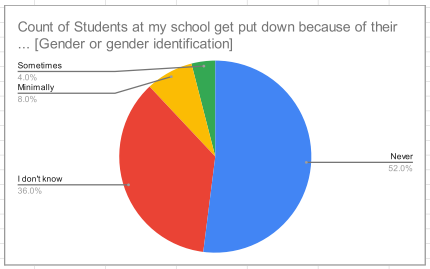

Count of How much do you find the following to be a problem at your school? [Drug use]
I don't know.
12.0%
I see this happening a lot
4.0%
I never hear or see this
84.0%

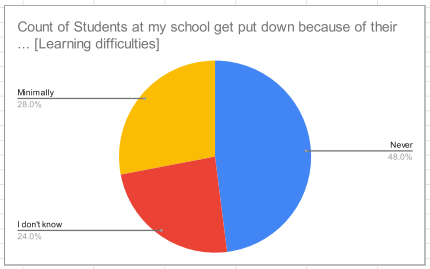

Count of How much do you find the following to be a problem at your school? [Alchohol use]
I don't know.
12.0%
I see this happening a lot
4.0%
I never hear or see this
84.0%

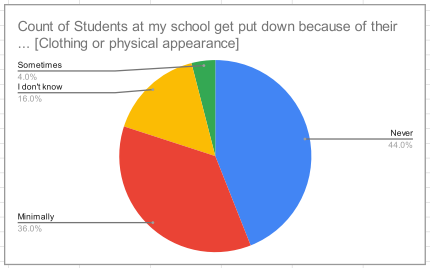

Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt
Often
4.0%
I don't know
4.0%
Never
16.0%
Minimally
48.0%
Sometimes

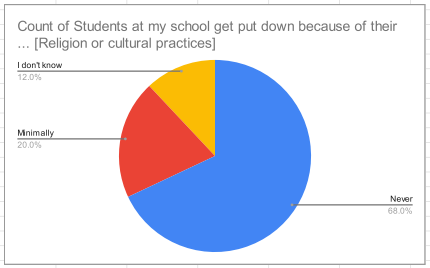

28.0%

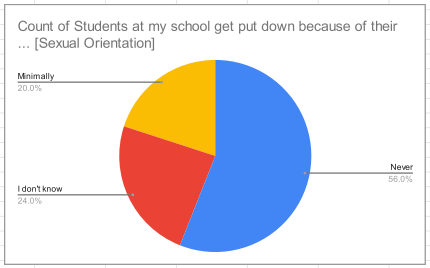

Count of Students at my school get put down because of their ... [Race]
Sometimes
4.0%
Minimally
24.0%
Never
52.0%
I don't know
20.0%

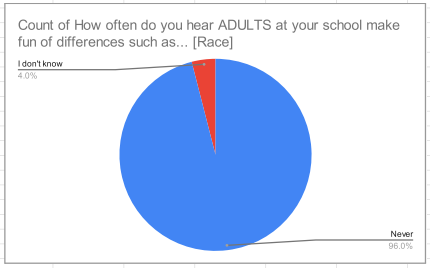

Count of Students at my school get put down because of their ... [Gender or gender identification]
Sometimes
4.0%
Minimally
8.0%
Never
52.0%
I don't know
36.0%

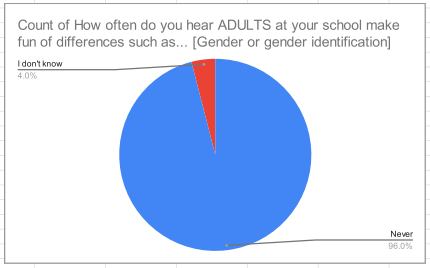

Count of Students at my school get put down because of their ... [Learning difficulties]
Minimally
28.0%
Never
48.0%
I don't know
24.0%

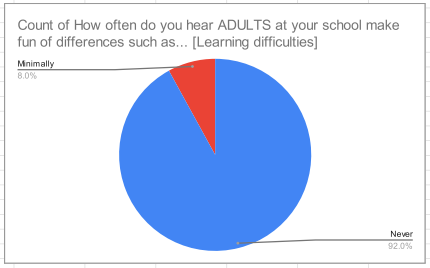

Count of Students at my school get put down because of their ... [Clothing or physical appearance]
Sometimes
4.0%
I don't know
16.0%
Never
44.0%
Minimally
36.0%

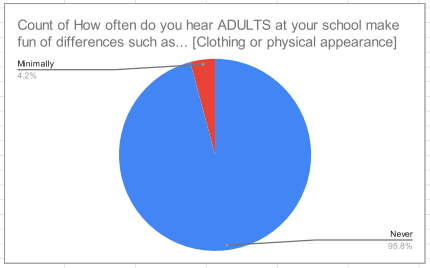

Count of Students at my school get put down because of their ... [Religion or cultural practices]
I don't know
12.0%
Minimally
20.0%
Never
68.0%

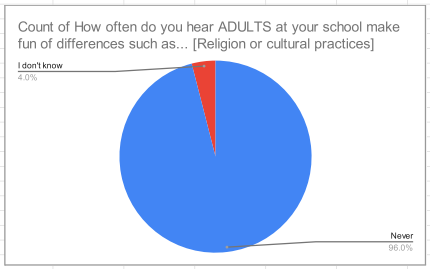

Count of Students at my school get put down because of their ... [Sexual Orientation]
Minimally
20.0%
Never
56.0%
I don't know
24.0%

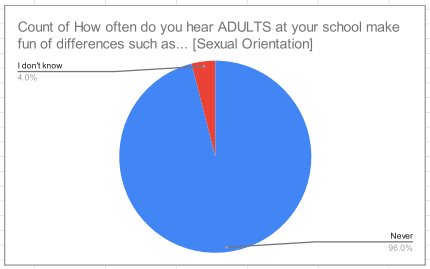

Count of How often do you hear ADULTS at your school make fun of differences such as... [Race]
I don't know
4.0%
Never
96.0%

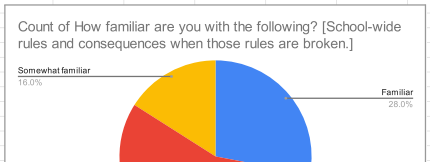

Count of How often do you hear ADULTS at your school make fun of differences such as... [Gender or gender identification]
I don't know
4.0%
Never
96.0%

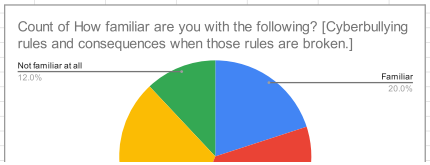

Count of How often do you hear ADULTS at your school make fun of differences such as... [Learning difficulties]
Minimally
8.0%
Never
92.0%


Count of How often do you hear ADULTS at your school make fun of differences such as... [Clothing or physical appearance]
Minimally
4.2%
Never
95.8%


Count of How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural practices]
I don't know
4.0%
Never
96.0%


Count of How often do you hear ADULTS at your school make fun of differences such as... [Sexual Orientation]
I don't know
4.0%
Never
96.0%

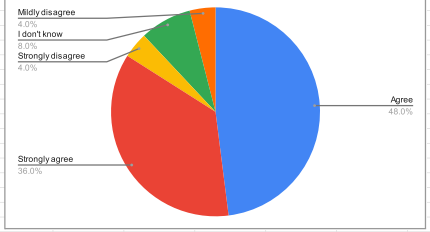

Count of How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]
Somewhat familiar
16.0%
Familiar
28.0%


Count of How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken.]
Not familiar at all
12.0%
Familiar
20.0%

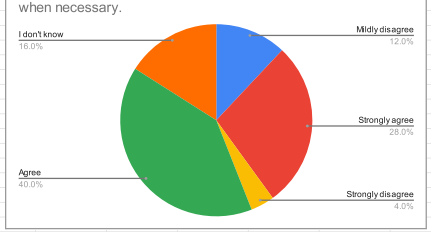




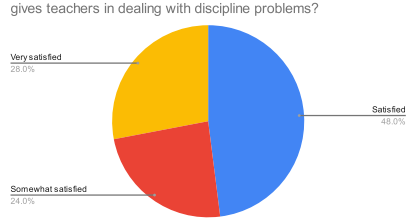
Count of I think Staff enforces rules fairly and appropriately.



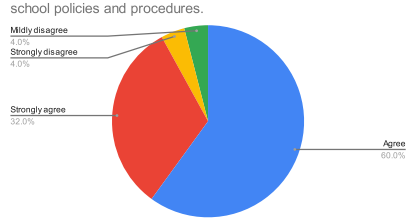
Count of I think that suspensions and expulsions are assigned when necessary.



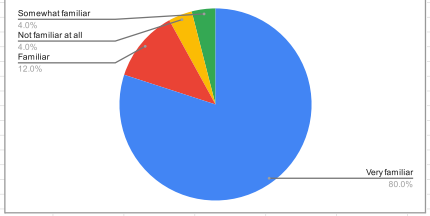
How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?



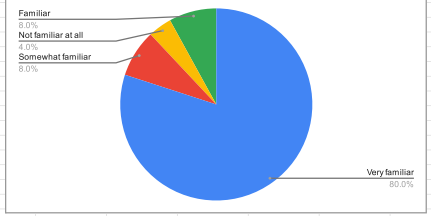
Count of My school provides adequate training for staff on school policies and procedures.



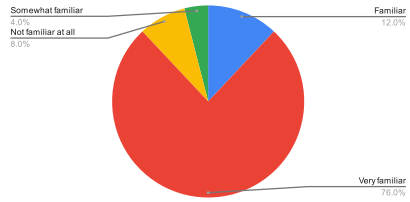
Count of How well do understand your school Emergency procedures? [Fire Drill]



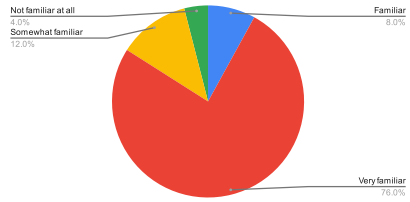
Count of How well do understand your school Emergency procedures? [Earthquake Drill]



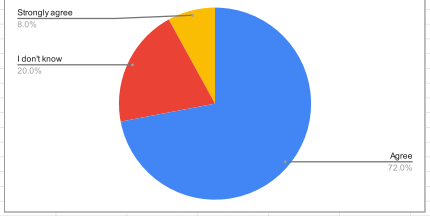
Count of How well do understand your school Emergency procedures? [Shelter in Place]



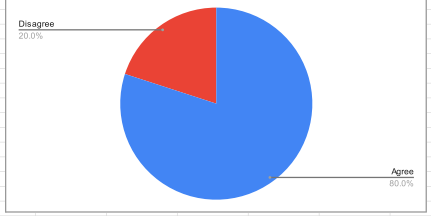
Count of How well do understand your school Emergency procedures? [Run, Hide, Defend]



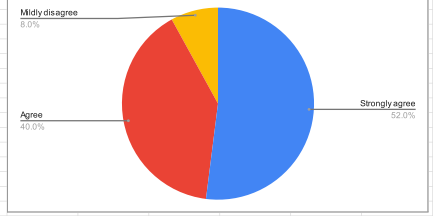
Count of My school has adequate resources to help students in an emergency or crisis.



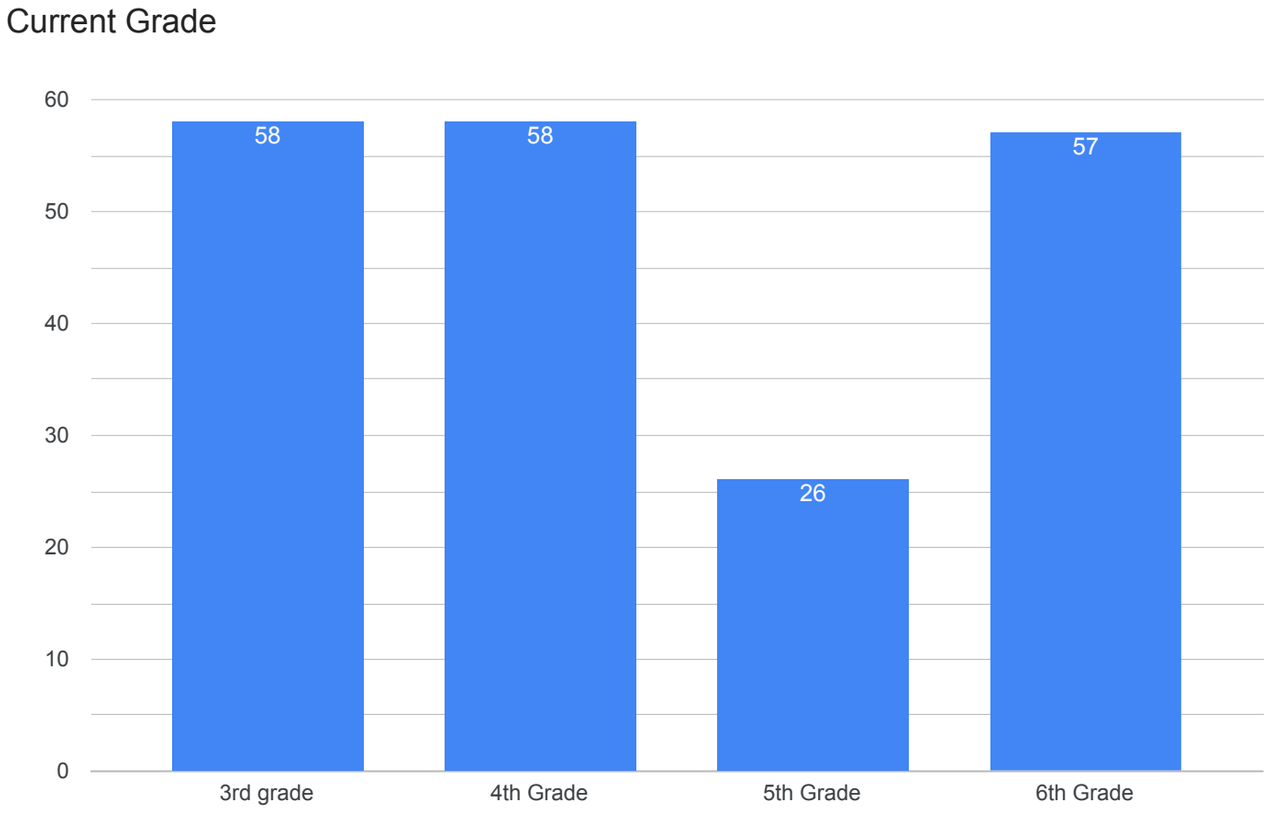
Count of I am aware of the District's Wellness Connections webpage.



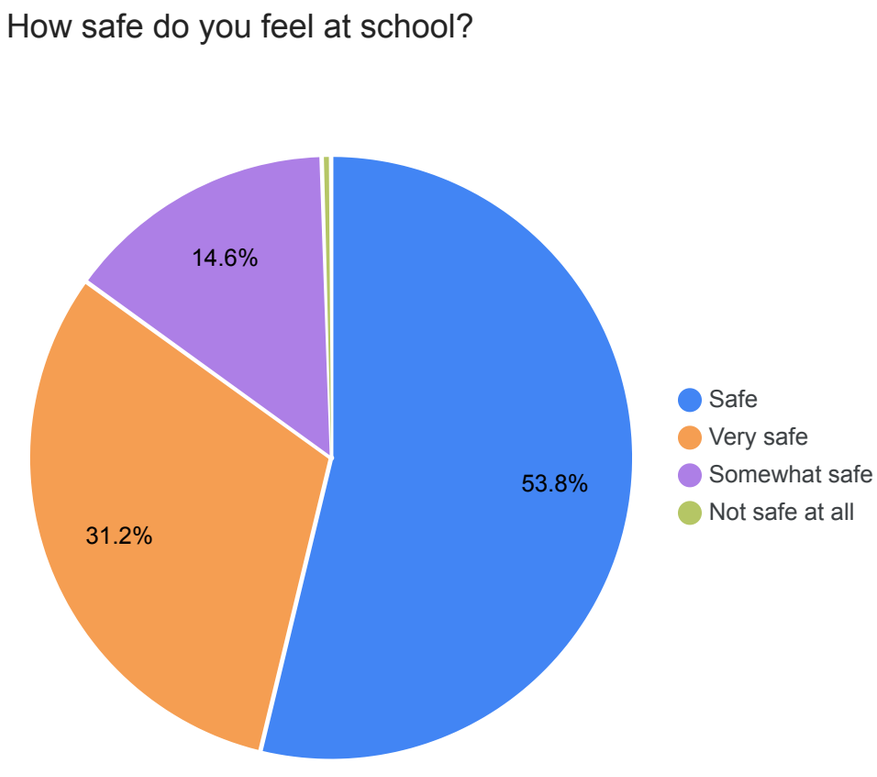
Count of The facilities and grounds are well maintained at my school.



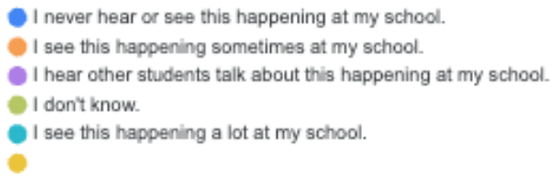
Holly Oak Elementary



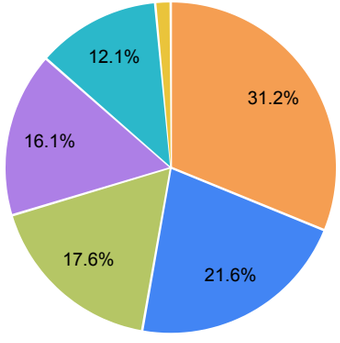
Holly Oak Elementary



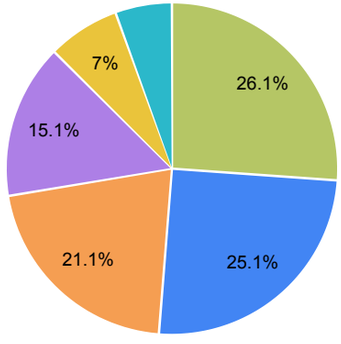
Holly Oak Elementary: How much do you find the following to be a problem at your school?



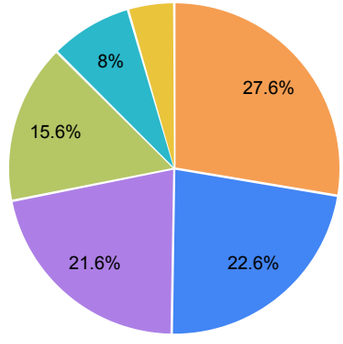
Bullying



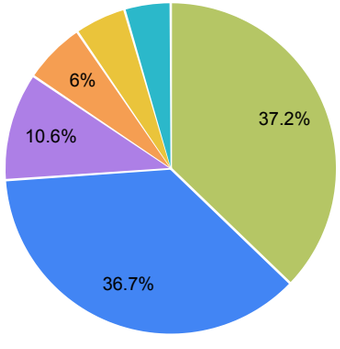
Harassment & Intimidation



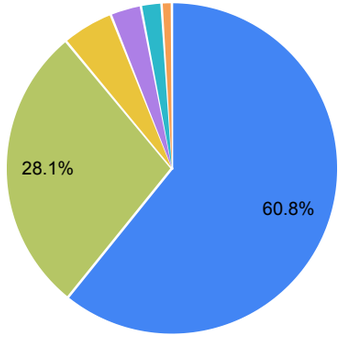
Fights & Assault



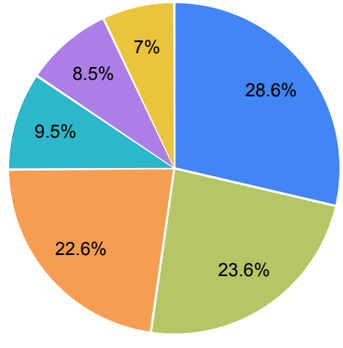
Student interest in Gangs



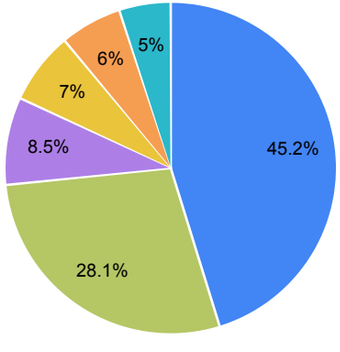
Illegal weapons



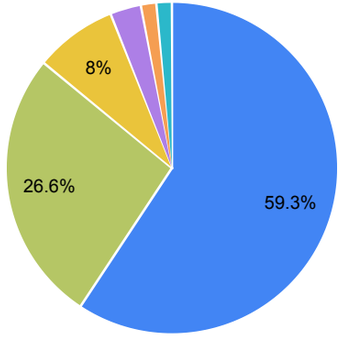
Graffiti & Vandalism



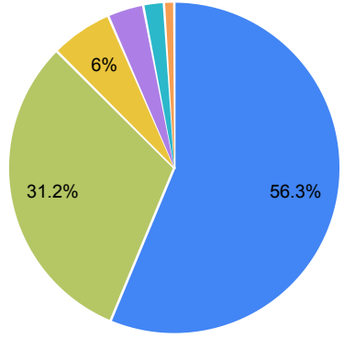
People trespassing on campus



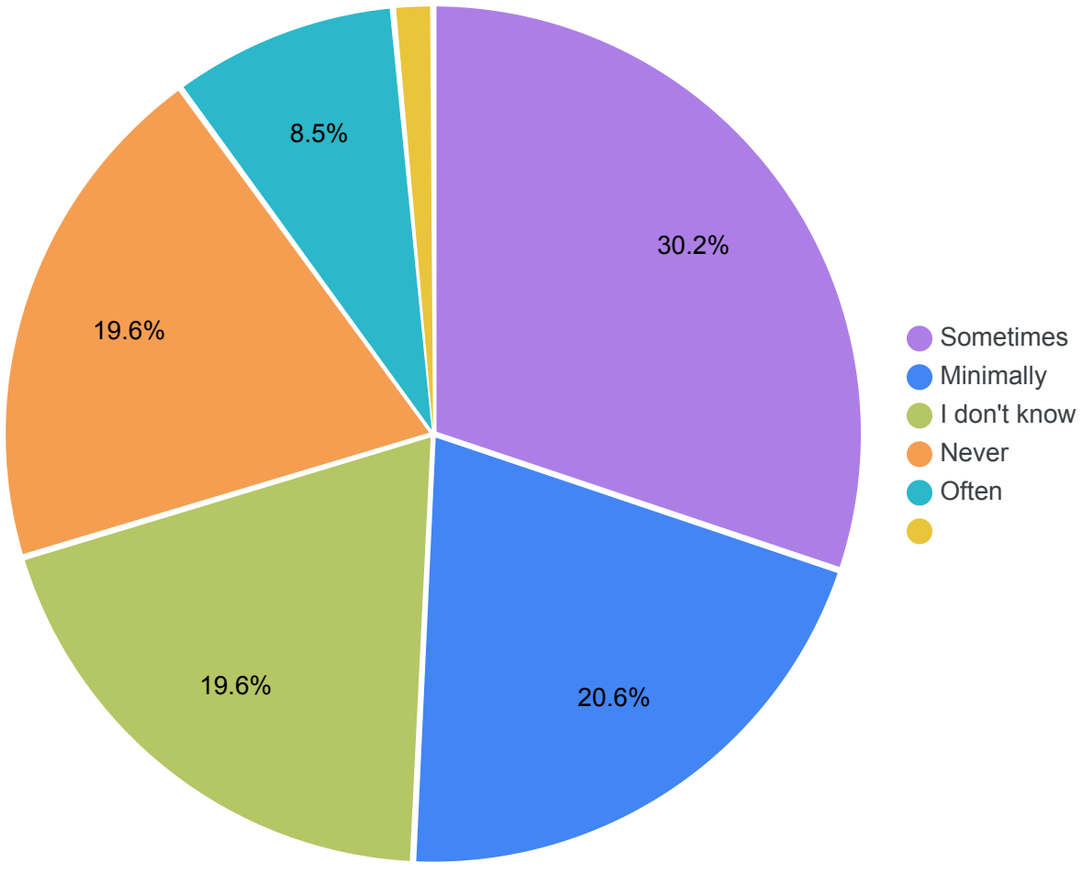
Drug use



Alcohol use



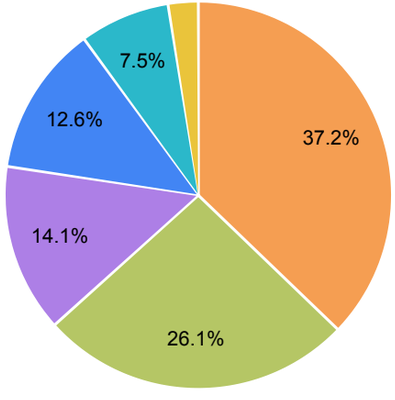
Holly Oak Elementary: How often do you hear or see any act of bullying at your school?



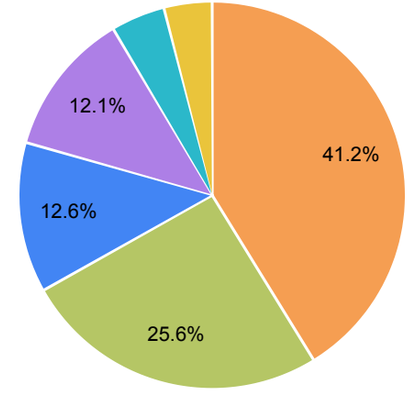
Holly Oak Elementary: Students at my school get put down because of their ___.



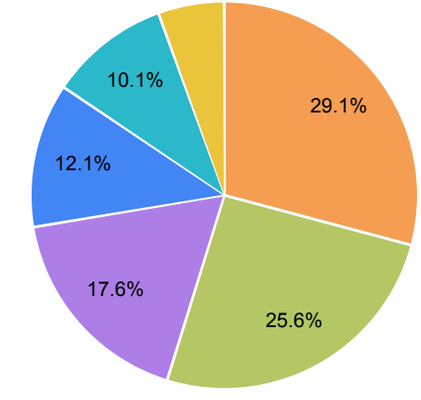
Race



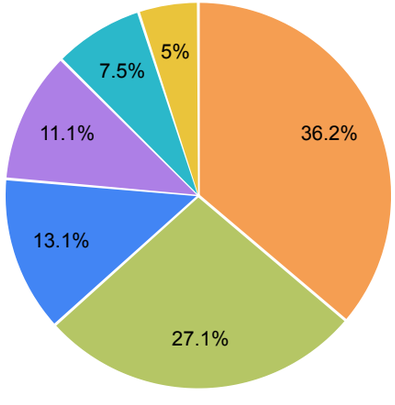
Gender or Gender Identification



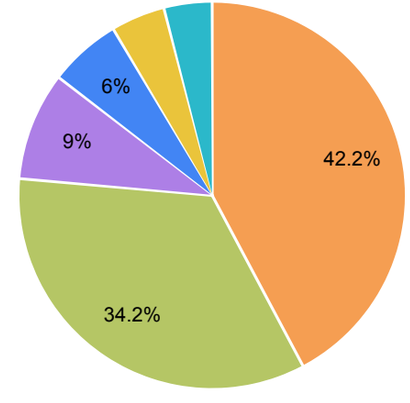
Learning difficulties



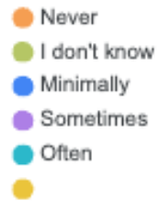
Clothing or physical appearance



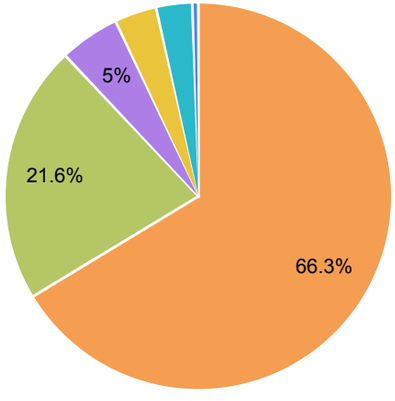
Religion or cultural practices



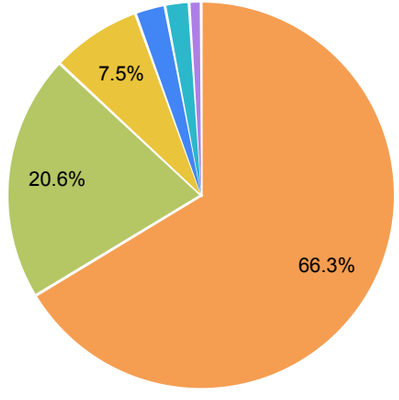
Holly Oak Elementary: How often do you hear ADULTS at your school make fun of differences such as___.



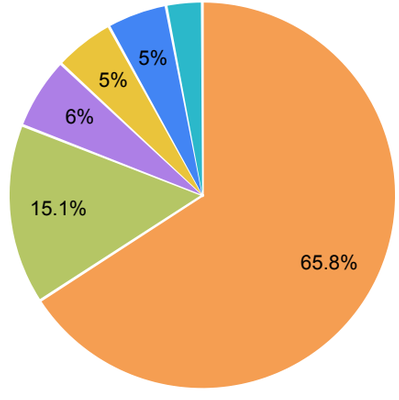
Race



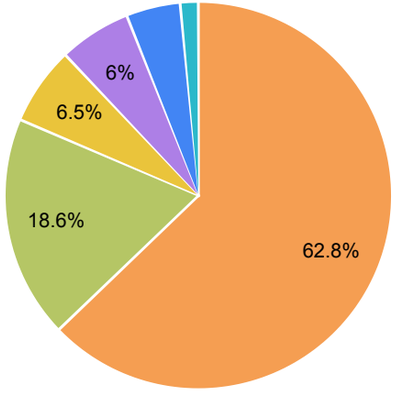
Gender or Gender Identification



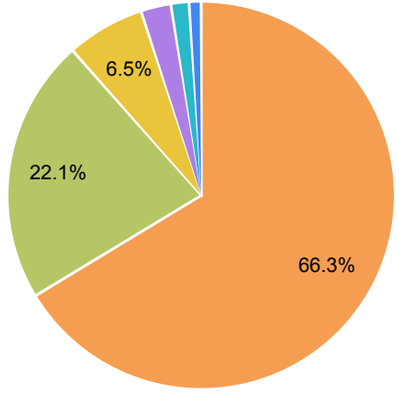
Learning difficulties



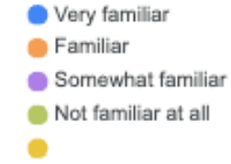
Clothing or physical appearance



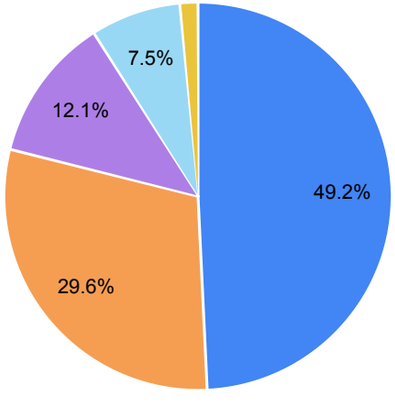
Religion or cultural practices



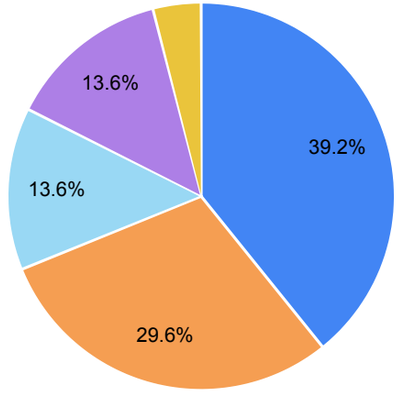
Holly Oak Elementary: How familiar are you with the following?



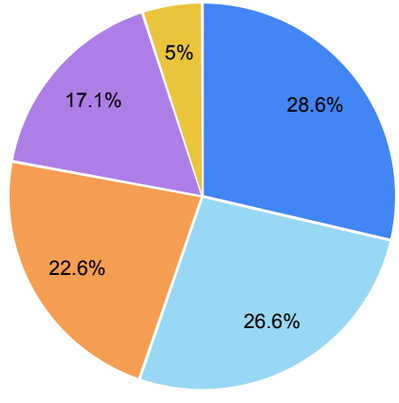
Classroom rules and consequences



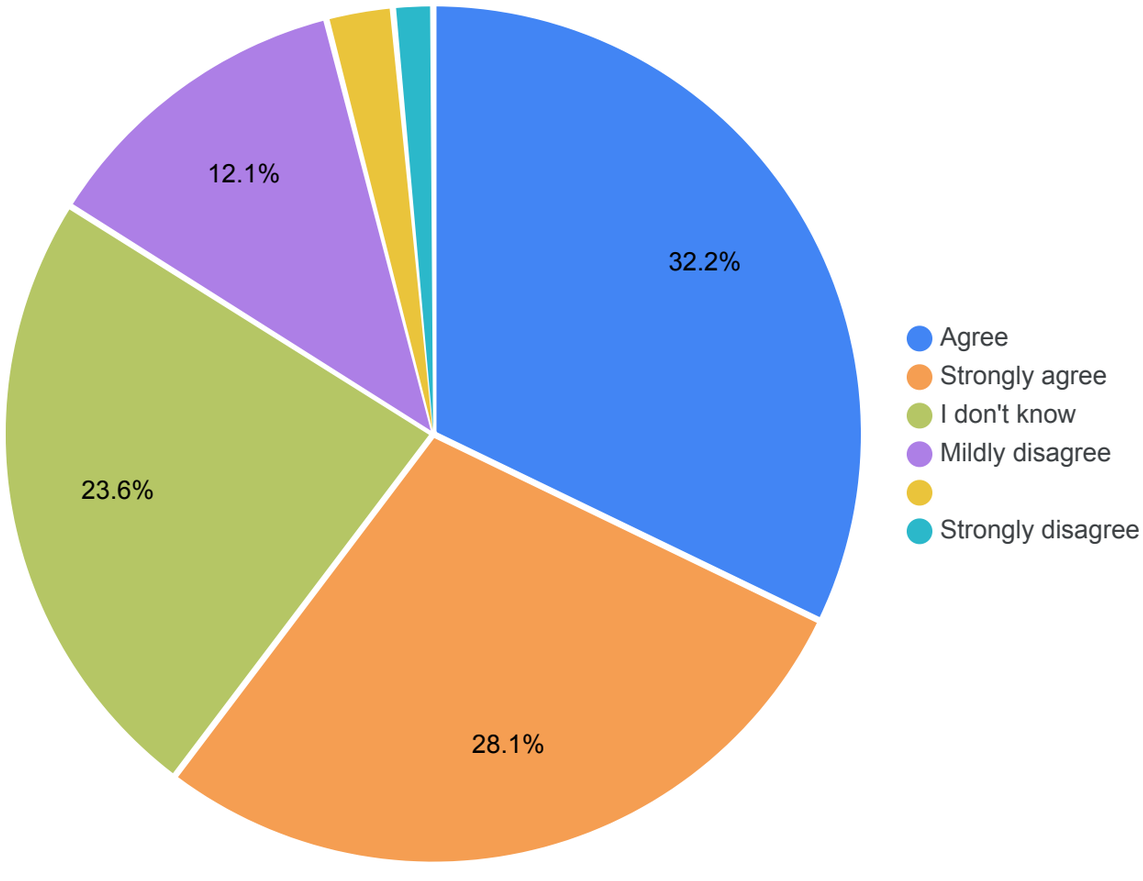
School-wide rules and consequences



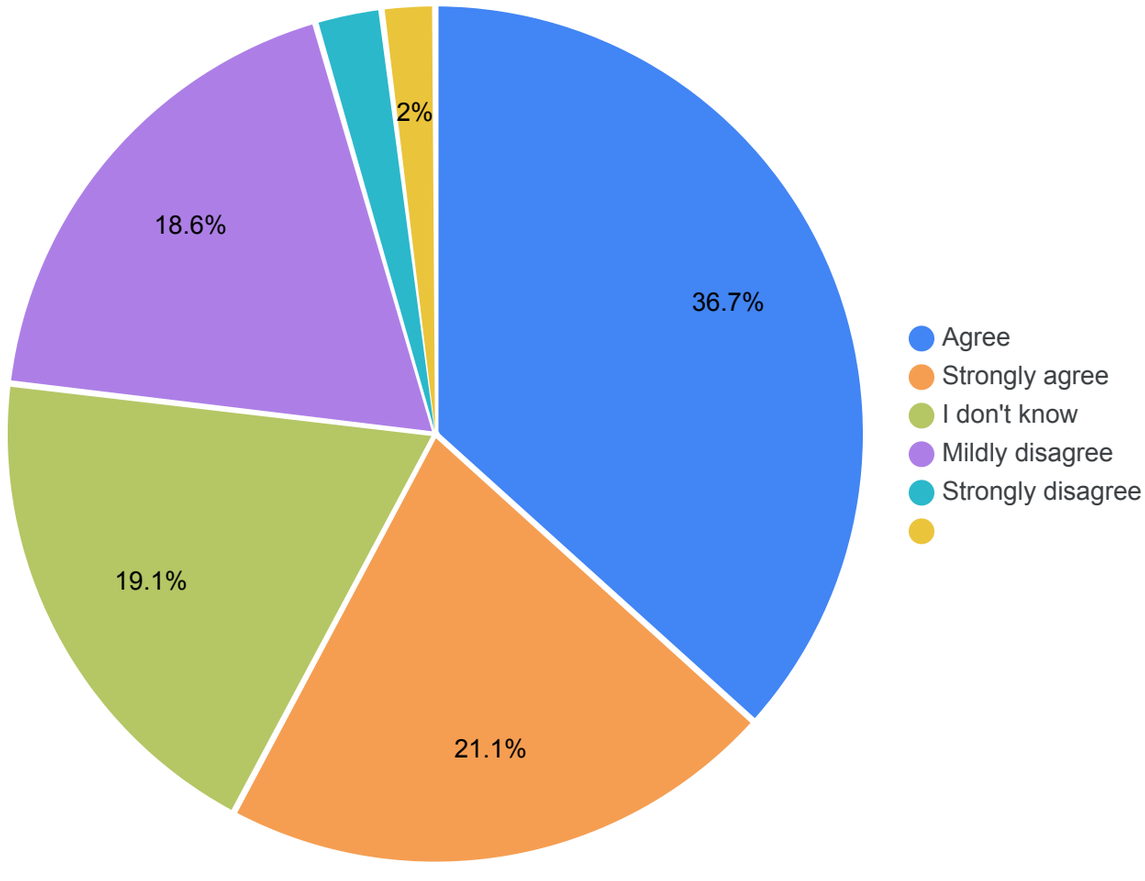
Cyberbullying rules and consequences



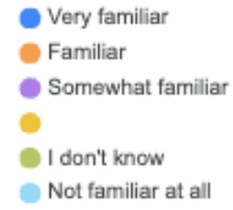
Holly Oak Elementary: I think that suspensions and expulsions are assigned when necessary.



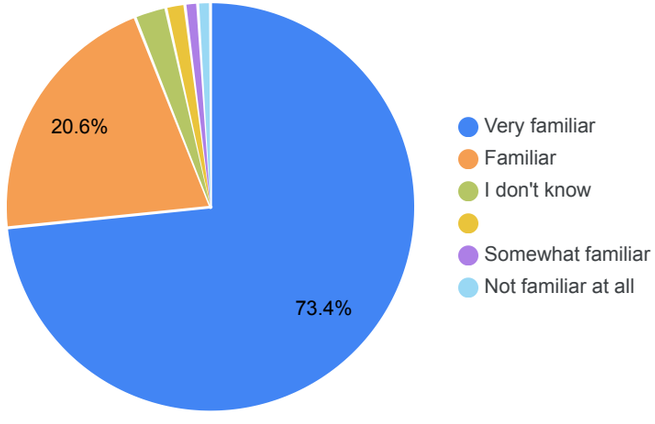
Holly Oak Elementary: The facilities and grounds are well maintained at my school.



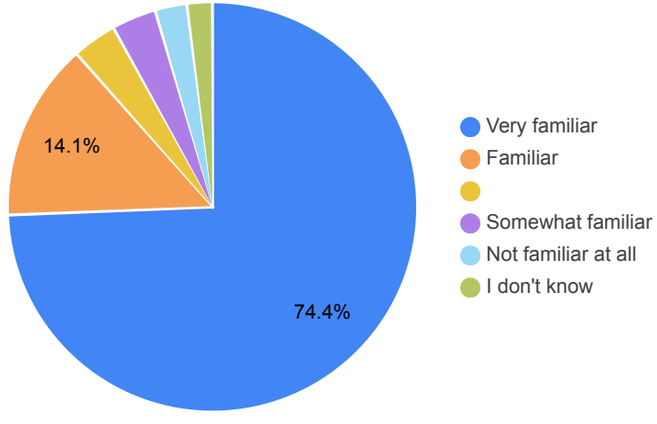
Holly Oak Elementary: How well do understand your school Emergency procedures?



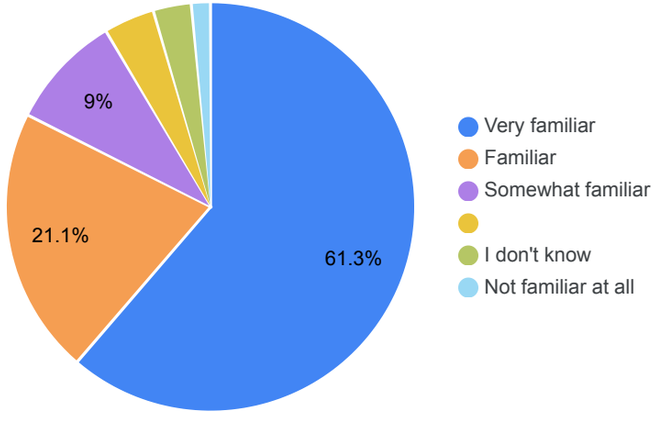
Fire Drill



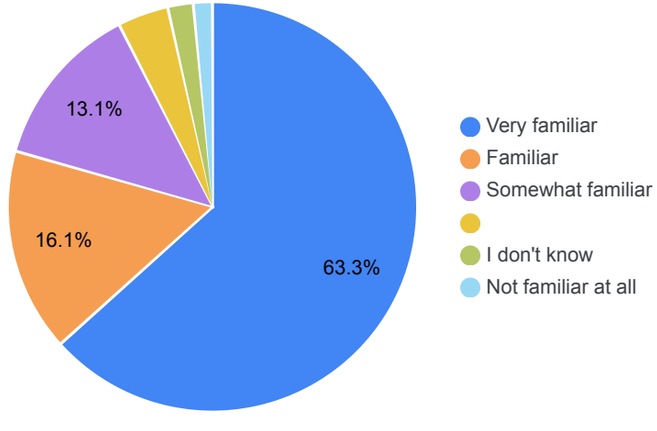
Earthquake Drill



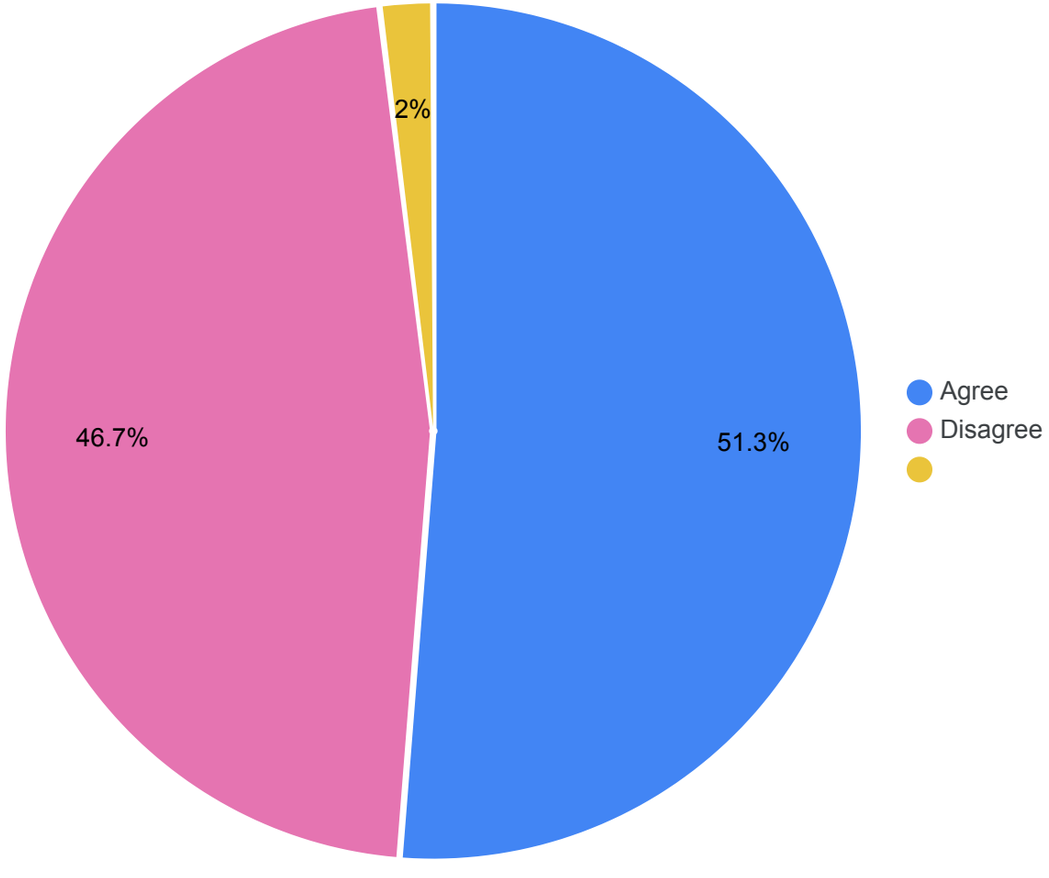
Shelter in Place



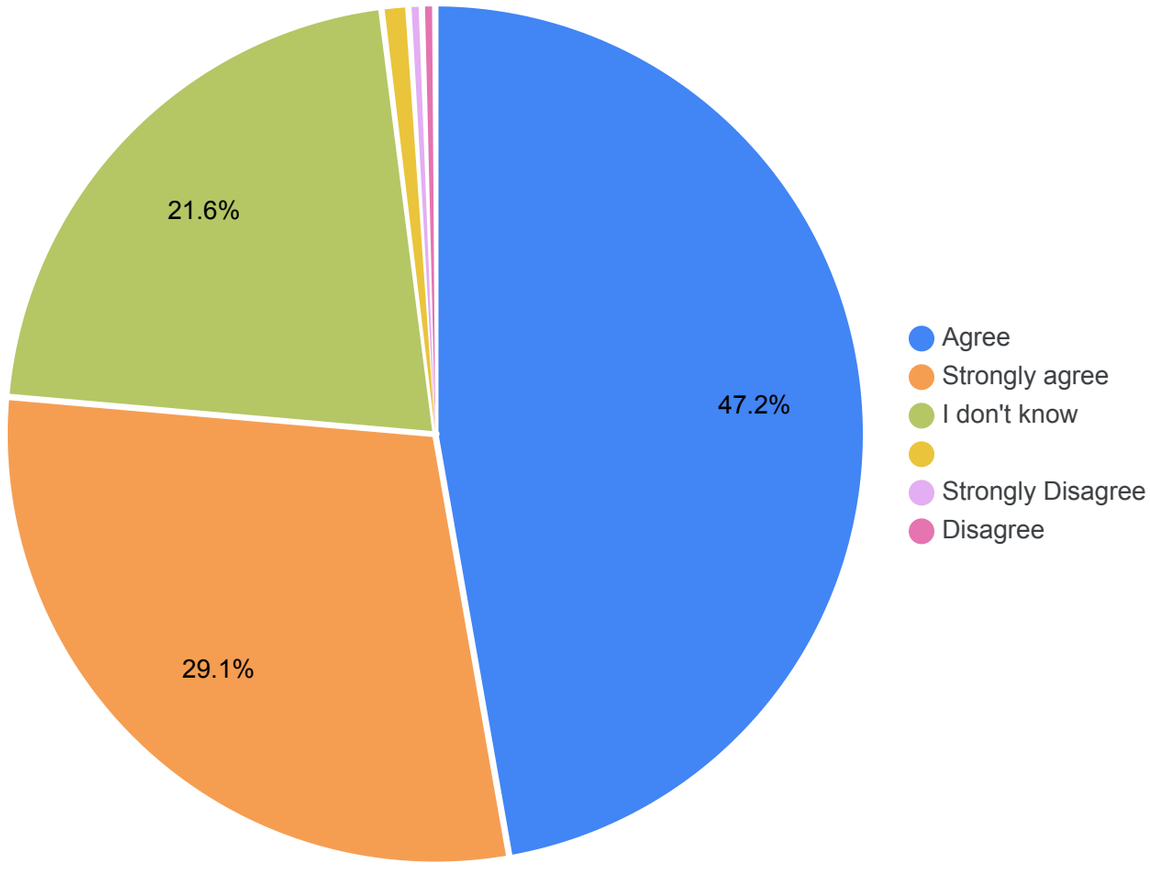
Run, Hide, Defend



Holly Oak Elementary: I am aware of the District's Wellness Connections webpage.



Holly Oak Elementary: My school has a way to recognize positive behavior among students.



EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

SUPPLEMENTAL BUDGET
FY 2026-27

pbis

SCHOOL: *HOLLY OAK* **SITE #** **005** *3 digits - 0##* **ALLOCATION:** **$ 55,677.00**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	005	14,259
Hourly Teacher	010-0159-0	1120	00-1590	1000	005	
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	005	6,425
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
*Other**	010-0159-0		00-1590		005	
21.88% Benefits	010-0159-0	3xx1	00-1590		005	3,994
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	005	3,231
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	005	
Hourly Clerical	010-0159-0	2460	00-1590	2700	005	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	005	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	005	
*Other**	010-0159-0		00-1590		005	
35.38% Benefits	010-0159-0	3xx2	00-1590			1,769
Supplies (for POs & reimbursements)						
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**005**	1,000
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**005**	12,000
Office Supplies	**010-0159-0**	**4351**	**00-1590**	**2700**	**005**	5,000
Parts/Supplies M.O.T.	**010-0159-0**	**4365**	**00-1590**	**8100**	**005**	
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590		005	
*Other**	010-0159-0		00-1590		005	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0159-0	5210	00-1590	1000	005	
Conference Registration Fees	010-0159-0	5220	00-1590	1000	005	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	005	
Maintenance Repair	010-0159-0	5610	00-1590	8100	005	
Computer Repair	010-0159-0	5611	00-1590	1000	005	
Copier Maintenance	010-0159-0	5615	00-1590	1000	**005**	
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**	**005**	3,000
Software, Subscriptions & Licenses	**010-0159-0**	**5826**	**00-1590**	**1000**	**005**	5,000
Field Trip	010-0159-0	5840	00-1590	1000	005	
*Other**	010-0159-0		00-1590		005	
*Other**	010-0159-0		00-1590			

*Fill out with Business Office - we're happy to help

TOTAL BUDGET **55,677**

should match Allocation

variance: (0)

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

Title I Budget

FY 2026-27

SCHOOL:	*HOLLY OAK*	**SITE #**	**005**		**ALLOCATION:**	**$**		**4,166.00**
			3 digits - 0##					
Parent Engagement - required			060-3010-0-	4351	**00-1511**			1,666
Kinder Boot Camp Supplies			060-3010-0-	1120	**00-1512**	1000	005	200
Kinder Boot Camp Timesheets			060-3010-0-	1120	**00-1512**	1000	005	2,300
28.0750%	*Benefits*		060-3010-0-	3xx1	**00-1512**			
**Fill out with Business Office - we're happy to help*								
					TOTAL BUDGET			**4,166**
							should match Allocation	
							variance:	-

Statutory Benefits Calculation		
19.10%	STRS (Certificated only	310100.00%
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (	350X
1.275%	Workers Comp (CE & C	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA
EST. 1860

TITLE III BUDGET
FY 2026-27

SCHOOL:	HOLLY OAK	SITE #	005	ALLOCATION:	$ 6,930.00
			3 digits - 0##		

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	005	3,125	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	005		
Substitute Teachers (*paid by site)*	060-4203-0-	1150	00-1551	1000	005		
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081		
*Other**	060-4203-0-		00-1551		005		
21.88% Benefits	060-4203-0-	3xx1	00-1551			684	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	005	1,191	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	005		
Hourly Clerical	060-4203-0-	2460	00-1551	2700	005		
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	005		
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	005		
*Other**	060-4203-0-		00-1551		005		
35.38% Benefits	060-4203-0-	3xx2	00-1551				
Supplies (for POs & reimbursements)							
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**	**005**		
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**	**005**	1,930	for EL students
Office Supplies	**060-4203-0-**	**4351**	**00-1551**	**2700**	**005**		
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**	**005**		
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551		005		
*Other**	060-4203-0-		00-1551		005		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	060-4203-0-	5210	00-1551	1000	005		
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	005		
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	005		
Maintenance Repair	060-4203-0-	5610	00-1551	8100	005		
Computer Repair	060-4203-0-	5611	00-1551	1000	005		
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**005**		
Consultant/Contractors	**060-4203-0-**	**5815**	**00-1551**	**1000**	**005**		
Software, Subscriptions & Licenses	**060-4203-0-**	**5826**	**00-1551**	**1000**	**005**		
Field Trip	060-4203-0-	5840	00-1551	1000	005		
*Other**	060-4203-0-		00-1551		005		
*Other**	060-4203-0-		00-1551				
TOTAL BUDGET						6,930	
						should match Allocation	
					variance:	-	

*Fill out with Business Office - we're happy to help

Statutory Benefits Calculation			
19.10%	STRS (Certificated only)	3101	859
26.40%	PERS (Classfied only)	3202	
6.20%	OASDI (CL)	331X	
1.45%	Medicare (CE & CL)	332X	65
0.05%	State Unemployment (CE & CL)	350X	3
1.275%	Workers Comp (CE & CL)	360X	54
			981