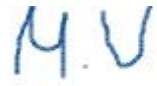# Comprehensive School Safety Plan

2024-2025
School Year

School: Hollydale School

CDS Code: 19648736021414

District: Paramount Unified

Address: 5511 Century Blvd.
South Gate CA 90280-8114

Date of Adoption: December 6, 2024

Date of Update: December 2, 2024

Date of Review:

  - with Staff December 12, 2024

  - with Law Enforcement January 28, 2025

  - with Fire Authority January 28, 2025

Approved by:

Name	Title	Signature	Date		
Hilda Mapp	Principal			*Mapp*	
Minerva Valle	SSC Vice-Chairperson			*M.V*	

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334, approved in 1999, perpetuated SB187.

The Comprehensive School Safety Plan contains the following elements:

- • Child abuse reporting procedures
- • Disaster procedures
- • Suspension and expulsion policies
- • Procedures to notify teachers of dangerous pupils
- • Discrimination and harassment policies
- • School wide dress code policies
- • Procedures for safe ingress and egress
- • Policies enacted to maintain a safe and orderly environment
- • Rules and procedures on school discipline
- • Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school's main office.

Safety Plan Vision

Hollydale School uses a comprehensive approach to support our student's physical, mental, and emotional well-being and create a safe welcoming school environment in which all students feel safe to learn. Hollydale's CSSP focuses on the use of intervention for students with attendance or discipline issues and looks at data from a variety of resources to gain feedback and a better understanding of how our students feel and how staff can support them on campus. Hollydale's CSSP also focuses on logistical details for a safe school environment including ingress, egress, disaster plans, and more.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Components of the Comprehensive School Safety Plan (EC 32281)

Hollydale School Safety Committee

Assessment of School Safety

A review of Hollydale School indicates that the students, parents, and staff of Hollydale are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. To ensure this, Hollydale has adopted policies and procedures pertaining to campus environment and security, investment in behavioral management and intervention, encouraged participation of community members, and the improvement and maintenance of the physical school environment.

Hollydale performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, active shooter drills, etc. Hollydale participates in the annual "Great California Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness. Hollydale works closely with the PUSD Safety and Security Department to strengthen our disaster preparedness through supplies, drills, and meetings.

Visitors (when allowed on campus) are required to sign-in/out in the school office and Hollydale utilizes the RAPTOR visitor check-in system. Appropriate signs are posted following all necessary protocols and guidelines. Emergency exit routes are posted in all the rooms.

Our school creates a safe school environment. The school implements programs and practices to address bullying that are aligned to Board Policy 5131.2 Bullying (Revised September 11, 2024)

Employees are required to complete mandated training annually. Training modules include:
California Mandated Reporter: Child Abuse and Neglect
Students experiencing Homelessness: Awareness and Understanding
Workplace Violence: Awareness and Prevention
Youth Suicide: Awareness, Prevention and Postvention
Bullying and CyberBullying: Recognition and Response
Diversity for Employees
Opioid Overdose Response Awareness
Sexual Harassment and Discrimination

Pesticide Use: For specific information, please see Board Administrative Regulation 3514.2 Integrated Pest Management.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Alternate means of correction are employed to address discipline infractions prior to suspension for lower-level Education Code violations. As a preventative measure, all TK-12 schools have implemented Safe & Civil Schools Positive Behavior Support program, which focuses on teaching our students about behavioral expectations and providing positive feedback. Restorative practices are being utilized across the district to ensure a comprehensive approach to discipline and behavior interventions.

Paramount Unified School District (PUSD) utilizes Synergy reporting to track our student attendance and monitor concerns with chronic absenteeism. There is a process for sites to follow when there is a concern regarding absenteeism and truancy. All schools have a School Attendance Review Team (SART) to collaborate and consult on how to provide intervention to the students and families with identified attendance issues. The District also holds Student Attendance Review Board (SARB) hearings for cases that are not resolved at the site level and need further intervention. The most current 2024 data is indicated below.

Attendance and Suspension Data for Hollydale School:

Students in the SARB Process: 2023-2024 school year   1
2022-2023 school year   1

Percentage of Chronically Absent Students: 2023-2024 school year   23%
2022-2023 school year   26.5%

Suspension Percentage: 2023-2024 school year   1.8%
2022-2023 school year   0.99%

PUSD takes a holistic approach to student mental health and support throughout our TK-12 programs. Our school employs both a counselor and a social worker to assist students in need of intervention and crisis support.

A variety of interventions and means of correction are used as a part of a progressive discipline model including reflective assignments, peer mediation, restorative practices, student check-in check-out, individualized incentive programs, school-based counseling, and more.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators and directors; licensees, administrators, and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reportable Offenses A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166) "Reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, "reasonable suspicion" does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166) Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9,11166.05, 11167) Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288) Responsibility for Reporting The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166) No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166) Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166) Reporting Procedures 1. Initial Telephone Report Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Department of Child and Family Services (DCFS) (800) 540-4000. When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 2. Written Report Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and electronically transmit a written follow-up report to DCFS: https://mandreptla.org/cars.web/ (BCI 8572). (Penal Code 11166, 11168) Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter. b. The child's name and address, present location, and, where applicable, school, grade, and class c. The names, addresses, and telephone numbers of the child's parents/guardians d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child. e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167) The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167) 3. Internal Reporting The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166) However, employees reporting child abuse or neglect to an appropriate agency must notify the principal as soon as possible after the initial telephone report to the appropriate agency. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee provides training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7) The training includes identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7) The Superintendent or designee obtains and retains proof of each mandated reporter's completion of the training. (Education Code 44691) Victim Interviews by Social Services Whenever DCFS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal

Code 11174.3) A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3) 1.   The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible. 2. The selected person shall not participate in the interview. 3.   The selected person shall not discuss the facts or circumstances of the case with the child. 4.   The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3) Release of Child to Peace Officer When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906) For additional details, refer to Paramount Unified School District Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting.

Opioid Prevention and Life-Saving Response Procedures
All PUSD employees are required to complete mandated Opioid Overdose Response Awareness training annually. Narcan administration training is provided annually for district nurses, school health office technicians, campus safety officers, and school staff volunteers. In responding to a suspected opioid incident, the responder will check the individual for responsiveness and signs of an opioid overdose, which may include unconsciousness, slow or absent breathing, pinpoint pupils, bluish skin, a limp body, or snoring and gurgling sounds. Utilizing personal protective equipment (PPE) such as gloves and masks, if available. They will then call emergency services. If naloxone (Narcan) is available, the responder will administer it according to the instructions and monitor the individual's breathing and responsiveness. If there is no response after 2-3 minutes, another dose of naloxone can be given. The responder will remain with the individual until help arrives, keeping them safe and as alert as possible. When emergency responders arrive, they will be provided with all relevant information. California Education Code 49414, protects employees or volunteers acting in good faith to provide emergency.
PUSD's Board Policy and Administrative Regulation 5141 addresses Health Care and Emergencies and Board Policy and Administrative Regulation 5141.21 explains protocols for Administering Medication and Monitoring Health Conditions.

Help Save a Life

What is the Opioid Epidemic?

Opioids are medications that are used to reduce pain but are at high risk for abuse. Opioids can impact the body's ability to breathe, leading to death. The rise in overdoses can be attributed to illicitly manufactured opioids, particularly fentanyl. Per the Drug Enforcement Administration (DEA): "Brightly colored pills, dubbed 'rainbow fentanyl', is a new trend used by drug cartels to sell highly addictive and potentially deadly fentanyl made to look like candy to children and young people. It has been seized in multiple forms, including pills, powder, and blocks that resemble sidewalk chalk." According to the CDC, 107,622 Americans died of drug overdoses in 2021, with 66% of those deaths related to syntetic opioids like fentanyl.

Opioid Reversal - Naloxone (NARCAN)

Signs of an Opioid Overdose

Know the Signs

- Not Responding
- Slow or Not Breathing
- Making Sounds
- Blue Lips & Nails
- Cold or Clammy Skin
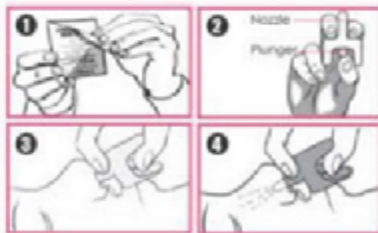- Tiny Pupils

What Drugs Does Naloxone (NARCAN) Reverse?

Effective:
- Heroin
- Morphine
- Dilaudid
- Oxycodone
- Fentanyl
- Codeine
- Methadone

Ineffective:
- Alcohol
- Valium
- Ativan
- Xanax
- Ambien
- Antidepressants
- Marijuana
- Other medications

How to Administer Naloxone (NARCAN)

Each nasal spray device is SINGLE DOSE. A SECOND DOSE can be given in OPPOSITE nostril with A NEW DEVICE, if no improvement after 2-3 MINUTES. (2 Doses per Box)

State and District Protections for Responders

Per Ed Code Section 49414, employee volunteers are protected by the District against any and all civil liability from their actions when serving as a volunteer.

Administering Naloxone (NARCAN) will not harm a person who is not having an overdose.

Paramount USD District Plan

Steps of the plan

- Evaluate for signs of overdose
- Administer Naloxone (NARCAN)
- Call 911 & Site Administration
- Support the Person's Breathing (1 breath every 5 seconds)
- Monitor the Person's Response

Responder's Safety

Steps to protect responder's safety

- Wear nitrile gloves
- Use CPR mask if CPR is performed
- Perform hand hygiene
- If suspected exposure, call 911

(E) Sexual Harassment Policies (EC 212.6 [b])
The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.
Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Procedures for Preventing Acts of Bullying and Cyber-bullying
The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.
Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint procedures specified in AR 1312.3. (BP 5131.2).

Examples of Prohibited Conduct
Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:
1.Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2.Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3.Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4.Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email, posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in District schools, including the following:
1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Student Instruction

Students are provided with instruction that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Students are educated about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

To discourage cyberbullying, students are advised to be cautious about sharing passwords, personal data, or private photos online and consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in another program as appropriate. (EC 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, Superintendent or designee, the site principal or principal's designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement. (AR 5131.2).

Employees are required to complete mandated training regarding Recognition and Response of Bullying and CyberBullying annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.
The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.
The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.
Board Policy 5132.1 requires students at K-8 schools to wear a specific uniform, as follows:

Boys
Girls
White shirt, long or short sleeves, with a collar
White blouse, long or short sleeves, with a collar

Navy blue pants or shorts
Navy blue jumper, skirt, skort, shorts, culottes, or pants
Appropriate shoes
Appropriate shoes

Navy blue sweater, sweatshirt, or jacket - a uniform shirt must be worn underneath
Navy blue sweater, sweatshirt, or jacket - a uniform blouse must be worn underneath

Hollydale School

The Governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Schools throughout Paramount Unified School District have positive and proactive schoolwide discipline plans. Data is used to inform decisions on developing and implementing effective behavior management and positive behavior support of all students (Safe & Civil Schools).

Student Referrals are made for incidents that require immediate attention or administrative support.

Means of correction will be implemented upon failure to comply with behavior expectations including, but not limited to, conflict resolution, restorative practices, counseling, parent conference, detention, suspension, expulsion recommendation (EC 48900 & 48915, BP 5144.1, AR 5144.1, AR 5144.2).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

H. Policies Regarding Suspension and/or Expulsion

In accordance with Board Policy 5144.1 and Administrative Regulations 5144.1 & 5144.2, suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from school for not more than five consecutive school days for any of the reasons in the Education Code Section 48900, upon first offense, if the principal determines the student has committed any of the acts enumerated in Education Code Section 48900 (a-q) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (Education Code 48900.5)

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student.

Offenses that result in mandatory suspension and referral for expulsion with the principal having the ability to make an exception if appropriate include:
1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, on any school employee.

Offenses that result in mandatory suspension and referral for expulsion, with the principal having no ability to make an exception include:
1. Possession/selling/furnishing a firearm at school or at a school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053 of Division 10 of the Health and Safety Code.)
4. Committing/attempting to commit a sexual assault/battery as defined in Education Code 48900 (n).

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of each student who has engaged in suspendable acts pursuant to Education Code 48900 (except subdivision h), 48900.2, 48900.3, 48900.4 or 48900.7. The information provided shall be from the previous three years. Paramount Unified School District has incorporated this notification into the student profile screen in the Synergy Student Information system. Teachers who would like additional information about the suspensions may review the student's discipline file in the school office. All information regarding suspension and expulsion is confidential and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Response Procedures for Dangerous, Violent, or Unlawful Activity

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulation 3515 Campus Security (Revised May 9, 2023), BP/AR 3515.2 Disruptions (Revised September 14, 2020), BP/AR 3516 Emergencies And Disaster

Preparedness Plan (Revised September 14, 2020), AR 3516.2 Bomb Threats (Revised September 14, 2020), and BP/AR 5131.7 Weapons And Dangerous Instruments (Revised September 14, 2020).

(I) Hate Crime Reporting Procedures and Policies
The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. The following measures are implemented to prevent discrimination, harassment, intimidation, and bullying of students at District schools or in school activities and to ensure equal access of all students to the educational program :

1. Provide to employees, volunteers, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, harassment, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information includes guidelines for addressing issues related to transgender and gender-nonconforming students.

2. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the school principal whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the principal shall meet with the student and/or parent/guardian to determine how best to accommodate the student.

4. Publicize the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site. br/>
5. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the principal whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the principal shall immediately investigate the complaint in accordance with the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. (BP 5145.3).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan was reviewed and approved by the School SIte Council in a public meeting. Input was elicited regarding, but not limited to, school data, the school disaster & emergency plan, ingress and egress, and discipline policies. (BP 0450).

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Incident Command Team Responsibilities

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
Hollydale School's (Hollydale) Emergency Plan provides faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan delineates the responsibilities of all Hollydale's employees and is organized according to the Standardized Emergency Management System (SEMS). Hollydale's personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and system. Training and exercises are ongoing components of the Plan.
The Plan is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted annually. Copies of the Plan and staff roles are distributed to Hollydale employees, the district office, and other entities as appropriate.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when Hollydale Elementary School is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.

Hollydale employees understand that the school's primary role in an emergency is to care for the safety and welfare of children for the duration of the emergency. Staff recognizes that the school site may be on its own (without outside resources) for up to 72 hours. Should an emergency/disaster occur during school hours, Hollydale will shelter students who are not picked up by parents or authorized persons listed on the Emergency Information Card for up to 72 hours. This is district policy. There is also the possibility that the American Red Cross may use Hollydale as a community shelter. Hollydale will keep students in the safest location on the school campus until they can be safely reunited with their families. The principal will relocate students to an alternate site when required by law enforcement or when it is unsafe to remain on campus.

A disaster container with some emergency food, water, supplies, and equipment are located on campus. Contents are inventoried and replenished as necessary by the Safety and Security Department.

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasize their physical and psychological well-being.

Parents will be informed of Hollydale's Emergency Plan annually. A copy of the Plan will remain in the administrative offices.

Plan Activation:

The principal or designee will activate the Plan in an emergency or when a threat exists that may impact the safety and well-being of students, employees, and the community. When the Plan is activated, employees will follow an Incident Command System (ICS) to ensure centralized direction and coordination. Under ICS, one person (the Incident Commander, ICO) is in charge at the school site. The principal or designee will serve as Incident Commander. Depending on the nature and scope of emergency, the Incident Commander may appoint section chiefs to oversee other functions (Planning, Operations, Logistics and Finance and Administration). If the situation warrants, the ICO can perform any or all five functions. The principal or designee will also be responsible for deactivating the plan. District and other Agencies:
Hollydale will communicate with the district by phone, email, short-wave radio, or runner. Emergency information, status reports, and resource requests will go directly to the Paramount Unified School District (PUSD) Assistant Superintendent of Business Services. Hollydale may also contact the City of Paramount.

Hollydale Internal Communications Protocol:

Hollydale will utilize a variety of communication sources, including student messengers, walkie-talkies, landlines, cell phones, and the ParentSquare web-based communication system.

All district faculty and staff have received active shooter training called Run- Hide-Fight.

All District school sites have implemented a Visitor Management System called Raptor, to increase safety and security measures on campus. The Raptor Visitor Management school security system screens for sex offenders, alerts staff of custody violations, and provides districtwide reporting for all visitors.
All District school sites have a tactical response plan in place. Hollydale has one Automatic External Defibrillator (AED) on campus. Special consideration has been given to emergency procedures with regard to students with disabilities.
The District works collaboratively with local fire, police, sheriff, EMS and the City of Paramount to ensure the safety of staff and students. All fire alarm systems undergo a full system test annually.

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulations 3516 Emergencies and Disaster Preparedness Plan.

Adaptations for Students with Disabilities
We have 6 SDC classes with ramps available where if needed paraprofessionals can escort students in wheel chairs or walkers to assembly area.

Public Agency Use of School Buildings for Emergency Shelters
In accordance with Education Code 32282, the District shall allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(J) Procedures to Prepare for Active Shooters
DURING INSTRUCTIONAL TIME
Upon the sound of gunfire or the presence of an intruder possessing a gun, the Administrator in charge will order a lockdown and call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat…"

If classes are in session, teachers will be instructed to lock their doors and drop to the ground to be protected from the gunfire. Students will be kept in the classrooms until the danger has passed. School personnel will use good judgment at all times in order to keep themselves and students as safe as possible until help arrives.

2. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
3. Teachers, Supervisors, CSP's, Admin are to adhere to the following procedures:
a. Lock classroom doors using push lock.
b. Keep all students inside and away from doors and windows.
c. Duck and cover and turn off the lights
d. No student may be permitted to leave the classroom. This includes bathroom breaks.
e. Make sure internal and secondary doors are operable.
f. Keep the phone lines clear unless there is an emergency.
4. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "all clear."
5. DO NOT OPEN YOUR DOOR FOR ANYONE.
6. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE
INTERCOM
7. DO NOT EXIT THE CLASSROOM IF A FIRE DRILL IS PULLED, UNLESS THERE IS A FIRE
IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR
INSTRUCTIONS.

DURING NON-INSTRUCTIONAL TIME
1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat Noon Duty Aides, CSP's, and Administration move all students to classrooms or nearest building.
2. The Administrator in charge will call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.
3. Teachers, Noon Duty Aides, CSP's, and Administration are to adhere to the following procedures:
a. Lock classroom doors using push lock.
b. Keep all students inside and away from doors and windows.
c. Duck, cover, and turn off the lights
d. No student may be permitted to leave the classroom. This includes bathroom breaks.
e. Make sure internal and secondary doors are operable.
f. Keep the phone lines clear unless there is an emergency.
4. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
5. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "All Clear."
6. DO NOT OPEN YOUR DOOR FOR ANYONE.
7. DO NOT RELEASE STUDENTS UNLESS INSTRUCTED TO DO SO BY LAW ENFORCEMENT

8. DO NOT EXIT THE CLASSROOM IF A FIREDRILL ALARM IS PULLED, UNLESS THERE IS AN ACTIVE FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
9. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
	Fire/Paramedics	911	Contact the District Office
	Long Beach Police Department – North Division	(562) 570-9800	Contact the District Office
	Lakewood Sheriff Station	(562) 623-3500	Contact the District Office
	Bellflower Sheriff Sub Station	(562) 925-0124	Contact the District Office
	Gas Company	(562) 570-2140	Contact the District Office
	Electric Company	(800) 655-4555	Contact the District Office
	Long Beach Water Department	(562) 570-2390	Contact the District Office
	Paramount Water Company	(562) 220-2018	Contact the District Office
	City of Paramount	(562) 220-2000	

Instructional Continuity Plan

Senate Bill 153 is an instructional continuity plan to establish communication with students and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include:

(i) Procedures for pupil engagement, as soon as practicable. Communication will be sent from each school principal to students and their families no later than five calendar days following the emergency via ParentSquare. ParentSquare is a two-way communication tool with students and their families. This communication will include how students will access academic, social-emotional and mental health support.

(ii) Access to in-person instruction or remote instruction no later than 10 instructional days following the emergency, as practicable. The plan may include support to students and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school. For purposes of this paragraph, "temporarily reassigned" means temporarily reassigned to another local educational agency outside of the school district in which the pupil's parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.

(ii) Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil i their prior school after the emergency event has ended.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Safety routes (ingress and egress):

Hollydale has multiple access points to the campus. Morning drop off and afternoon pick up is conducted through Century Blvd. and Pennsylvania Ave. gates. School dismissal is conducted through Century Blvd., Pennsylvania Ave., and McKinley Ave gates. PUSD Busses drop off and pick up students to and from Century Blvd bus zone.

Procedure for Visitor Check In:

There are signs posted on campus indicating that all visitors must report to the main office. Visitors (when allowed during school hours) are required to check in at the main office and get a visitor's badge using the RAPTOR check-in system.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety - Attendance

Element:
Chronic absenteeism in grades TK through 8th grade (CA Dashboard),
26.5%
Yellow status
CA School Dashboard Fall 2023

Opportunity for Improvement:
Decrease chronic absenteeism rate by 3% (23.5%)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Chronic Absenteeism The data indicates that while there have been significant improvements in chronic absenteeism rates across various student groups, attendance remains a notable area of concern, especially for students with disabilities, who have the highest absenteeism rate at the "Orange" level. Continued efforts to improve attendance, particularly for high-need groups, could support better academic engagement and outcomes.	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	District Funded	School site administrators, Student health office technician, and Social Worker	Synergy SEL and student information/counseling data

Component:
Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety- Discipline

Element:
Suspension Rate Indicator
(CA School Dashboard)
1.8%
Orange status
CA School Dashboard Fall 2023

Opportunity for Improvement:
Decrease suspension rate by 1% (.8%)

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
Suspension Data The data indicates an increase in suspension rates across multiple student groups, particularly for students with disabilities, socioeconomically disadvantaged students, and Hispanic students. The "Orange" rating for these groups suggests a need for enhanced behavioral interventions, support programs, and resources to reduce suspension rates and improve school climate.	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms. Identify professional development in addressing behaviors to cultivate a nurturing and safe learning environment for classroom teachers and staff. This would include consultants, observation, modeling, and reflection. BCBA Support for Middle School teachers to support the whole child as they transition from elementary school to high school.	District Funded Title I Title I District Funded District Funded	School Site administrators	SEL Data (monthly/weekly attendance, suspension, counseling, etc.) SEL data (attendance, behavior, etc.) Student grades SEL Data (monthly/weekly attendance, suspension, counseling, etc.) Synergy Student Behavior and Suspension Data Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading

Hollydale School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information

School Name	Hollydale School
Street	5511 Century Blvd.
City, State, Zip	South Gate CA 90280-8114
Phone Number	(562) 602-8016
Principal	Hilda Verdugo Mapp
Email Address	hmapp@paramount.k12.ca.us
School Website	https://hollydale.pusdschools.net
Grade Span	K-8
County-District-School (CDS) Code	19648736021414

2024-25 District Contact Information

District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Dr. Joshua Lightle
Email Address	JLightle@paramount.k12.ca.us
District Website	www.paramount.k12.ca.us

2024-25 School Description and Mission Statement

Hollydale School is a unique K-8 school of the Paramount Unified School District located in the Hollydale area of South Gate. The school is comprised of approximately 810 students. Sixty-five percent of students are in grades K-5 and 35% of students are in grades 6th-8th. Ninety-five percent of the student population is Hispanic and approximately 24% of students are English Language Learners.

Hollydale School's faculty and staff are committed to implementing the district's vision of academic excellence. Because we are committed to motivating and challenging each student to reach his or her full potential, we believe in providing our students with

2024-25 School Description and Mission Statement

a positive, supportive, safe, and student-centered learning environment. This environment consists of a rigorous educational program that focuses on student achievement and teacher professional development. This effort includes the collaboration among teachers, parents, administrators and most importantly our students.

We believe that all children can learn and are capable of being successful students. We hold high standards and expectations for student achievement and behavior while acknowledging individual differences. In our everyday activities, we emphasize learning as a lifelong process. Through our instructional programs aligned to state standards, our goal is to ensure that all students are well prepared for college or career as they become productive members of our global society.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	73
Grade 2	78
Grade 3	93
Grade 4	100
Grade 5	77
Grade 6	88
Grade 7	105
Grade 8	101
Total Enrollment	806

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Asian	0.6
Black or African American	0.4
Filipino	0.5
Hispanic or Latino	97.1
Two or More Races	0.4
White	1
English Learners	17.6
Foster Youth	0.2
Homeless	2
Socioeconomically Disadvantaged	89.8
Students with Disabilities	13.9

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.80	94.36	548.70	85.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.30	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	3.05	18.00	2.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.30	2.25	12115.80	4.41
Unknown/Incomplete/NA	1.00	2.56	55.50	8.69	18854.30	6.86
Total Teaching Positions	39.00	100.00	639.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.00	92.55	571.00	87.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	2.82	19.90	3.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	2.99	15.80	2.41	11953.10	4.28
Unknown/Incomplete/NA	0.60	1.59	47.20	7.20	15831.90	5.67
Total Teaching Positions	42.10	100.00	656.10	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.50	96.05	542.80	88.08	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.90	0.48	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.53	15.30	2.50	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.63	17.50	2.84	11746.90	4.23
Unknown/Incomplete/NA	0.20	0.76	37.50	6.10	14303.80	5.15
Total Teaching Positions	38.00	100.00	616.30	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.10	1.10	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.10	1.10	0.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20	0
Local Assignment Options	0.00	1.00	1
Total Out-of-Field Teachers	0.00	1.20	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.30	4.7	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

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

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

The 4 Quarterly Reports for Uniform Complaints for 2023-2024 can be accessed from the following website link:

https://www.paramount.k12.ca.us/pdf/4 Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Frog Street Press) Grade TK-K Frog Street Pre-K English Teacher's Edition Set / 2023 (McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Start Smart / 2016 (McGraw Hill) Grade K Kinder Wonder Reading Writing Workshop: Unit 1-10 / 2016 (McGraw Hill) Grade 1 1st Gr Wonders Reading Writing Workshop: Unit 1-4 / 2016 (McGraw Hill) Grade 1 1st Gr Wonders Literature Anthology: Unit 1-4 / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 5 5th Gr Wonders Reading Writing Workshop / 2016	Yes	0%

	(McGraw Hill) Grade 5 5th Gr Wonders Literature Anthology / 2016 (Amplify) Grade 6 Anthology / 2017 (Amplify) Grade 7 Anthology / 2017 (Amplify) Grade 8 Anthology / 2017		
Mathematics	(McGraw Hill) Grade K My Math Grade K Vol 1-2 / 2014 (McGraw Hill) Grade 1 My Math Grade 1 Vol 1-2 / 2014 (McGraw Hill) Grade 2 My Math Grade 2 Vol 1-2 / 2014 (McGraw Hill) Grade 3 My Math Grade 3 Vol 1-2 / 2014 (McGraw Hill) Grade 4 My Math Grade 4 Vol 1-2 / 2014 (McGraw Hill) Grade 5 My Math Grade 5 Vol 1-2 / 2014 (Glencoe/McGraw-Hill) Grade 6 Math Course 1 / 2014 (Glencoe/McGraw-Hill) Grade 7 Math Course 2 / 2014 (Glencoe/McGraw-Hill) Grade 8 Math Course 3 / 2014 (Pearson) Grade 8 Algebra 1 / 2014 (Open Up Resources) Grade 6 Our Math Grade 6 Student Set / 2021 (Open Up Resources) Grade 7 Our Math Grade 7 Student Set / 2021 (Open Up Resources) Grade 8 Our Math Grade 8 Student Set / 2021 (Open Up Resources) Grade 8 Our Math Algebra 1 Student Set / 2021	Yes	0%
Science	(Twig Science) Grade K Kinder Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 1 1st Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 2 2nd Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 3 3rd Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 4 4th Grade Student TwigBook: Module 1-5 / 2020 (Twig Science) Grade 5 5th Grade Student Twigbook: Module 1-4 / 2020 (McGraw Hill) Grade 6 CA Inspire Science 6th Gr Unit 1-4 / 2019 (McGraw Hill) Grade 7 CA Inspire Science 6th Gr Unit 1-4 / 2019 (McGraw Hill) Grade 8 CA Inspire Science 6th Gr Unit 1-4 / 2019	Yes	0%
History-Social Science	(Savvas) Grade K CA myWorld Interactive Worktext K / 2022 (Savvas) Grade 1 CA myWorld Interactive Worktext 1 / 2022 (Savvas) Grade 2 CA myWorld Interactive Worktext 2 / 2022 (Savvas) Grade 3 CA myWorld Interactive Worktext 3 / 2022 (Savvas) Grade 4 CA myWorld Interactive Worktext 4 / 2022 (Savvas) Grade 5 CA myWorld Interactive Worktext 5 / 2022 (Cengage) Grade 6 Ancient Civilizations / 2018 (Cengage) Grade 7 Medieval and Early Modern Times / 2018 (Cengage) Grade 8 American Stories, Beginning to WWI / 2018	Yes	0%
Visual and Performing Arts	(Pearson Scott-Foresman) Grade 6 Art / 2009 (Pearson Scott-Foresman) Grade 7-8 Art / 2009 (Hal Leonard Corporation) Grade 6-8 Essential Elements 2000 / 2009	Yes	0%

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

School Facility Conditions and Planned Improvements

School Facility is in very good condition

Year and month of the most recent FIT report	October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Merv 16 filter installed in all HVAC- DONE
Interior: Interior Surfaces	X			Flooring complete on 12 classrooms
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roofing 12 classrooms
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			2 new playgrounds New classroom ramps installed

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	48	44	39	40	46	47
Mathematics (grades 3-8 and 11)	33	32	21	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	569	566	99.47	0.53	43.99
Female	270	268	99.26	0.74	47.39
Male	299	298	99.67	0.33	40.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	552	549	99.46	0.54	43.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	87	86	98.85	1.15	13.95
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	516	514	99.61	0.39	43.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	90	97.83	2.17	16.67

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	568	565	99.47	0.53	31.86
Female	269	267	99.26	0.74	29.96
Male	299	298	99.67	0.33	33.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	551	548	99.46	0.54	31.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	87	87	100.00	0.00	12.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	515	513	99.61	0.39	30.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	89	96.74	3.26	13.48

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	27.07	19.44	17.61	17.78	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	180	180	100.00	0.00	19.44
Female	76	76	100.00	0.00	14.47
Male	104	104	100.00	0.00	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	174	174	100.00	0.00	18.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	163	100.00	0.00	20.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	3.57

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91.14%	93.67%	88.61%	88.61%	87.34%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parents are encouraged to be a part of their child's education and are welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational program.

Parents may be actively involved in the school through the Parent Teacher Association (PTA), by being elected as a School Site Council (SSC) member and attending the School Site Council meetings or being elected to the English Advisory Committee (ELAC). The School Site Council and English Advisory Committees are parent groups that advise the principal and staff on improving the educational programs at the school. Parents are also encouraged to volunteer by helping to support student learning and PTA activities.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	850	833	198	23.8
Female	409	400	96	24.0
Male	441	433	102	23.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	820	804	191	23.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	11	4	36.4
English Learners	154	148	36	24.3
Foster Youth	--	--	--	--
Homeless	18	18	5	27.8
Socioeconomically Disadvantaged	766	751	184	24.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	133	130	34	26.2

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.4	1.8	0.82	1.86	3.39	2.92	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.1	0	0	0.04	0.04	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.82	0.00
Female	0.24	0.00
Male	1.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.09	0.00
English Learners	0.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.01	0.00

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

2024-25 School Safety Plan

One of our top priorities is to provide our staff and students with a clean, orderly, and safe environment. Faculty, staff, and students are trained on emergency preparedness throughout the school year, including safety drills and lock down/lock out drills. An annual District-wide earthquake preparedness drill is held to ensure that students and staff are familiar with

2024-25 School Safety Plan

appropriate safety routes and expectations. The Safe and Civil Committee meets regularly to review any safety concerns at the site. The school implements the "Safe and Civil Schools" program which stresses the importance of positive behavior to ensure a safe and orderly learning environment.

For the safety of students and staff, all visitors must enter through the main office before being allowed on campus. Each visitor must show the proper identification to receive a visitor's pass to enter the campus. In addition, all gates are locked and secured by the campus security officer each morning when school begins. The campus security office patrols the school throughout the day to maintain everyone's safety.

The Comprehensive School Safety Plan is developed and approved annually by the School Site Council in September in order to comply with Senate Bill 187 of 1997. The comprehensive safety plan is reviewed with students during Safe and Civil assemblies and with staff at on-going staff meetings.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	1	
1	20	3	1	
2	20	2	2	
3	18	4		
4	18	1	3	
5	27		3	
6	15	25	21	
Other	10	3		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	23		3	
2	20	2	2	
3	22		4	
4	31		2	
5	20	1	2	
6	23	9	12	5
Other	15	3	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	3	
1	23		3	
2	24		3	
3	22		4	
4	31		3	
5	24		3	
6	17	26	10	4
Other	10	3		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	403

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,208.77	415.97	8,792.80	81,052.14
District	N/A	N/A	14,399.09	126,813.75
Percent Difference - School Site and District	N/A	N/A	-48.3	-44.0
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-20.2	-18.7

Fiscal Year 2023-24 Types of Services Funded

The district receives additional funds for a number of special services and programs. Among the special services offered are the following:

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
Title II - A federal program designed to ensure teacher and principal quality.
Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.
Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.
Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra

Fiscal Year 2023-24 Types of Services Funded

funding for students with greater challenges.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$67,485	$59,551
Mid-Range Teacher Salary	$97,077	$93,855
Highest Teacher Salary	$127,968	$120,219
Average Principal Salary (Elementary)	$168,593	$151,525
Average Principal Salary (Middle)	$172,610	$158,215
Average Principal Salary (High)	$187,581	$171,087
Superintendent Salary	$334,586	$300,043
Percent of Budget for Teacher Salaries	30.21	31
Percent of Budget for Administrative Salaries	4.22	4.91

Professional Development

Ongoing professional learning is embedded in the school day and offered after hours. All staff are encouraged to attend these sessions as they relate to professional duties and continuous growth. The chart below reflects the full days dedicated to districtwide professional learning for all certificated and classified staff.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	2

Escuela Hollydale

Informe de Responsabilidad Escolar para 2023-2024
(Publicado Durante el Ciclo Escolar 2024-2025)

Información General sobre el Informe de Responsabilidad Escolar (SARC)

Sobre el SARC

La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en https://www.cde.ca.gov/ta/ac/sa/

- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en https://www.cde.ca.gov/fg/aa/lc/

- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

Una copia física del Informe de Responsabilidad Escolar está disponible en su Oficina Escolar, bajo petición.

DataQuest

DataQuest es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en https://dq.cde.ca.gov/dataquest/ que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (*Dashboard*) Escolar de California

La Interfaz (*Dashboard*) Escolar de California https://www.caschooldashboard.org/ refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Acceso al Internet	Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.
Requisitos de Admisión a la Universidad de California (UC, por sus siglas en inglés)	Requisitos de admisión para UC se adhieren a pautas establecidas en el Plan Maestro, que requiere que .8° superior de los alumnos graduados de escuela preparatoria del estado, así como aquellos alumnos que trasladan y han exitosamente completado especificado cursado universitario, sean elegible para admisión a UC. Estos requisitos son diseñados para garantizar que todos los alumnos elegibles estén adecuadamente preparados trabajo de nivel universitario. Para requisitos sobre admisión general, favor de visitar el sitio web de Información sobre Admisión UC en https://admission.universityofcalifornia.edu/.
Requisitos de Admisión a la Universidad Estatal de California (CSU, por sus siglas en inglés)	Elegibilidad para admisión a CSU es determinado por tres factores: (1) Cursos específicos de escuela preparatoria, (2) Calificaciones en cursos especificados y puntuaciones en pruebas y (3) Graduación de escuela preparatoria. Algunos planteles tienen estándares más exigentes para enfoques particulares o alumnos que viven fuera del área del plantel local. Debido a la cantidad de alumnos que solicitan, un par de planteles tiene estándares más exigentes (criterio suplementario para admisión) para todos los solicitantes. La mayoría de los planteles CSU cuentan con políticas que garantizan admisión local a los alumnos que se gradúan o trasladan de escuelas preparatorias y universidades que son históricamente brindadas servicios por un plantel CSU en esa región. Para información sobre admisión, solicitud y cuota, consulte el sitio web CSU en https://www2.calstate.edu/.

Información de Contacto Escolar para 2024-25

Nombre de la Escuela	Escuela Hollydale
Dirección	5511 Century Blvd.
Ciudad, Estado, Código Postal	South Gate CA 90280-8114
Número Telefónico	(562) 602-8016
Director/a	Hilda Verdugo Mapp
Dirección de Correo Electrónico	hmapp@paramount.k12.ca.us
Sitio Web Escolar	https://hollydale.pusdschools.net
Niveles de Grado	K-8
Código del Condado-Distrito-Escuela (CDS)	19648736021414

Información de Contacto Distrital para 2024-25

Nombre del Distrito	Distrito Escolar Unificado de Paramount
Número Telefónico	(562) 602-6000
Superintendente	Dr. Joshua Lightle

Dirección de Correo Electrónico	JLightle@paramount.k12.ca.us
Dirección del Sitio Web Distrital	www.paramount.k12.ca.us

Descripción Escolar y Declaración de la Misión para 2024-25

La Escuela Hollydale es una escuela única de Kínder a 8.º grado del Distrito Escolar Unificado de Paramount en la zona de Hollydale llamada South Gate. La escuela está compuesta por aproximadamente 810 alumnos. El sesenta y cinco por ciento de los alumnos están en los grados de kínder-5.º y el 35% de los alumnos están en los grados de 6.º-8.º. El noventa y cinco por ciento de los alumnos son hispanos y aproximadamente el 24% de los alumnos son clasificados como estudiantes del idioma inglés.

El personal docente y el personal de la Escuela Hollydale están comprometidos a implementar la visión de excelencia académica del distrito. Como estamos comprometidos en motivar y ser exigentes con cada alumno para que alcancen su máximo potencial, creemos en ofrecer a nuestros alumnos un entorno de aprendizaje positivo, centrado en ellos, seguro y que les apoye. Este ambiente educativo está formado por un riguroso programa educativo centrado en el rendimiento de los alumnos y la formación profesional de los maestros. Este esfuerzo incluye la colaboración entre maestros, padres, administradores y, lo más importante, entre nuestros alumnos.

Creemos que todos los niños pueden aprender y que son capaces de ser alumnos de éxito. Mantenemos unos altos estándares y expectativas para el rendimiento y la conducta de los alumnos al mismo tiempo que reconocemos sus diferencias individuales. En nuestras actividades diarias, enfatizamos el aprendizaje como un proceso de por vida. A través de nuestros programas de instrucción alineados con las normas estatales, nuestra meta es garantizar que todos los alumnos tengan preparación universitaria o vocacional a medida que se convierten en miembros productivos de nuestra sociedad global.

Sobre esta Escuela

Inscripción Estudiantil por Nivel de Año para 2023-24

Nivel de Año	Cantidad de Alumnos
Kínder	91
1° Grado	73
2° Grado	78
3° Grado	93
4° Grado	100
5° Grado	77
6° Grado	88
7° Grado	105
8° Grado	101
Inscripción Total	806

Inscripción Estudiantil por Grupo para 2023-24

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	47.8
Masculino	52.2
Asiático	0.6
Afroamericano	0.4
Filipino	0.5
Hispano o Latino	97.1
Dos o Más Orígenes Étnicos	0.4
Blanco	1
Estudiantes del Inglés	17.6
Jóvenes de Crianza Temporal	0.2
Indigentes	2
De Escasos Recursos Económicos	89.8
Alumnos con Discapacidades	13.9

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Preparación y Colocación Docente para 2020-21

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	36.80	94.36	548.70	85.85	228366.10	83.12
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.30	0.37	4205.90	1.53
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	1.10	3.05	18.00	2.83	11216.70	4.08
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	0.00	0.00	14.30	2.25	12115.80	4.41
Desconocido/Incompleto/NA	1.00	2.56	55.50	8.69	18854.30	6.86
Cantidad Total de Cargos Docentes	39.00	100.00	639.10	100.00	274759.10	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2021-22

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	39.00	92.55	571.00	87.04	234405.20	84.00
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.00	0.31	4853.00	1.74
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	1.10	2.82	19.90	3.04	12001.50	4.30
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	1.20	2.99	15.80	2.41	11953.10	4.28
Desconocido/Incompleto/NA	0.60	1.59	47.20	7.20	15831.90	5.67
Cantidad Total de Cargos Docentes	42.10	100.00	656.10	100.00	279044.80	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2022-23

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	36.50	96.05	542.80	88.08	231142.40	100.00
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.90	0.48	5566.40	2.00
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	0.20	0.53	15.30	2.50	14938.30	5.38
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	1.00	2.63	17.50	2.84	11746.90	4.23
Desconocido/Incompleto/NA	0.20	0.76	37.50	6.10	14303.80	5.15
Cantidad Total de Cargos Docentes	38.00	100.00	616.30	100.00	277698	100

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos "*ineffective*" bajo ESSA)

Autorización/Asignació	2020-21	2021-22	2022-23
Permisos y Exenciones	0.00	0.00	0
Asignaciones	1.10	1.10	0.2
Puestos con Vacante	0.00	0.00	0
Cantidad Total de	1.10	1.10	0.2

Maestros Acreditados Asignados No En Su Rama (considerados no en su rama "*out-of-field*" bajo ESSA)

Indicador	2020-21	2021-22	2022-23
Maestros Acreditados Autorizados con un Permiso o una Exención	0.00	0.20	0
Opciones de Asignación Local	0.00	1.00	1
Cantidad Total de Maestros No En Su Rama	0.00	1.20	1

Asignaciones de Clases

Indicador	2020-21	2021-22	2022-23
Asignaciones para Estudiantes del Inglés (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	4.30	4.7	1
Sin acreditación, permiso o autorización para enseñar (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	0.00	0	0

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions)* en https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2024-25

El Distrito Escolar Unificado de Paramount ha establecido Procedimientos uniformes de queja (UCP, por sus siglas en inglés) para abordar las denuncias por discriminación ilegal, acoso, intimidación y hostigamiento, así como las quejas que alegan la infracción de las leyes estatales o federales que rigen los programas educativos, el cobro ilegal de cuotas estudiantiles y el incumplimiento del "Local Control and Accountability Plan" (Plan de Contabilidad y Control Local) (LCAP, por sus siglas en inglés).

Se puede acceder a los 4 informes trimestrales de quejas uniformes para 2023-2024 desde el siguiente enlace al sitio web:

https://www.paramount.k12.ca.us/pdf/4 Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Año y mes en los cuales se recopilaron los datos	Septiembre de 2024

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿Los libros de texto son de la adopción más reciente?	Porcentaje de alumnos a quienes no se les asignaron sus propios libros de texto

Lectura/Artes Lingüísticas	(Frog Street Press) de kínder de transición (TK, por sus siglas en inglés) a kínder Frog Street, Inglés de prekínder, edición para el maestro / 2023 (McGraw Hill) Año de kínder Kinder Wonders Reading Writing Workshop: Start Smart / 2016 (McGraw Hill) Año de kínder Kinder Wonder Reading Writing Workshop: Unidad 1-10 / 2016 (McGraw Hill) 1° año 1st Gr Wonders Reading Writing Workshop: Unidad 1-4 / 2016 (McGraw Hill) 1° año 1st Gr Wonders Literature Anthology: Unidad 1-4 / 2016 (McGraw Hill) 2° año 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 2° año 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) 3° año 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 3° año 3rd Gr Wonders Literature Anthology / 2016 (McGraw Hill) 4° año 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 4° año 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) 5° año 5th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 5° año 5th Gr Wonders Literature Anthology / 2016 (Amplificar) Antología de 6.° grado / 2017 (Amplificar) Antología de 7.° grado / 2017 (Amplificar) Antología de 8.° grado / 2017	Sí	0%
Matemáticas	(McGraw Hill) Año de kínder My Math Grade K Volumen 1-2 / 2014 (McGraw Hill) 1° año My Math Grade 1 Volumen 1-2 / 2014 (McGraw Hill) 2° año My Math Grade 2 Volumen 1-2 / 2014 (McGraw Hill) 3° año My Math Grade 3 Volumen 1-2 / 2014 (McGraw Hill) 4° año My Math Grade 4 Volumen 1-2 / 2014 (McGraw Hill) 5° año My Math Grade 5 Volumen 1-2 / 2014 (Glencoe/McGraw-Hill) Curso de matemáticas de 6.° grado 1 / 2014 (Glencoe/McGraw-Hill) Curso de matemáticas de 7.° grado 2 / 2014 (Glencoe/McGraw-Hill) Curso de matemáticas de 8.° grado 3 / 2014 (Pearson) álgebra de 8.° grado 1 / 2014 (Abrir recursos) 6.° grado Nuestro grupo de alumnos de matemáticas de 6.° grado / 2021 (Abrir recursos) 7.° grado Nuestro grupo de alumnos de matemáticas de 7.° grado / 2021 (Abrir recursos) 8.° grado Nuestro grupo de alumnos de matemáticas de 8.° grado / 2021 (Abrir recursos) 8.° grado Nuestro grupo de alumnos de álgebra de matemáticas 1 / 2021	Sí	0%
Ciencias	(Twig Science) Año de kínder Kinder Student TwigBook: Módulo 1-4 / 2020 (Twig Science) 1° año 1st Grade Student TwigBook: Módulo 1-4 / 2020	Sí	0%

	(Twig Science) 2° año 2nd Grade Student TwigBook: Módulo 1-4 / 2020 (Twig Science) 3° año 3rd Grade Student TwigBook: Módulo 1-4 / 2020 (Twig Science) 4° año 4th Grade Student TwigBook: Módulo 1-5 / 2020 (Twig Science) 5° año 5th Grade Student Twigbook: Módulo 1-4 / 2020 (McGraw Hill) 6° año CA Inspire Science 6th Gr Unidad 1-4 / 2019 (McGraw Hill) 7° año CA Inspire Science 6th Gr Unidad 1-4 / 2019 (McGraw Hill) 8° año CA Inspire Science 6th Gr Unidad 1-4 / 2019		
Historia-Ciencias Sociales	(Savvas) Año de kínder CA myWorld Interactive Worktext K / 2022 (Savvas) 1° año CA myWorld Interactive Worktext 1 / 2022 (Savvas) 2° año CA myWorld Interactive Worktext 2 / 2022 (Savvas) 3° año CA myWorld Interactive Worktext 3 / 2022 (Savvas) 4° año CA myWorld Interactive Worktext 4 / 2022 (Savvas) 5° año CA myWorld Interactive Worktext 5 / 2022 (Cengage) 6° año Ancient Civilizations / 2018 (Cengage) 7° año Medieval and Early Modern Times / 2018 (Cengage) 8° año American Stories, Beginning to WWI / 2018	Sí	0%
Artes Visuales y Escénicas	(Pearson Scott-Foresman) arte de 6.° grado / 2009 (Pearson Scott-Foresman) arte de 7.° y 8.° grado / 2009 (Corporación Hal Leonard) Elementos Esenciales de 6.° a 8.° grado 2000 / 2009	Sí	0%

Condiciones de Instalación Escolar y Mejoradas Planeadas

La instalación escolar está en buen estado.

Año y mes del más reciente informe FIT	Octubre de 2024

Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			Filtro Merv 16 (Valor mínimo de informe de eficiencia [Merv, por sus siglas en inglés]) instalado en todos los sistemas de climatización (HVAC, por sus siglas en inglés)- REALIZADO
Interior: Superficies Interiores	X			El piso se complementó en 12 salones.
Limpieza: Limpieza General, Invasión de Insectos/Plagas	X			
Eléctrico	X			
Baños/Bebederos:	X			

Condiciones de Instalación Escolar y Mejoradas Planeadas

Baños, Lavamanos/Bebederos				
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	X			
Estructural: Daños Estructurales, Techos	X			Se les colocó el techo a doce salones de clase.
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			Dos nuevos parques infantiles, nuevas rampas de salón de clase instaladas.

Tasa General de Instalación

Ejemplar	Bueno	Adecuado	Malo
X			

B. Resultados Estudiantiles	**Prioridad Estatal: Rendimiento Estudiantil**
	El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

Evaluaciones a Nivel Estatal
(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

Preparación Universitaria y Vocacional
El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.

Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Artes Lingüísticas del Inglés/Lectoescritura (3º-8º y 11º grado)	48	44	39	40	46	47
Matemáticas (3º-8º y 11º grado)	33	32	21	22	34	35

Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	569	566	99.47	0.53	43.99
Femeninas	270	268	99.26	0.74	47.39
Masculinos	299	298	99.67	0.33	40.94
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--

Afroamericano	--	--	--	--	--
Filipinos	--	--	--	--	--
Hispanos o Latinos	552	549	99.46	0.54	43.90
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	87	86	98.85	1.15	13.95
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	516	514	99.61	0.39	43.39
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	92	90	97.83	2.17	16.67

Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	568	565	99.47	0.53	31.86

Femeninas	269	267	99.26	0.74	29.96
Masculinos	299	298	99.67	0.33	33.56
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericanos	--	--	--	--	--
Filipinos	--	--	--	--	--
Hispanos o Latinos	551	548	99.46	0.54	31.75
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	87	87	100.00	0.00	12.64
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	515	513	99.61	0.39	30.99
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	92	89	96.74	3.26	13.48

Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Ciencia (5º y 8º grado y escuela preparatoria)	27.07	19.44	17.61	17.78	30.29	30.73

Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	180	180	100.00	0.00	19.44
Femeninas	76	76	100.00	0.00	14.47
Masculinos	104	104	100.00	0.00	23.08
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	0	0	0	0	0
Afroamericano	0	0	0	0	0
Filipinos	0	0	0	0	0
Hispanos o Latinos	174	174	100.00	0.00	18.97
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	13	13	100.00	0.00	0.00
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	0	0	0	0	0
Militares	0	0	0	0	0
De Escasos Recursos Económicos	163	163	100.00	0.00	20.86
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	28	28	100.00	0.00	3.57

B. Resultados Estudiantiles

Prioridad Estatal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

Resultados de la Prueba de Condición Física de California para 2023-24

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) requiere solo resultados de participación para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil

Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torso y Flexibilidad	Componente 4: Fuerza del Torso y Resistencia	Componente 5: Flexibilidad
5º Grado	91.14%	93.67%	88.61%	88.61%	87.34%

C. Participación

Prioridad Estatal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

Oportunidades para Participación Parental del 2024-25

Se alienta a los padres a formar parte de la educación de sus hijos y a reunirse con miembros del personal para mejorar las experiencias de aprendizaje de sus alumnos. Cada año, la escuela encuesta a los padres para conocer su opinión sobre la eficacia de los programas escolares y se usan las respuestas de los padres para mejorar el programa educativo.

Los padres pueden estar activamente involucrados con la escuela a través de la Asociación de Padres y Maestros (PTA, por sus siglas en inglés), al ser elegidos miembros del Consejo Escolar (SSC, por sus siglas en inglés) y asistiendo a sus reuniones, o al ser elegidos por el Comité Asesor del Estudiantes de Inglés (ELAC, por sus siglas en inglés). El Consejo Escolar y los Comités Asesores del Idioma Inglés son grupos asesores que asisten al director de la escuela y al personal con los programas educativos que se imparten en la escuela. También se alienta a los padres a dar de su tiempo para apoyar el aprendizaje de los alumnos y las actividades de la PTA.

Ausentismo Crónico por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
Todos los Alumnos	850	833	198	23.8
Femeninas	409	400	96	24.0
Masculinos	441	433	102	23.6
Nativos Americanos o Nativos de Alaska	--	--	--	--
Asiáticos	--	--	--	--
Afroamericanos	--	--	--	--
Filipinos	--	--	--	--
Hispanos o Latinos	--	--	--	--
Nativos de Hawái o Isleños del Pacífico	820	804	191	23.8
Dos o Más Orígenes Étnicos	--	--	--	--
Blancos	--	--	--	--
Estudiantes del Inglés	11	11	4	36.4
Jóvenes de Crianza Temporal	154	148	36	24.3
Indigentes	--	--	--	--
De Escasos Recursos Económicos	18	18	5	27.8
Alumnos Recibiendo Servicios de Educación Migrante	766	751	184	24.5
Alumnos con Discapacidades	--	--	--	--

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

C. Participación

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

Tema	Escuela 2021-22	Escuela 2022-23	Escuela 2023-24	Distrito 2021-22	Distrito 2022-23	Distrito 2023-24	Estado 2021-22	Estado 2022-23	Estado 2023-24
Suspensiones	0.4	1.8	0.82	1.86	3.39	2.92	3.17	3.6	3.28
Expulsiones	0.1	0	0	0.04	0.04	0	0.07	0.08	0.07

Suspensiones y Expulsiones por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	0.82	0.00
Femeninas	0.24	0.00
Masculinos	1.36	0.00
No Binarios	0.00	0.00
Nativos Americanos o Nativos de Alaska	0.00	0.00
Asiáticos	0.00	0.00
Afroamericanos	0.00	0.00
Filipinos	0.00	0.00
Hispanos o Latinos	0.73	0.00
Nativos de Hawái o Isleños del Pacífico	0.00	0.00
Dos o Más Orígenes Étnicos	0.00	0.00
Blancos	9.09	0.00
Estudiantes del Inglés	0.65	0.00
Jóvenes de Crianza Temporal	0.00	0.00
Indigentes	0.00	0.00
De Escasos Recursos Económicos	0.91	0.00
Alumnos Recibiendo Servicios de Educación Migrante	0.00	0.00
Alumnos con Discapacidades	3.01	0.00

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

Plan de Seguridad Escolar para 2024-25

Una de nuestras principales prioridades es dar a nuestro personal y alumnos un entorno limpio, ordenado y seguro. El personal docente, el personal y los alumnos reciben capacitaciones a lo largo de todo el año escolar para estar preparados para emergencias, incluyendo simulacros de seguridad y simulacros de encierro. Se hace un simulacro anual de preparación ante terremotos a nivel todo el distrito para garantizar que los alumnos y el personal estén familiarizados con las rutas y expectativas de seguridad apropiadas. El Comité de Seguridad y Ayuda Civil se reúne regularmente para revisar cualquier

Plan de Seguridad Escolar para 2024-25

problema de seguridad en la escuela. La escuela implementa el programa "Escuelas Seguras y Civiles" que enfatiza la importancia de la conducta positiva para garantizar un ambiente de aprendizaje seguro y ordenado.

Para la seguridad de los alumnos y del personal, todos los visitantes deben entrar por la oficina principal antes de que se les permita ingresar al plantel escolar. Cada visitante debe mostrar la identificación apropiada para recibir un pase de visitante para poder acceder al plantel escolar. Además, todas las puertas de acceso al plantel están cerradas y protegidas por el oficial de seguridad del plantel cada mañana cuando empieza la escuela. El equipo de seguridad del plantel patrulla la escuela durante todo el día para mantener la seguridad de todos.

El Plan Integral de Seguridad Escolar es desarrollado y aprobado anualmente por el Consejo Escolar en septiembre para cumplir con el Proyecto de Ley del Senado 187 de 1997. El plan integral de seguridad se revisa con los alumnos durante las asambleas de Escuelas Seguras y Civiles y con el personal en las reuniones de personal que se hacen a lo largo del año.

D. Otra Información del SARC	Información Requerida en el SARC
	La información en esta sección es requerida ser parte del SARC pero no es incluida en las prioridades estatales para LCFF.

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2020-21. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	19	4	1	
1° Grado	20	3	1	
2° Grado	20	2	2	
3° Grado	18	4		
4° Grado	18	1	3	
5° Grado	27		3	
6° Grado	15	25	21	
Otro	10	3		

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	20	1	3	
1° Grado	23		3	
2° Grado	20	2	2	
3° Grado	22		4	
4° Grado	31		2	
5° Grado	20	1	2	
6° Grado	23	9	12	5
Otro	15	3	1	

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2023-24

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2023-24. La columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	17	1	3	
1° Grado	23		3	
2° Grado	24		3	
3° Grado	22		4	
4° Grado	31		3	
5° Grado	24		3	
6° Grado	17	26	10	4
Otro	10	3		

Tasa de Alumnos por Orientador Académico para 2023-24

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	403

Personal de Servicios de Apoyo Estudiantil para 2023-24

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	2
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	0.5
Trabajador/a Social	1
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	

Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2022-23

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2022-23. Celdas con valores "N/A" no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
Sitio Escolar	9,208.77	415.97	8,792.80	81,052.14
Distrito	N/A	N/A	14,399.09	126,813.75
Porcentaje de Diferencia – Sitio Escolar y Distrito	N/A	N/A	-48.3	-44.0
Estado	N/A	N/A	$10,771	$97,756
Porcentaje de Diferencia – Sitio Escolar y Estado	N/A	N/A	-20.2	-18.7

Tipo de Servicios Financiados para Año Fiscal 2023-24

El distrito recibe fondos adicionales para una serie de servicios y programas especiales. Entre los servicios especiales que se ofrecen, se encuentran los siguientes:

Título I - se trata de un programa federal diseñado para garantizar que todos los niños tengan una oportunidad justa, igualitaria y relevante de obtener una educación de alta calidad y alcanzar, como mínimo, nivel de competencia en las exigentes normas académicas estatales de rendimiento académico y en las evaluaciones académicas del estado.
Título II - se trata de un programa federal diseñado para garantizar la calidad profesional de los maestros y directores.
Título III - se trata de un programa federal diseñado para garantizar que los alumnos clasificados como Estudiantes de Inglés tengan el acceso a una educación de alta calidad.
Título IV: un programa federal diseñado para asegurar el acceso de los alumnos a una educación integral, mejorar las condiciones escolares para el aprendizaje de los alumnos y aumentar el uso de la tecnología para desarrollar el logro académico y la lectoescritura digital de todos los alumnos.

Fórmula de Financiamiento y Control Local (LCFF, por sus siglas en inglés) - se trata de una fórmula de financiación estatal que está diseñada para ayudar a todos los alumnos a tener éxito y proporciona financiación adicional para los alumnos con más dificultades.

Sueldos Docentes y Administrativos para 2022-23

Esta tabla exhibe los sueldos Docentes y Administrativos para 2022-23. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en http://www.cde.ca.gov/ds/fd/cs/.

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	$67,485	$59,551
Sueldo de Maestro en el Nivel Intermedio	$97,077	$93,855
Sueldo de Maestro en el Nivel Superior	$127,968	$120,219
Sueldo Promedio de Director (Primaria)	$168,593	$151,525
Sueldo Promedio de Director (Secundaria)	$172,610	$158,215
Sueldo Promedio de Director (Preparatoria)	$187,581	$171,087
Sueldo del Superintendente	$334,586	$300,043
Porcentaje del Presupuesto para Sueldo de Maestros	30.21	31
Porcentaje del Presupuesto para Sueldos Administrativos	4.22	4.91

Formación Profesional

El aprendizaje profesional continuo está integrado en la jornada escolar y se ofrece fuera del horario laboral. Se motiva a todo el personal a asistir a estas sesiones, ya que se relacionan con el deber profesional y el crecimiento continuo. La tabla a continuación refleja los días completos dedicados al aprendizaje profesional en todo el distrito para todo el personal clasificado y certificado.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2022-23	2023-24	2024-25
Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento	0	0	2

School Name	Hollydale School
Street	5511 Century Blvd.
City, State, Zip	South Gate CA 90280-8114
Phone Number	(562) 602-8016
Principal	Hilda Verdugo Mapp
Email Address	hmapp@paramount.k12.ca.us
School Website	https://hollydale.pusdschools.net
County-District-School (CDS) Code	19648736021414

Input Section 4: 2024-25 School Overview

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Hollydale School is a unique K-8 school of the Paramount Unified School District located in the Hollydale area of South Gate. The school is comprised of approximately 810 students. Sixty-five percent of students are in grades K-5 and 35% of students are in grades 6th-8th. Ninety-five percent of the student population is Hispanic and approximately 24% of students are English Language Learners.

Hollydale School's faculty and staff are committed to implementing the district's vision of academic excellence. Because we are committed to motivating and challenging each student to reach his or her full potential, we believe in providing our students with a positive, supportive, safe, and student-centered learning environment. This environment consists of a rigorous educational program that focuses on student achievement and teacher professional development. This effort includes the collaboration among teachers, parents, administrators and most importantly our students.

We believe that all children can learn and are capable of being successful students. We hold high standards and expectations for student achievement and behavior while acknowledging individual differences. In our everyday activities, we emphasize learning as a lifelong process. Through our instructional programs aligned to state standards, our goal is to ensure that all students are well prepared for college or career as they become productive members of our global society.

Input Section 5: 2024-25 Opportunities for Parental Involvement

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Parents are encouraged to be a part of their child's education and are welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational program.

Parents may be actively involved in the school through the Parent Teacher Association (PTA), by being elected as a School Site Council (SSC) member and attending the School Site Council meetings or being elected to the English Advisory Committee (ELAC). The School Site Council and English Advisory Committees are parent groups that advise the principal and staff on improving the educational programs at the school. Parents are also encouraged to volunteer by helping to support student learning and PTA activities.

Input Section 6: 2024-25 School Safety Plan

One of our top priorities is to provide our staff and students with a clean, orderly, and safe environment. Faculty, staff, and students are trained on emergency preparedness throughout the school year, including safety drills and lock down/lock out drills. An annual District-wide earthquake preparedness drill is held to ensure that students and staff are familiar with appropriate safety routes and expectations. The Safe and Civil Committee meets regularly to review any safety concerns at the site. The school implements the "Safe and Civil Schools" program which stresses the importance of positive behavior to ensure a safe and orderly learning environment.

For the safety of students and staff, all visitors must enter through the main office before being allowed on campus. Each visitor must show the proper identification to receive a visitor's pass to enter the campus. In addition, all gates are locked and secured by the campus security officer each morning when school begins. The campus security office patrols the school throughout the day to maintain everyone's safety.

The Comprehensive School Safety Plan is developed and approved annually by the School Site Council in September in order to comply with Senate Bill 187 of 1997. The comprehensive safety plan is reviewed with students during Safe and Civil assemblies and with staff at on-going staff meetings.

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hollydale School	19648736021414	December 03, 2024	December 18, 2024

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

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

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

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

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

› Schoolwide Program

Hollydale's school plan to meet ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) integrates key strategies to support all students through high-quality instruction, equitable access, and comprehensive support services. Tier 1 instruction emphasizes rigorous, standards-based learning with a focus on deeper learning and readiness for college, career, and life, while differentiated instruction ensures tailored support for diverse learners, including targeted interventions for those below proficiency. Professional development equips educators with tools to implement effective teaching practices and data-driven strategies, fostering continuous improvement. Programs for English Learners (ELs) emphasize both language and content development, supported by scaffolding and sheltered instruction techniques, while students with IEPs benefit from inclusive practices and specialized interventions aligned with their individualized goals.

The goals outlined in our Single Plan for Student Achievement (SPSA) align closely with the LCAP to ensure cohesion across federal, state, and local programs. Efforts to cultivate a nurturing and emotionally safe environment, enhance family and community engagement, and build an inclusive, equitable school district address school climate, belonging, and the well-being of all stakeholders. These actions are bolstered by professional learning and collaboration, ensuring consistency and alignment in meeting the diverse needs of our student population while closing opportunity and achievement gaps. Together, this comprehensive approach reflects our commitment to equitable and effective education for every student.

Educational Partner Involvement

How, when, and with whom did Hollydale 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

Educational partners were consulted as part of the planning process for SPSA. Parents involved in School Site Council gave input on the SPSA, reviewed goals and strategies, and approved the SPSA. ELAC parents also reviewed the SPSA and advised on school programs. In addition to performance data, LCAP and Title I parent survey results, student engagement data, and attendance data, were shared.
Instructional Leadership Team-

September 16 and 23, 2024 - First meeting with Instructional Leadership Team (ILT) -Unpack the vision, roles and responsibilities and Team Effectiveness, Distributed Leadership Connection, Data protocol
October 21 and 28, 2024 - ILT to Teacher Teams, Connection Teams, Introduce the Cycles of Professional Learning
November 14, 2024 - Site ILT to plan delivery of content to TK-8th grade staff of previous meeting

TK-8 Staff Meeting
October 24, 2024 - Reviewed schoolwide data, district goals, and staff provided input on activities and strategies

School Site Council Meetings:

January 23, 2024 Review and approve Hollydale School Safety Plan SB187. Updated parents on student achievement data from the iReady diagnostic II and analyzed student growth in reading and math. Also presented plan for upcoming CAASPP and ELPAC testing. Providing input on LCAP site input survey.
March 19, 2024 - Reviewed data on Attendance, chronic absenteeism, and notification letters.
April 30, 2024 Reviewed current SPSA, current school goals, and continued needs assessment. Received input from parents and school staff on school needs.

October 15 , 2024- Overview of legal responsibilities of SSC, bylaws, and election of officers. Also reviewed 2023-2024 School and Student data regarding academic performance, student engagement, and student attendance. Presented 2023-2024 SPSA 's goals and strategies and funding sources.

October 22, 2024 - Reviewed the SPSA goals and strategies and provided input and developed goals and strategies for new plan.
October 29, 2024 - Reviewed newly drafted SPSA for 2024-2025 school year with teacher and staff input.
December 6, 2024 - will reviewed final Draft of SPSA and approved

English Learner Advisory Committee Meetings

December 8, 2023 - Reviewed reclassification criteria for English Learners and how students are supported during the day with integrated ELD and during their designated ELD times.
January 23, 2024 - Review and approve Hollydale School Safety Plan SB187 and reviewed the ELPAC summative schedule
February 23, 2024 - Reviewed State testing, and components for each grade level for CAASPP (ELPAC and SBA) Looked at data by grade level and previous years' results.
April 30, 2024 - Reviewed current SPSA, current school goals, and continued needs assessment. Received input from parents and school staff on school needs. Reviewed ATSI and how we plan to support.
October 15, 2024 - Review/Revise/ Adopt By-Laws, review SBAC Results, review English Learner Program, reviewed SPSA goals, strategies, and how the goals will support student learning. Provided calendar dates of SSC, ELAC, and DELAC meetings. Solicited parent input for the SPSA
October 22, 2024 - Reviewed Draft Single School Plan for Student Achievement with Goals and Strategies
December 5, 2024 - Reviewed final draft of SPSA

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.

N/A

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.

Hollydale School faces significant challenges in several areas, including English Learner Progress (Red), English Language Arts, Mathematics, and Chronic Absenteeism (all Orange). English Learners showed only 44.8% making progress, with overall student performance in ELA and Mathematics falling 18.4 and 54.2 points below the standard, respectively. Chronic absenteeism affects 23.8% of students, disproportionately impacting English Learners, socioeconomically disadvantaged students, and students with disabilities. To address these gaps, the school has implemented enhanced English Language Development programs, targeted academic interventions, professional development for teachers, and family engagement strategies to improve attendance. Additionally, mental health resources and Social-Emotional Learning programs are being expanded to foster a supportive and engaging school environment.

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.

Referring to the California School Dashboard, the English Learner Progress indicator shows significant performance disparities. While the overall performance of all students in this category is rated as "Red," long-term English Learners performed far worse, declining by 29.9% and achieving a significantly lower progress rate of only 35.7%. This gap represents a substantial performance disparity, as long-term English Learners are performing well below the already low benchmark for all English Learners?. Additionally, in Mathematics, students with disabilities performed 118.3 points below standard, compared to the overall student performance of 54.2 points below standard, a stark two-level difference?. These gaps highlight the need for focused interventions targeting these student groups.

Other Needs

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

Based on local diagnostic data (iReady) and the California School Dashboard, Hollydale School shows significant performance gaps in mathematics. Over 75% of students in Grades K-8 are performing below grade level, with 13.5% two or more grades below. Particularly concerning is the persistent underperformance in foundational areas such as number operations and algebraic thinking. Students with disabilities, English Learners, and socioeconomically disadvantaged students demonstrate the widest gaps, with low progression rates and proficiency far below their peers. Efforts to address these gaps include increasing access to targeted interventions like tutoring, implementing adaptive learning tools, and providing professional development for teachers to support differentiated instruction. Additionally, family engagement and attendance initiatives aim to create a more inclusive and supportive learning environment. Despite these efforts, the data underscores the need for comprehensive strategies to improve foundational skills and close achievement gaps across all student groups.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.12%	0%	%	1	0	
African American	1.06%	0.5%	0.37%	9	4	3
Asian	0.47%	0.5%	0.62%	4	4	5
Filipino	0.47%	0.5%	0.50%	4	4	4
Hispanic/Latino	95.75%	96.88%	97.15%	812	777	783
Pacific Islander	%	0%	%	0	0	
White	1.18%	1%	0.99%	10	8	8
Multiple	0.83%	0.5%	0.37%	7	4	3
			Total Enrollment	848	802	806

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	97	84	68
Grade 1	87	74	73
Grade 2	88	87	78
Grade3	75	94	93
Grade 4	78	80	100
Grade 5	84	80	77
Grade 6	113	103	88
Grade 7	121	100	105
Grade 8	105	100	101
Total Enrollment	848	802	806

Conclusions based on this data:

1. Increase in Hispanic/Latino Enrollment: The percentage of Hispanic/Latino students has increased slightly from 95.7% in 2021-22 to 97.15% in 2023-24. This indicates that Hispanic/Latino students continue to make up the vast majority of the student population, with a small increase in representation over the three years.

2. Overall Enrollment Increase: The total enrollment has increased from 802 students in 2022-23 to 806 students in 2023-24, marking a 1% increase. This increase suggests a slight growth in the student population for the current academic year. The school's overall enrollment has seen a small increase, with Hispanic/Latino students making up an increasing percentage of the total population. The enrollment distribution across grade levels remains relatively stable, with only minor variations year-to-year. These trends suggest a stable student body with consistent demographic representation.

3. A decrease in kindergarten enrollment from 84 to 68 in a K-8 school can impact staffing, funding, and future enrollment. Smaller class sizes may improve student attention but could lead to teacher reassignments or program adjustments. Over time, this decline might reduce funding and resources, reflecting broader demographic shifts or community perceptions of the school. Strategic responses like enhanced marketing, program diversification, and community engagement can help address the decline and stabilize enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	201	178	142	24.7%	23.7%	17.6%
Fluent English Proficient (FEP)	163	142	155	20.8%	19.2%	19.2%
Reclassified Fluent English Proficient (RFEP)	122	98	118	5.9%	14.4%	14.6%

Conclusions based on this data:

1. Decline in English Learners (EL): The number of English Learners has steadily decreased over the three years shown (from 201 in 2021-22 to 142 in 2023-24), resulting in a reduction in the percentage of EL students from 24.7% in 2021-22 to 17.6% in 2023-24, a decrease of 6.1%.

2. Reclassified Fluent English Proficient (RFEP) Students: The number of RFEP students has increased from 122 in 2021-22 to 146 in 2023-24. The percentage of RFEP students has also increased from 5.9% to 14.6% over this period, suggesting progress in reclassifying English Learners as proficient.

3. Overall Trend: The data indicates a positive trend in terms of English language acquisition, as more students are moving from EL status to RFEP, meaning they have achieved proficiency and reclassification.

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	78	95	96	78	95	95	78	95	95	100.0	100.0	99
Grade 4	81	78	98	81	78	97	81	78	97	100.0	100.0	99
Grade 5	84	81	79	83	81	79	83	81	79	98.8	100.0	100
Grade 6	170	104	90	167	104	90	165	104	90	98.2	100.0	100
Grade 7	94	100	105	94	100	104	94	100	104	100.0	100.0	99
Grade 8	81	100	101	81	100	101	81	100	101	100.0	100.0	100
Grade 11												
All Grades	588	558	569	584	558	566	582	558	566	99.3	100.0	99.5

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2410.	2420.	2420.	17.95	23.16	21.05	25.64	21.05	27.37	26.92	27.37	18.95	29.49	28.42	32.63
Grade 4	2468.	2458.	2456.	29.63	16.67	19.59	23.46	26.92	26.80	17.28	26.92	22.68	29.63	29.49	30.93
Grade 5	2510.	2501.	2468.	28.92	27.16	10.13	26.51	22.22	24.05	21.69	22.22	25.32	22.89	28.40	40.51
Grade 6	2506.	2532.	2515.	10.91	22.12	12.22	28.48	28.85	32.22	31.52	21.15	27.78	29.09	27.88	27.78
Grade 7	2560.	2537.	2532.	17.02	14.00	18.27	37.23	31.00	27.88	25.53	27.00	17.31	20.21	28.00	36.54
Grade 8	2585.	2567.	2545.	19.75	13.00	11.88	41.98	41.00	30.69	24.69	24.00	30.69	13.58	22.00	26.73
Grade 11															
All Grades	N/A	N/A	N/A	19.24	19.18	15.72	30.41	28.85	28.27	25.60	24.73	23.67	24.74	27.24	32.33

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.10	12.63	14.74	67.95	70.53	69.47	17.95	16.84	15.79
Grade 4	14.81	11.54	12.37	67.90	70.51	64.95	17.28	17.95	22.68
Grade 5	19.28	19.75	6.33	68.67	55.56	64.56	12.05	24.69	29.11
Grade 6	9.15	19.23	8.89	60.98	51.92	66.67	29.88	28.85	24.44
Grade 7	17.02	16.00	17.31	58.51	57.00	53.85	24.47	27.00	28.85
Grade 8	16.05	18.00	11.88	69.14	58.00	54.46	14.81	24.00	33.66
Grade 11									
All Grades	14.29	16.31	12.19	64.72	60.22	62.01	21.00	23.48	25.80

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

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	12.82	16.84	13.68	58.97	60.00	61.05	28.21	23.16	25.26
Grade 4	12.35	11.54	13.40	66.67	61.54	64.95	20.99	26.92	21.65
Grade 5	25.30	13.58	17.72	48.19	64.20	53.16	26.51	22.22	29.11
Grade 6	10.98	24.04	12.22	60.37	50.96	55.56	28.66	25.00	32.22
Grade 7	29.79	19.00	24.04	55.32	57.00	45.19	14.89	24.00	30.77
Grade 8	24.69	16.00	11.88	60.49	61.00	56.44	14.81	23.00	31.68
Grade 11									
All Grades	18.42	17.20	15.55	58.52	58.78	56.01	23.06	24.01	28.45

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	11.54	10.53	13.68	74.36	71.58	60.00	14.10	17.89	26.32
Grade 4	9.88	2.56	10.31	76.54	83.33	72.16	13.58	14.10	17.53
Grade 5	15.66	13.58	13.92	73.49	71.60	72.15	10.84	14.81	13.92
Grade 6	12.20	13.46	10.00	73.17	74.04	81.11	14.63	12.50	8.89
Grade 7	11.70	13.00	10.58	72.34	74.00	75.96	15.96	13.00	13.46
Grade 8	18.52	22.00	14.85	74.07	63.00	72.28	7.41	15.00	12.87
Grade 11									
All Grades	13.08	12.90	12.19	73.84	72.58	72.26	13.08	14.52	15.55

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	Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	8.97	16.84	12.63	71.79	58.95	70.53	19.23	24.21	16.84
Grade 4	19.75	10.26	13.40	61.73	73.08	70.10	18.52	16.67	16.49
Grade 5	18.07	17.28	6.33	66.27	62.96	73.42	15.66	19.75	20.25
Grade 6	14.02	26.92	17.78	68.29	59.62	66.67	17.68	13.46	15.56
Grade 7	21.28	15.00	14.42	67.02	69.00	58.65	11.70	16.00	26.92
Grade 8	23.46	25.00	20.79	66.67	67.00	70.30	9.88	8.00	8.91
Grade 11									
All Grades	17.21	19.00	14.49	67.13	64.87	68.02	15.66	16.13	17.49
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

Conclusions based on this data:

1. Decline in Overall Achievement: There was a 4% decrease in the percentage of students meeting or exceeding standards in ELA (English Language Arts) from the 2022-23 to the 2023-24 school year. This suggests a slight decline in ELA performance across grades and may indicate a need for targeted academic support.

2. Approximately 62% of students in Grades 3-8 are at or near the reading standard based on the ELA CAASPP reading data. This large percentage of students who are close to meeting the standard indicates that with focused interventions, these students could potentially improve to meet or exceed the standard in future assessments.

3. There was a 1% decrease in the percentage of 3rd through 8th grade students who are above, at, or near the standard in research and inquiry skills. This suggests a slight decline in students' ability to investigate, analyze, and present information effectively. This area may need further instructional focus to prevent further declines.

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**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78	95	96	78	95	95	78	95	95	100.0	100.0	99
Grade 4	81	78	98	81	78	98	81	78	98	100.0	100.0	100
Grade 5	84	81	79	82	81	79	82	81	79	97.6	100.0	100
Grade 6	170	104	89	167	104	89	164	104	89	98.2	100.0	100
Grade 7	95	100	105	95	100	103	95	100	103	100.0	100.0	98.1
Grade 8	81	100	101	81	99	101	81	99	101	100.0	99.0	100
All Grades	589	558	568	584	557	565	581	557	565	99.2	99.8	99.5

* 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**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2401.	2424.	2423.	6.41	20.00	20.00	24.36	27.37	33.68	34.62	24.21	16.84	34.62	28.42	29.47
Grade 4	2451.	2447.	2453.	11.11	7.69	9.18	28.40	21.79	25.51	27.16	43.59	35.71	33.33	26.92	29.59
Grade 5	2478.	2477.	2458.	15.85	12.35	5.06	14.63	20.99	13.92	28.05	25.93	34.18	41.46	40.74	46.84
Grade 6	2458.	2484.	2478.	5.49	15.38	4.49	14.02	15.38	22.47	23.78	23.08	28.09	56.71	46.15	44.94
Grade 7	2516.	2488.	2508.	14.74	8.00	15.53	15.79	15.00	18.45	37.89	31.00	18.45	31.58	46.00	47.57
Grade 8	2509.	2514.	2489.	7.41	14.14	11.88	16.05	17.17	8.91	32.10	22.22	22.77	44.44	46.46	56.44
All Grades	N/A	N/A	N/A	9.64	13.11	11.33	18.07	19.39	20.53	29.78	27.83	25.66	42.51	39.68	42.48

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

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.82	24.21	30.53	51.28	46.32	45.26	35.90	29.47	24.21
Grade 4	16.05	12.82	14.29	43.21	52.56	51.02	40.74	34.62	34.69
Grade 5	15.85	13.58	11.39	42.68	44.44	39.24	41.46	41.98	49.37
Grade 6	5.49	10.58	4.49	34.76	35.58	47.19	59.76	53.85	48.31
Grade 7	15.79	4.00	14.56	54.74	42.00	40.78	29.47	54.00	44.66
Grade 8	7.41	12.12	8.91	49.38	44.44	39.60	43.21	43.43	51.49
All Grades	11.36	12.75	14.16	44.58	43.81	43.89	44.06	43.45	41.95

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.26	16.84	14.74	56.41	55.79	54.74	33.33	27.37	30.53
Grade 4	16.05	6.41	6.12	46.91	60.26	56.12	37.04	33.33	37.76
Grade 5	13.41	13.58	5.06	47.56	50.62	54.43	39.02	35.80	40.51
Grade 6	4.88	9.62	5.62	49.39	52.88	61.80	45.73	37.50	32.58
Grade 7	12.63	7.00	18.45	56.84	55.00	43.69	30.53	38.00	37.86
Grade 8	7.41	14.14	10.89	59.26	47.47	43.56	33.33	38.38	45.54
All Grades	9.98	11.31	10.44	52.32	53.50	52.04	37.69	35.19	37.52

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.97	26.32	14.74	74.36	53.68	64.21	16.67	20.00	21.05
Grade 4	18.52	10.26	12.24	58.02	65.38	64.29	23.46	24.36	23.47
Grade 5	17.07	12.35	2.53	53.66	60.49	64.56	29.27	27.16	32.91
Grade 6	4.27	15.38	7.87	59.76	50.96	61.80	35.98	33.65	30.34
Grade 7	11.58	10.00	18.45	61.05	67.00	51.46	27.37	23.00	30.10
Grade 8	6.17	11.11	10.89	77.78	62.63	51.49	16.05	26.26	37.62
All Grades	10.15	14.36	11.50	63.34	59.78	59.29	26.51	25.85	29.20

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Conclusions based on this data:

1. Based on the Math CAASPP overall achievement data, 32% of 3rd through 8th grade maintained standard exceeded and standard met from 2022-2023 to 2023-2024 school year. 25.66% of students were "Standard Nearly Met" in 2023-2024 indicating that additional support may be needed to improve their performance.

2. The data shows that a significant number of students are below standard in applying mathematical concepts and procedures. For example, in 2023-24, about 51.49% of students across all grades were below standard in this area, suggesting that foundational understanding of mathematics concepts needs to be reinforced.

3. Many students struggle with the ability to support mathematical conclusions through reasoning. In 2023-24, about 29.20% of students across all grades were below standard in communicating reasoning, while 11.50% were above standard. This suggests that students may need more practice and instruction in explaining their mathematical thinking.

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

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1422.8	1431.7	1433.5	1430.2	1430.5	1444.9	1405.1	1434.3	1406.9	33	18	21
1	1434.4	1450.7	1429.9	1444.8	1465.9	1433.3	1423.3	1435.0	1426.4	23	21	16
2	1474.3	1467.9	1467.9	1473.6	1472.5	1484.7	1474.6	1462.9	1450.6	23	23	20
3	1500.5	1493.5	1487.4	1505.1	1492.9	1484.0	1495.4	1493.6	1490.4	15	21	24
4	1489.9	1533.8	1504.3	1499.4	1523.3	1505.6	1479.5	1544.0	1502.5	15	11	19
5	1514.3	1524.3	*	1508.9	1521.2	*	1519.4	1526.7	*	21	12	7
6	1549.6	1548.8	*	1555.9	1549.9	*	1542.9	1547.2	*	30	26	10
7	1583.5	1581.8	1547.3	1595.8	1592.7	1549.0	1570.8	1570.6	1545.1	11	12	20
8	1588.4	*	*	1584.1	*	*	1592.1	*	*	14	9	6
All Grades										185	153	143

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	16.67	14.29	33.33	38.89	52.38	51.52	33.33	33.33	6.06	11.11	0.00	33	18	21
1	4.35	0.00	12.50	21.74	52.38	18.75	47.83	33.33	25.00	26.09	14.29	43.75	23	21	16
2	4.35	4.35	15.79	47.83	52.17	47.37	39.13	34.78	5.26	8.70	8.70	31.58	23	23	19
3	20.00	14.29	8.33	33.33	33.33	37.50	33.33	42.86	45.83	13.33	9.52	8.33	15	21	24
4	13.33	45.45	26.32	60.00	18.18	21.05	13.33	36.36	42.11	13.33	0.00	10.53	15	11	19
5	4.76	16.67	*	52.38	41.67	*	38.10	25.00	*	4.76	16.67	*	21	12	*
6	23.33	26.92	*	60.00	50.00	*	13.33	19.23	*	3.33	3.85	*	30	26	*
7	54.55	58.33	15.00	36.36	41.67	60.00	9.09	0.00	20.00	0.00	0.00	5.00	11	12	20
8	50.00	*	*	42.86	*	*	7.14	*	*	0.00	*	*	14	*	*
All Grades	16.76	18.95	14.79	43.24	43.79	43.66	31.35	28.76	28.87	8.65	8.50	12.68	185	153	142

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Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.15	5.56	19.05	54.55	44.44	47.62	27.27	38.89	28.57	3.03	11.11	4.76	33	18	21
1	17.39	19.05	25.00	30.43	47.62	25.00	39.13	28.57	18.75	13.04	4.76	31.25	23	21	16
2	26.09	17.39	36.84	30.43	52.17	36.84	39.13	13.04	10.53	4.35	17.39	15.79	23	23	19
3	33.33	33.33	25.00	46.67	38.10	45.83	6.67	23.81	20.83	13.33	4.76	8.33	15	21	24
4	40.00	54.55	42.11	40.00	27.27	42.11	13.33	18.18	5.26	6.67	0.00	10.53	15	11	19
5	14.29	33.33	*	66.67	50.00	*	14.29	8.33	*	4.76	8.33	*	21	12	*
6	46.67	69.23	*	40.00	23.08	*	10.00	0.00	*	3.33	7.69	*	30	26	*
7	63.64	75.00	45.00	36.36	25.00	45.00	0.00	0.00	5.00	0.00	0.00	5.00	11	12	20
8	64.29	*	*	35.71	*	*	0.00	*	*	0.00	*	*	14	*	*
All Grades	31.89	35.95	33.10	43.24	39.22	42.96	19.46	16.99	14.08	5.41	7.84	9.86	185	153	142

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Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	16.67	9.52	27.27	27.78	33.33	45.45	38.89	57.14	18.18	16.67	0.00	33	18	21
1	4.35	0.00	6.25	8.70	28.57	6.25	47.83	38.10	37.50	39.13	33.33	50.00	23	21	16
2	4.35	4.35	5.26	47.83	30.43	36.84	21.74	39.13	21.05	26.09	26.09	36.84	23	23	19
3	13.33	9.52	0.00	20.00	23.81	25.00	40.00	42.86	58.33	26.67	23.81	16.67	15	21	24
4	6.67	27.27	5.26	13.33	18.18	21.05	46.67	36.36	42.11	33.33	18.18	31.58	15	11	19
5	0.00	0.00	*	23.81	50.00	*	57.14	25.00	*	19.05	25.00	*	21	12	*
6	6.67	11.54	*	33.33	38.46	*	53.33	42.31	*	6.67	7.69	*	30	26	*
7	9.09	16.67	5.00	72.73	58.33	25.00	9.09	25.00	45.00	9.09	0.00	25.00	11	12	20
8	42.86	*	*	35.71	*	*	21.43	*	*	0.00	*	*	14	*	*
All Grades	9.19	9.15	4.93	29.73	33.33	23.24	41.08	37.91	50.00	20.00	19.61	21.83	185	153	142

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.18	5.56	28.57	72.73	83.33	66.67	9.09	11.11	4.76	33	18	21
1	13.04	52.38	28.57	78.26	42.86	50.00	8.70	4.76	21.43	23	21	14
2	13.04	21.74	27.78	78.26	60.87	61.11	8.70	17.39	11.11	23	23	18
3	40.00	14.29	28.57	53.33	76.19	66.67	6.67	9.52	4.76	15	21	21
4	33.33	45.45	27.78	60.00	45.45	72.22	6.67	9.09	0.00	15	11	18
5	14.29	25.00	*	80.95	50.00	*	4.76	25.00	*	21	12	*
6	30.00	20.83	*	63.33	70.83	*	6.67	8.33	*	30	24	*
7	27.27	10.00	23.53	72.73	90.00	64.71	0.00	0.00	11.76	11	10	17
8	21.43	*	*	78.57	*	*	0.00	*	*	14	*	*
All Grades	22.16	22.82	25.20	71.35	66.44	66.14	6.49	10.74	8.66	185	149	127

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Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.12	5.56	20.00	75.76	77.78	75.00	12.12	16.67	5.00	33	18	20
1	13.04	9.52	7.14	60.87	76.19	78.57	26.09	14.29	14.29	23	21	14
2	30.43	30.43	47.37	56.52	56.52	36.84	13.04	13.04	15.79	23	23	19
3	60.00	38.10	31.82	20.00	47.62	63.64	20.00	14.29	4.55	15	21	22
4	46.67	60.00	52.63	46.67	40.00	31.58	6.67	0.00	15.79	15	10	19
5	33.33	75.00	*	57.14	16.67	*	9.52	8.33	*	21	12	*
6	73.33	88.00	*	23.33	8.00	*	3.33	4.00	*	30	25	*
7	81.82	90.91	88.89	18.18	9.09	11.11	0.00	0.00	0.00	11	11	18
8	78.57	*	*	21.43	*	*	0.00	*	*	14	*	*
All Grades	42.70	45.33	47.33	46.49	44.67	45.04	10.81	10.00	7.63	185	150	131

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Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.12	22.22	9.52	69.70	66.67	90.48	18.18	11.11	0.00	33	18	21
1	8.70	9.52	12.50	52.17	38.10	18.75	39.13	52.38	68.75	23	21	16
2	0.00	0.00	15.79	73.91	78.26	42.11	26.09	21.74	42.11	23	23	19
3	13.33	4.76	0.00	40.00	47.62	61.90	46.67	47.62	38.10	15	21	21
4	6.67	18.18	0.00	53.33	45.45	36.84	40.00	36.36	63.16	15	11	19
5	4.76	8.33	*	61.90	50.00	*	33.33	41.67	*	21	12	*
6	10.00	8.70	*	56.67	56.52	*	33.33	34.78	*	30	23	*
7	27.27	20.00	6.25	63.64	70.00	50.00	9.09	10.00	43.75	11	10	16
8	42.86	*	*	50.00	*	*	7.14	*	*	14	*	*
All Grades	11.89	9.46	6.92	59.46	56.08	53.85	28.65	34.46	39.23	185	148	130

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Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	38.89	40.00	27.27	44.44	50.00	39.39	16.67	10.00	33	18	20
1	0.00	4.76	7.69	69.57	71.43	61.54	30.43	23.81	30.77	23	21	13
2	17.39	4.35	11.11	73.91	82.61	55.56	8.70	13.04	33.33	23	23	18
3	20.00	28.57	14.29	66.67	61.90	76.19	13.33	9.52	9.52	15	21	21
4	13.33	40.00	38.89	66.67	50.00	55.56	20.00	10.00	5.56	15	10	18
5	14.29	8.33	*	80.95	75.00	*	4.76	16.67	*	21	12	*
6	13.33	42.31	*	80.00	53.85	*	6.67	3.85	*	30	26	*
7	27.27	45.45	11.76	72.73	54.55	88.24	0.00	0.00	0.00	11	11	17
8	7.14	*	*	92.86	*	*	0.00	*	*	14	*	*
All Grades	16.76	25.17	19.05	67.03	62.91	69.05	16.22	11.92	11.90	185	151	126

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

Conclusions based on this data:

1. There was a slight reduction in the percentage of English Learner (EL) students tested, dropping from 19% in the previous year to 17% in the 2023-2024 school year. This decrease suggests fewer EL students were assessed, potentially due to changes in enrollment or reclassification rates.

2. There was a 4% decrease in the number of students scoring at Levels 3 and 4 (higher proficiency levels) in the overall language domain from the 2022-2023 to the 2023-2024 school year. This decline may indicate challenges in advancing language proficiency among EL students, highlighting a potential area for intervention.

3. Only 7% of students scored at the "Well-Developed" performance level in the reading domain. This low percentage suggests that reading comprehension and proficiency are areas where many EL students struggle, and additional support may be needed to improve reading skills.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
806	**89.8%**	**17.6%**	**0.2%**
Total Number of Students enrolled in Hollydale 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	142	17.6%
Foster Youth	2	0.2%
Homeless	16	2%
Socioeconomically Disadvantaged	724	89.8%
Students with Disabilities	112	13.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.4%
American Indian	0	0.0%
Asian	5	0.6%
Filipino	4	0.5%
Hispanic	783	97.1%
Two or More Races	3	0.4%
Pacific Islander	0	0.0%
White	8	1%

Conclusions based on this data:

1. Based on the 2022-2023 student population data, the conclusions provided indicate that the proportions of English learners, socioeconomically disadvantaged students, and students with disabilities remain stable over time, suggesting limited demographic shifts in these groups.

2. A significant percentage of the student population (88.7%) is identified as socioeconomically disadvantaged. This indicates that a large proportion of students may face financial and social challenges that could impact their academic performance and access to resources.

3. About 22.2% of the students are classified as English Learners. This suggests a need for ongoing support in English language acquisition to help these students succeed academically, especially in core content areas high in academic language and literacy.

School and Student Performance Data
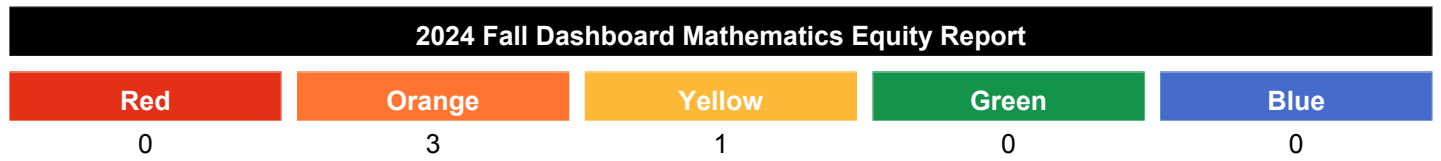
Overall Performance

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic Performance in ELA, Math, and English Learner Progress: All three areas are rated as "Yellow," indicating moderate performance levels. This suggests that while students are making some progress in English Language Arts (ELA), Mathematics, and English language proficiency, there is room for improvement in these academic areas to achieve higher performance ratings.

2. Chronic Absenteeism as an Area of Need: Academic engagement, specifically in chronic absenteeism, is also rated "Yellow," highlighting that student attendance is an ongoing challenge. Chronic absenteeism can negatively impact student learning, suggesting a need for strategies to improve attendance and engage students.

3. Suspension Rate: The suspension rate is rated as "Orange," indicating a higher-than-desired level of suspensions. This rating suggests that the school may need to implement or strengthen positive behavior interventions and support programs to improve school climate and reduce suspension rates.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
18.4 points below standard	47.1 points below standard	117.1 points below standard
Declined 14.9 points	Declined 7.9 points	Declined 53.5 points
547 Students	140 Students	29 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	21.7 points below standard
0 Students	8 Students	Declined 14.4 points
		496 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
89.9 points below standard	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 4.2 points	0 Students	
86 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	19 points below standard
2 Students	4 Students	Declined 15.2 points
		533 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	Fewer than 11 students - data not displayed for privacy
3 Students		5 Students

Conclusions based on this data:

1. Student Groups with Lower Performance: The student groups performing at the "Orange" level, indicating lower performance, include: English Learners: Scored 39.2 points below the standard, with a significant decrease of 25.3 points. Socioeconomically Disadvantaged Students: Scored 7.3 points below the standard, with a decrease of 4.7 points. Students with Disabilities: Scored 85.7 points below the standard, though they showed an improvement of 5.1 points. This highlights that these groups may need targeted support to improve their ELA performance.

2. Overall Academic Performance: All students scored 3.5 points below the standard in ELA, maintaining a similar performance with a slight decrease of 2.3 points from the previous assessment period. This indicates that overall ELA performance is stable but still slightly below the grade-level standard.

3. English Learner Performance Comparison: Current English Learners scored 91.8 points below the standard, with a significant decrease of 30.9 points. Reclassified English Learners performed much closer to the standard, scoring only 0.4 points below, though they also saw a decrease of 39.8 points. English Only students scored 2.7 points below the standard, with a minor improvement of 3.2 points. These results indicate that English Learners who have been reclassified are performing closer to the standard, but current English Learners are experiencing considerable challenges in ELA.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	No Performance Color
54.2 points below standard	78.2 points below standard	162.6 points below standard
Maintained -1.4 points	Increased 9.8 points	Declined 21.1 points
548 Students	143 Students	29 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	58.4 points below standard
0 Students	8 Students	Maintained -1 points
		497 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
118.3 points below standard	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 33.6 points	0 Students	
85 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	55.1 points below standard
2 Students	4 Students	Maintained -2.8 points
		534 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	Fewer than 11 students - data not displayed for privacy
3 Students		5 Students

Conclusions based on this data:

1. Overall Mathematics Performance: All students performed at the "Yellow" level in mathematics, with an average of 52.8 points below the standard. There was a positive increase of 5 points from the previous assessment, indicating slight improvement but still below the grade-level standard.

2. Student Groups with Lower Performance: English Learners performed at the "Orange" level, scoring 88 points below the standard and showing a significant decrease of 24.6 points. This decline highlights a need for targeted support for English Learners in mathematics. Socioeconomically Disadvantaged Students also performed at the "Orange" level, scoring 57.4 points below the standard with a minor increase of 2 points, suggesting stability but still below the desired level. Students with Disabilities were rated "Red," the lowest performance level, with scores 152 points below the standard and a decrease of 5.5 points. This indicates a significant gap in mathematics achievement for this group.

3. Mathematics Performance Among English Learners: Current English Learners scored 139.9 points below the standard, with a significant decrease of 27.3 points, highlighting challenges in meeting mathematics standards. Reclassified English Learners scored 49.8 points below the standard, showing a substantial decrease of 42.2 points. English Only students scored closer to the standard at 49.2 points below, with a notable improvement of 9.6 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
44.8% making progress.	35.7% making progress.
Number Students: 116 Students	Number Students: 28 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.

2024 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**
23.3%	31.9%	0%	44.8%

Conclusions based on this data:

1. Overall Progress in English Proficiency: Approximately 56.5% of English Learner (EL) students are making progress toward English language proficiency. This places the EL Progress Indicator at the "Yellow" performance level, indicating moderate progress but with room for improvement to help more students reach proficiency.

2. Decline in Proficiency for Some Students: About 16% of EL students decreased by at least one English Language Proficiency Indicator (ELPI) level. This decline suggests that a portion of the EL population may be struggling to retain or build on their English proficiency, highlighting a need to identify these students and provide additional support.

3. While over half of the EL students are progressing in English proficiency, a notable portion (16%) has shown a decline. Targeted support for these students could help prevent further decreases and encourage steady progress toward proficiency for all EL students.
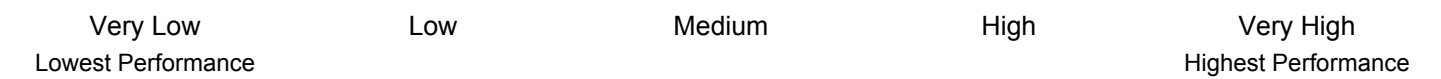
School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
23.8% Chronically Absent	24.3% Chronically Absent	24.1% Chronically Absent
Declined 2.7	Increased 2.7	Increased 3.3
833 Students	148 Students	29 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	27.8% Chronically Absent	24.5% Chronically Absent
	Declined 25.6	Declined 2.2
4 Students	18 Students	751 Students

Students with Disabilities	**African American**	**American Indian**
Orange	No Performance Color	No Performance Color
26.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 3.3	5 Students	
130 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	23.8% Chronically Absent
5 Students	4 Students	Declined 2.7
		804 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	36.4% Chronically Absent
4 Students		0
		11 Students

Conclusions based on this data:

1. Overall Chronic Absenteeism for All Students: The chronic absenteeism rate is at the "Yellow" level, with 26.5% of all students being chronically absent. This rate represents a significant decline of 10.4 percentage points, indicating some improvement in student attendance but still reflecting a need for continued focus.

2. Chronic Absenteeism Among Key Student Groups: English Learners: 21.6% are chronically absent, rated at the "Yellow" level, with a significant decline of 13.4 percentage points. This indicates progress in attendance within this group but also highlights room for improvement. Socioeconomically Disadvantaged Students: 26.7% are chronically absent, rated "Yellow," with a decline of 10.8 percentage points. Despite improvement, attendance remains a concern. Students with Disabilities: 29.4% are chronically absent, rated "Orange," with a decline of 2.6 percentage points. This group has the highest absenteeism rate, suggesting a need for targeted interventions to support regular attendance.

3. The data indicates that while there have been significant improvements in chronic absenteeism rates across various student groups, attendance remains a notable area of concern, especially for students with disabilities, who have the highest absenteeism rate at the "Orange" level. Continued efforts to improve attendance, particularly for high-need groups, could support better academic engagement and outcomes.

School and Student Performance Data

Academic Engagement
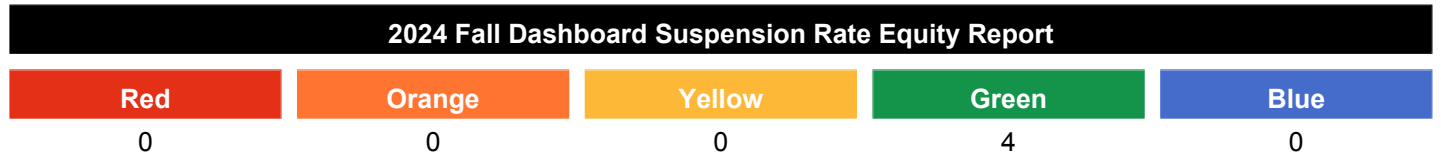## Graduation Rate

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	4	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Green	No Performance Color
0.8% suspended at least one day	0.6% suspended at least one day	3.4% suspended at least one day
Declined 1%	Declined 0.9%	Declined 2.8%
850 Students	154 Students	29 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	0.9% suspended at least one day
	Maintained 0%	Declined 0.7%
5 Students	18 Students	766 Students

Students with Disabilities	**African American**	**American Indian**
Green	No Performance Color	No Performance Color
3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 2%	6 Students	
133 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0.7% suspended at least one day
5 Students	4 Students	Declined 0.8%
		820 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	9.1% suspended at least one day
4 Students		11 Students

Conclusions based on this data:

1. Overall Suspension Rate: The suspension rate for all students is at the "Orange" level, with 1.8% of students suspended at least one day. This represents an increase of 1.4 percentage points, indicating a rise in suspensions that suggests a need for improved behavioral support and intervention.

2. Suspension Rates Among Key Student Groups: English Learners: Suspensions are at the "Orange" level, with 1.6% of English Learners suspended at least one day, an increase of 1.2 percentage points. This increase highlights a need for targeted support to reduce suspensions among English Learners. Socioeconomically Disadvantaged Students: Also rated "Orange," with 1.6% suspended at least one day, and an increase of 1.3 percentage points. This indicates that students facing economic challenges may benefit from additional resources to prevent suspensions. Students with Disabilities: This group has the highest suspension rate at 5%, rated "Orange," with an increase of 4.3 percentage points. This suggests that students with disabilities may need additional behavioral support and interventions to address this elevated suspension rate.

3. The data indicates an increase in suspension rates across multiple student groups, particularly for students with disabilities, socioeconomically disadvantaged students, and Hispanic students. The "Orange" rating for these groups suggests a need for enhanced behavioral interventions, support programs, and resources to reduce suspension rates and improve school climate.

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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

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.

As part of the comprehensive needs assessment, educational partners examined parent surveys, ELPAC Scores, state assessment results, and grades. The 2024 SBA and CAST assessment data showed growth in ELA, Math, and ELPAC results. Results continue to indicate a need to provide high quality data-driven first best instruction using effective instructional strategies, gradual release of scaffolds and formative assessments. The data indicates a need to provide effective interventions using the CA MTSS model with progress monitoring tools to measure growth.

ELA Identified Need
The data suggests that English Learners, socioeconomically disadvantaged students, and students with disabilities are the primary groups needing additional support to improve ELA performance. Reclassified English Learners show promising progress, performing near the standard, while current English Learners face significant gaps. Targeted interventions such as ELA and reading intervention teachers, after school tutoring, and collaborative planning for differentiated instruction for these groups may help close the achievement gap in ELA.

Math Identified Needs
The data indicates that while overall mathematics performance for all students is rated as "Yellow," specific student groups, particularly English Learners, socioeconomically disadvantaged students, and students with disabilities, are struggling. Students with disabilities are performing at the lowest level, "Red," indicating an urgent need for support. Targeted interventions in mathematics as Math intervention teachers, after school tutoring, and collaborative planning for differentiated instruction, and parent support nights for math planning for these groups could help bridge the performance gap.

English Learner Identified Need
While over half of the EL students are progressing in English proficiency, a notable portion (16%) has shown a decline. Targeted support for these students including collaborative planning for differentiated instruction for ELD, parent support meetings instruction could help prevent further decreases and encourage steady progress toward proficiency for all EL 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
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 44% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (47%)
CAASPP Math Percent Met or Exceeded (All grades all students)	Math at 32% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (35%)

(Test Results for California's Assessments website)		
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 19% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (22%)
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	56.5% making progress Yellow Status CA School Dashboard Fall 2023	Increase English Learners making progress by 3% (59.5%)
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 45% Diagnostic 3 School Year 2023-2024	Increase percent meeting typical growth in reading by 3% (48%)
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 41% Diagnostic 3 School Year 2023-2024	Increase percent meeting typical growth in math by 3% (44%)

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	Progress Monitoring	Proposed Expenditures
1.1	Academic coaches: support Pre-K-12 staff, both general and speical education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collab teams.	District Funded
1.2	3 AVID Sections. AVID is an academic acceleration program that aims to prepare students in the academic middle for four-year colleges. The AVID elective curriculum features writing, inquiry, collaboration, organization, reading, note-taking, and study skills. The AVID elective teacher is responsible for supporting students' academic success across content areas.	AVID Elective Students	Master Schedule School Site AVID Plan i-Ready (MS only) Grades A-G completion (HS only) AVID Certification Instrument	District Funded
1.3	Elementary PE Teachers provide physical education to students based on their grade level standards	TK-5 students	Class activities and student participation per the school/grade level schedule for PE.	District Funded
1.4	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade	District Funded

			level schedule for music	
1.5	PLTW Teachers supporting STEM education with elementary students	TK-5 Students	PLTW Class activities and student participation per the school/grade level schedule	
1.6	ELA Intervention Teacher	All Students	i-Ready data Student Grades Students who transition out of Intervention	District Funded
1.7	Math Intervention Teacher	All Students	i-Ready data Student Grades Students who transition out of Intervention	District Funded
1.8	Identify professional development to support our special education teachers and paraprofessionals to emphasize inclusivity, individualized support, and collaboration among educators, specialists, families, and students. The program should incorporate evidence-based interventions like ABA and TEACCH, and structured learning environments tailored to sensory needs. It should promote inclusion in general education settings with peer buddy systems and co-teaching models, while also providing targeted social-emotional learning (SEL) and communication supports like AAC tools. Staff should receive specialized training on autism awareness and behavioral strategies. Proactive behavior management plans, crisis intervention training, and ongoing progress monitoring would ensure the program's effectiveness. With a focus on fostering independence, social skills, and academic success, the program should prepare students for transitions and lifelong learning while creating a supportive, equitable school environment.	Students with IEP's	Academic progress Behavior outcomes Student engagement Family and staff feedback	15635 Title I Part A: Allocation
1.9	Extra Hours for teaching staff to participate in collaborative curriculum planning for differentiated instruction to support students in Math, ELA, and English Language Development.	All students	Lesson Plans, instructional observations	5000 Title I Part A: Allocation
1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and	All Students	ILT Professional Development activities and meetings	District Funded

		learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.		Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	
1.23	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school administration and teachers	District Funded
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits Teacher and student use of technology during daily instruction	District Funded District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students Classroom use Tracking of student replacement	District Funded District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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.

n/a

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

n/a

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.

n/a

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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

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.

Paramount Unified School District focuses on empowering students and educators through collaborative, rigorous learning aligned with grade-level standards in a safe, inclusive environment. Hollydale School leverages Instructional Leadership Teams (ILT) to enhance teaching, learning, and leadership skills, guided by data to address both academic and social-emotional needs. This is done through focus collaborative planning in order to differentiate instruction to best meet the needs of our 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
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

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	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025

Current School Site AVID Plans

Pre-Conference meeting by the end of May 2025

AVID 2025-2026 Site Plan development at the conference | District Funded |

2.2	Extra Hours for ILT Team members: follow-up site meetings focused on planning grade-level team training. This training could take place during grade level collaboration or staff meetings, supporting the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Develop and deliver professional development to train staff on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and team-level trainings.	5000 Title I Part A: Allocation
2.3	Release time for content level teams and/or grade level teams focused on the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Participate in professional development trainings on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and team-level trainings.	10000 Title I Part A: Allocation
2.4	Extra hours for both elementary and middle school AVID Site coordinators to facilitate professional development, assisting with meeting AVID site plan goals by gathering data and student work, and facilitating with parent workshops	All students	Agendas, sign-in forms, presentations, surveys	10000 Title I Part A: Allocation
2.5	Identify field trips to provide opportunities to attend community locations or have the representatives come to the school.	All students	Student achievement data (such as the California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports)	10000 Title I Part A: Allocation

				Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	

Annual Review

SPSA Year Reviewed: 2024-25

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.

n/a

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

n/a

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.

n/a

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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

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.

As part of the comprehensive needs assessment, parent and educational partners examined the chronic absenteeism rate, Suspension rate, and reviewed the California Healthy Kids Survey.

Chronic Absenteeism
The data indicates that while there have been significant improvements in chronic absenteeism rates across various student groups, attendance remains a notable area of concern, especially for students with disabilities, who have the highest absenteeism rate at the "Orange" level. Continued efforts to improve attendance, particularly for high-need groups, could support better academic engagement and outcomes.

Suspension Data
The data indicates an increase in suspension rates across multiple student groups, particularly for students with disabilities, socioeconomically disadvantaged students, and Hispanic students. The "Orange" rating for these groups suggests a need for enhanced behavioral interventions, support programs, and resources to reduce suspension rates and improve school climate.

Hollydale Elementary needs targeted interventions to address issues identified in the California Healthy Kids Survey. To combat bullying and safety threats, the school should implement stronger anti-bullying programs, enhance supervision, and provide clear reporting and response mechanisms. Emotional well-being initiatives should include mental health support services and programs that teach coping skills. To address school boredom and lack of engagement, the curriculum should be diversified to include more interactive and stimulating activities, and opportunities for meaningful student participation in school decisions should be increased. Ensuring fair disciplinary practices requires training for staff on equitable behavior management strategies. Lifestyle concerns, such as late bedtimes and minimal alcohol use, can be mitigated with wellness education for students and families. These interventions collectively aim to improve safety, emotional health, and engagement among students?.

To address the identified mental health needs at Hollydale School, several interventions are critical. The rising concerns of chronic sadness, emotional distress, and declining life satisfaction and optimism among students necessitate stronger mental health support systems. Interventions should include expanded access to counseling services, early identification programs for at-risk students, and the development of resilience-building initiatives focused on coping strategies and stress management. Preventative measures such as peer support networks, awareness campaigns about mental health challenges, and collaboration with families to mitigate external stressors are also essential. These actions aim to foster a supportive school environment and improve overall student well-being.

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
Suspension Rate Indicator (CA School Dashboard)	1.8% Orange status CA School Dashboard Fall 2023	Decrease suspension rate by 1% (.8%)
Cumulative attendance (PUSD Dashboard)	93.2% EOY 2023-2024	Increase cumulative EOY attendance rate by 3% (95.2%)
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	26.5% Yellow status CA School Dashboard Fall 2023	Decrease chronic absenteeism rate by 3% (23.5%)
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	5th: 62%　　7th: 47%	Increase caring adults in school by 5% 5th (67%) and 7th (62%)
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	5th: 73%　　7th: 55%	Increase student-feel safe at school by 5% 5th (78%) and 7th (60%).
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	5th: 69%　　7th: 53%	Increase student school connectedness by 5% 5th (74%) and 7th (58%)

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	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.

Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared. | District Funded |

				Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.	
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.		All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	District Funded District Funded
3.3	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.		All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
3.4	Identify professional development in addressing behaviors to cultivate a nurturing and safe learning environment for classroom teachers and staff. This would include consultants, observation, modeling, and reflection.		All Students	SEL data (attendance, behavior, etc.) Student grades	10000 Title I Part A: Allocation
3.5	Mental Health/SEL Professional Development for Teachers and Staff focuses on equipping educators with the skills to support students' mental		All students	Classroom observations Student achievement data (such as the	10000 Title I Part A: Allocation

			California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	
	health and social-emotional learning (SEL) needs while fostering a culture of empathy, resilience, and inclusion. Key activities include ongoing workshops on trauma-informed practices and resilience-building, integrating SEL into the curriculum, and distributing mental health toolkits. Collaborative learning communities will enable staff to share strategies and address challenges collectively, while partnerships with mental health organizations provide expert guidance. Additional initiatives, such as teacher wellness programs and cultural competency training, ensure staff well-being and inclusivity in addressing diverse student needs. Progress will be monitored through feedback and regular assessments to refine and adapt the program, ensuring its effectiveness in creating a supportive and equitable school environment.			
3.14	Contract for BCBA Support for Middle School teachers to support the whole child as they transition from elementary school to high school	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	20000 Title I Part A: Allocation
3.22	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
3.23	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded
3.24	School Nurses	All Students	Students working with Nurse including those with specific health	District Funded

			conditions that require a Nurses support.	
3.25	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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.

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

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.

Identified needs based on Title I and LCAP Survey:
239 parents participated in the Title I and LCPAP Survey for 2024. Based on survey results the following needs were identified:

Enhance Communication: While parents feel informed there is room to focus on increasing outreach for seeking parent input could strengthen the partnership between school and families.
Increase Awareness of Programs: 78% of parents surveyed were unaware of the various programs offered at Hollydale. Programs like Block Scheduling, AVID, ELOP Enrichment Opportunities, Think Together, Inclusive classrooms could be promoted more to increase participation.
Focus on Academic Rigor: While parents generally felt they understood what classes their children were taking there was a need for parents to want to be more engagement regarding academic challenges and expectations which can improve perceptions of rigor as 50% of a parents felt they could learn more.
Support Parent Involvement: Only 11% of parents surveyed reported attending one or more parent involvement nights so organizing more workshops and inclusive events can make parents feel more valued in their child's education.

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
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	80% School Year 2023-2024	Increase Families report using Parent Portal (Parent Square) at least one a week by 3% (83%)
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	95% School Year 2023-2024	Increase Families agree or strongly agree this school is welcoming to parents by 3% (98%)
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	86% School Year 2023-2024	Increase This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) by 3% (89%)
Families report attending events (Title I/LCAP Parent Survey)	181 parents - Open House 192 parents - Back to School Night 28 parents -Parent Education Classes	Increase families reporting attending events by 3%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans Fall and Spring Site visit with site coordinator and administrator AVID Site Coordinator Meetings	District Funded
4.2	College and Career Day: An event that has local college representatives, local community members and alumni in different careers who come to campus and explain their careers and the training/ schooling needed to be in their respective fields allowing students to gain a broader understanding off different fields and paths to take after high school.	All Students	Committee Meeting Agenda Sign-in sheets minutes Parent Exit Surveys	1000 Title I Part A: Parent Involvement
4.3	Family Engagement Events and information: Even nights that encourage community involvement and investment but also give parents resources that will better equip them for helping their children such as: Mental Health and SEL awareness, curriculum awareness (ELA, Math, ELD), and attendance awareness. These events would be focus on helping parents support their child in academics and with attendance and social emotional health all of which can be barriers that affect a Childs performance in school.	All students	Committee Meeting Agenda Sign-in sheets minutes Parent Exit Surveys	1676 Title I Part A: Parent Involvement
4.4	Family Art Night/ Concerts: Given Hollydale' s unique setting s K-8 school with an autism program family art night/ concerts would be very beneficial in an effort to promote inclusivity amongst the student population and community, create/ deepen connections to school encourage active participation and school attendance, it would create a non-intimating entry point for families who may feel hesitant to engaging with traditional academic events, endorse community connections and cultural diversity, and creates a	All students	Committee Meeting Agenda Sign-in sheets minutes Parent Exit Surveys	1000 Title I Part A: Parent Involvement

	welcoming environment to build connections amongst school and families.			
4.5	Family Activity Night - an opportunity for the community to engage in math, reading, VAPA, and SEL activities. A committee of staff members would plan and facilitate these events. Extra Hours would be needed.	All students	Committee agendas Sign-in sheets minutes	10000 Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2024-25

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.

n/a

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

n/a

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.

n/a

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

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 identified needs at Hollydale School, derived from various reports and surveys, highlight significant areas requiring attention to build a more inclusive and equitable school environment. The California School Dashboard indicates persistent academic challenges, with students scoring 18.4 points below standard in English Language Arts and 54.2 points below in Mathematics, disproportionately impacting English Learners, socioeconomically disadvantaged students, and students with disabilities. Chronic absenteeism remains a concern at 23.8%, particularly among these key student groups?. The California Healthy Kids Survey highlights emotional and social challenges, such as chronic sadness (37% in elementary and 41% in middle school) and a high prevalence of bullying and safety concerns, with 42% of elementary students reporting seeing weapons at school?. Parent feedback underscores the need for fairer disciplinary practices and greater engagement opportunities, with only 22% of students feeling disciplinary actions are equitable and only 34% reporting meaningful participation at school?. Interventions must address these gaps through targeted academic support, expanded mental health resources, anti-bullying initiatives, and measures to enhance student and family engagement. Prioritizing equity-focused strategies can help address these disparities, fostering an inclusive and supportive learning environment for all.

1. Targeted Academic Support:
Implement intervention programs for English learners and struggling students in ELA and Math. Enhance access to bilingual education resources and professional development for teachers.

2. Fostering Belonging and Respect:
Strengthen anti-bullying campaigns and peer mentorship programs. Enhance school safety protocols to address weapon visibility and related concerns.

3. Expanding Mental Health Services:
Increase access to school counselors and therapists, and introduce regular mental health screenings. Implement social-emotional learning (SEL) curricula to build resilience and coping skills.

4. Encouraging Student and Family Engagement:
Create opportunities for meaningful student participation in decision-making processes. Foster partnerships with families to improve attendance and support at-home learning.

5. Equitable Discipline Practices:
Develop restorative justice programs to address conflicts constructively and equitably. Provide staff training on implicit bias and culturally responsive practices.

6. Enhanced Teacher Support:
Provide ongoing professional development on equity-focused teaching strategies. Encourage collaboration among staff to share best practices for supporting diverse learners.

7. Celebrating Diversity:
Incorporate cultural competence in curricula and school events. Highlight the contributions of different racial and ethnic groups represented in the school community.

By addressing these identified needs with targeted interventions, Hollydale can foster a more inclusive and equitable learning environment 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
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 44% School Year 2023-2024 English Learners: 14% African American: 0% Hispanic: 44% SPED: 17% Foster Youth: N/A SED: 43% LTEL: 0%	Increase all student groups by 3% in standard met or exceeded in CAASPP ELA.
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 32% School Year 2023-2024 English Learners: 13% African American: 0% Hispanic: 32% SPED: 14% Foster Youth: N/A SED: 31% LTEL: 0%	Increase all student groups by 3% in standard met or exceeded in CAASPP Math.
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 19% School Year 2023-2024 English Learners: 0% African American: N/A Hispanic: 19% SPED: 4% Foster Youth: N/A SED: 21% LTEL:	Increase all student groups by 3% in standard met or exceeded in CAST.
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	56.5% making progress Yellow Status Decreased 1 ELPI Level: 16% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 27.5% Maintained ELPI Level 4: N/A Progressed 1 ELPI Level: 56.5% CA School Dashboard Fall 2023	Increase English Learner Proficiency Indicator by 3% (56.5%)
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 47% Diagnostic 3 School Year 2023-2024 English Learners: 44% African American: 50% Hispanic: 47% SPED: 50%	Increase all student groups by 3% in meeting typical growth in Reading iReady.
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 41% Diagnostic 3 School Year 2023-2024 English Learners: 36% African American: 50% Hispanic: 41% SPED: 45%	Increase all student groups by 3% in meeting typical growth in Math iReady.

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	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students	Elementary Master Schedule Performances and activities throughout the year Collaboration agenda	District Funded
5.2	AVID Tutors: Under the supervision of the site principal and AVID coordinator and AVID elective teacher, AVID Tutors assist students in academic subjects in order to develop habits of mind and higher standards of academic achievement among students which will increase postsecondary educational options upon high school graduation. AVID Tutors are distinguished from other Tutors and Instructional Aides/Assistants in that AVID Tutors are trained in the use of AVID strategies to enhance academic performance of targeted high school students and serve as role models and mentors.	AVID Elective Students AVID Excel	AVID Tutor Evaluation Grade Data	District Funded
5.3	CTEIG Match: Program established as a state education, economic, and workforce development initiative to provide pupils in kindergarten through grade twelve with the knowledge and skills necessary to transition to employment and postsecondary education. For any funding received from this program, EC Section 53071(a)(1)(D)(i) requires a local match from fiscal year (FY) 2024–25 of two dollars ($2) for every one dollar ($1).	All Students	Quarterly Budget Revisions Allowable and Non-Allowable Expenditures Yearly Budget reporting	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment	All Students	Student Grades (Secondary by	District Funded

				Quarter, Elementary by Trimester)	
	opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences. 3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps. 4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking. 5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.			K-8 i-Ready assessment data ELPAC	District Funded
5.5	Assistant Principals support the principal to meet District goals, attain school plan objectives through supportive management of the school's educational programs, and assist in the coordination of all state and federal categorical/special programs provided at the school site.	All Students		Student achievement data (such as the California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	District Funded
5.8	Arts Integration through the core content in all grades: Brining in a consultant to aide in arts integration through core content and help improve student engagement and deepen understanding of academic subjects, cater to multiple learning styles, and aide in making lessons more culturally relevant to todays students. Consultant training would also enable staff to enable long term integration of arts into the schools instructional framework.	All Students		Student achievement data (such as the California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	20000 Title I Part A: Allocation
5.10	Cultural Proficiency professional development for all staff: Bringing in a	All Students		Student achievement data (such as the	10000 Title I Part A: Allocation

	consultant to run cultural proficiency trainings for staff to better enable them to recognize their own bias while increasing their cultural competency, aide in developing inclusive practices and build a community of trust within the school.		California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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.

N/A

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

N/A

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.

N/A

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	$139,311.00
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 Part A: Allocation	$135,635.00
Title I Part A: Parent Involvement	$3,676.00

Subtotal of additional federal funds included for this school: $139,311.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $139,311.00

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
Title I Part A: Parent Involvement	3,676	0.00
Title I Part A: Allocation	135,635	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	135,635.00
Title I Part A: Parent Involvement	3,676.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	135,635.00
	Title I Part A: Parent Involvement	3,676.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,635.00
Goal 2	35,000.00
Goal 3	40,000.00
Goal 4	13,676.00
Goal 5	30,000.00

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

 0 Secondary Students

Name of Members	Role

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 December 6, 2024.

Attested:

Mapp	Principal, Hilda Verdugo Mapp on December 6, 2024
M.V	SSC Chairperson, Minerva Valle on December 6, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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- Budget Summary
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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 (S*ections: 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/

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