# Holder 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** | Holder School |
| **Street** | 9550 Holder St. |
| **City, State, Zip** | Buena Park, Ca 90620-4209 |
| **Phone Number** | 714-236-3840 |
| **Principal** | Mr. Jason Blade |
| **Email Address** | Jason.Blade@savsd.org |
| **School Website** | www.savsd.org/school/holder |
| **Grade Span** | K-6 |
| **County-District-School (CDS) Code** | 30666966030472 |

## 2024-25 District Contact Information

| | |
|---|---|
| **District Name** | Savanna Elementary School District |
| **Phone Number** | 714-236-3800 |
| **Superintendent** | Dr. Sue Johnson |
| **Email Address** | superintendent@savsd.org |
| **District Website** | https://www.savsd.org |

## 2024-25 School Description and Mission Statement

Holder School is a Transitional Kindergarten through 6th grade school. We also offer a BRIGHT Learners Preschool program and one SDC preschool class for the Savanna School District. Approximately 475 students attend Holder School and they represent a diverse population. Approximately 56% of the students are Hispanic, 10% Caucasian, 12% Asian, 8% Filipino, 5% African American, and 5% Multi-Ethnic (Non-Hispanic). Approximately 26% of the students are English Language Learners. The staff is composed of 16 general education classroom teachers, a special education resource teacher, one full-time preschool Special Day Class teacher (Autism Focus) three full-time Special Day Class teacher for grades TK/K (Autism Focus), one full-time Special Day Class teacher for grades 1st/3rd (Autism Focus), one-full time for grades 4th-6th (Autism Focus) two

## 2024-25 School Description and Mission Statement

speech therapists, one full time psychologists, one psychologist intern, one school counselor and a nurse. Support services at the school include clerical, custodial, maintenance, and general and special education classroom instructional assistants.

Going beyond the classroom, in typical years, Holder offers a variety of programs to help students be successful. With the strong partnership of the City of Stanton, Buena Park and Anaheim as well as the North Orange County Task Force (NOC), Holder students and families have access to counseling, housing assistance/resources, childcare assistance (WINGS), and participation in the High School Bigs program, which provides mentors for students who need additional support. All Holder students participate in the Meet the Masters Art Program, which is one of the most comprehensive and fun art history, theory, and technique programs available. To challenge the high-achieving fourth through sixth grade students at Holder School there is a G.A.T.E. program (Gifted and Talented Education) as well as an opportunity to participate in the Music Masters Strings Program. Community partnerships with the Philharmonic Society, Boys and Girls Club, Cypress Community College, Cypress Police Department (P.A.C.E Program) and the Tiger Woods Learning Center provide additional enrichment opportunities for Holder students.

Holder School's Mission Statement: It is the mission of Holder School, through a partnership with parents and community, to ensure every child masters their grade level standards-based curriculum in a nurturing and safe environment. At Holder School students are encouraged, supported, and guided to be successful life-long learners, prepared to accept responsibilities and challenges today and in the future. Our caring and supportive staff continue to maintain a safe and nurturing environment so that all students can be successful. Our PBIS Mantra includes being Honorable, Accountable, Welcoming, Kind, and Scholarly - this encapsulates what we expect from all of our Holder Hawks and staff!

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 84 |
| Grade 1 | 61 |
| Grade 2 | 58 |
| Grade 3 | 67 |
| Grade 4 | 62 |
| Grade 5 | 55 |
| Grade 6 | 66 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |
| Total Enrollment | 453 |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 45 |
| Male | 55 |
| Non-Binary | 0 |
| American Indian or Alaska Native | 0 |
| Asian | 11 |
| Black or African American | 5.1 |
| Filipino | 6.6 |
| Hispanic or Latino | 58.3 |
| Native Hawaiian or Pacific Islander | 0.9 |
| Two or More Races | 6.8 |
| White | 9.7 |
| English Learners | 28.9 |
| Foster Youth | 0.7 |
| Homeless | 9.7 |
| Migrant | 0 |
| Socioeconomically Disadvantaged | 78.6 |
| Students with Disabilities | 16.1 |

## 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) | 20.00 | 83.33 | 84.00 | 93.33 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.00 | 4.17 | 1.00 | 1.11 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 3.00 | 12.50 | 5.00 | 5.56 | 18854.30 | 6.86 |
| Total Teaching Positions | 24.00 | 100.00 | 90.00 | 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) | 27.00 | 100.00 | 94.00 | 95.92 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 1.00 | 1.02 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 3.00 | 3.06 | 15831.90 | 5.67 |
| Total Teaching Positions | 27.00 | 100.00 | 98.00 | 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) | 24.00 | 100.00 | 91.00 | 96.81 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 1.00 | 1.06 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 2.00 | 2.13 | 14303.80 | 5.15 |
| Total Teaching Positions | 24.00 | 100.00 | 94.00 | 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 | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 0 |

## 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 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

## 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) | 0.00 | 0 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.00 | 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 Savanna School District has implemented several core curricula aligned with state standards. The Houghton Mifflin Go Math Series, adopted in 2016, serves as the mathematics curriculum for K-6 students. In 2017-18, the District adopted Benchmark Advance for English Language Arts and English Language Development, which is used in all K-6 classrooms. Both of these programs align with the Common Core State Standards. More recently, in the 2022-23 school year, the district adopted the Amplify Science program, which adheres to the Next Generation Science Standards. For History-Social Science, the district currently uses materials from Harcourt School Publishers, adopted in 2007, but is piloting new materials and is expected to adopt new materials in the Spring of 2025. Health and Visual and Performing Arts instruction utilize various materials and strategies to support a well-rounded education.

| Year and month in which the data were collected | October, 2024 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. | Yes | 0 |
| **Mathematics** | Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. | Yes | 0 |
| **Science** | Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. | Yes | 0 |
| **History-Social Science** | Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. | Yes | 0 |
| **Foreign Language** | N/A | | N/A |
| **Health** | Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Health. | Yes | 0 |
| **Visual and Performing Arts** | Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Visual and Performing Arts. | Yes | 0 |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | N/A |

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

## School Facility Conditions and Planned Improvements

The staff of Holder School is dedicated to maintaining a clean and safe learning environment for students. Regular assessments ensure the school's facilities meet high standards: the principal conducts monthly evaluations of aesthetic and safety conditions, while the District's Director of Maintenance, Operations, and Transportation performs thorough quarterly inspections. Daily, custodians routinely inspect all exterior and interior areas. As per SB550, all facilities are in good repair. Significant modernization projects, funded by the Measure G passed in June 2012, were completed in 2013-14. These improvements transformed the campus, creating a new Outdoor Learning Center as the 'heart' of the school where student success is celebrated. Playgrounds received 'extreme makeovers' with age-appropriate equipment promoting physical fitness, motor skills, balance, and upper-body strength. Safety was prioritized with poured-in-place rubber surfacing, designed for high safety levels and low maintenance. Classrooms and office spaces were enhanced with new furniture, upgraded wall systems, energy-efficient dual-pane windows, HVAC units, plumbing, electrical systems, and roofing. The school implemented energy management systems for HVAC, lighting, security cameras, classroom projectors, and irrigation, ensuring efficient operation. Student restrooms were remodeled with new plumbing, energy-efficient fixtures, and durable terrazzo flooring. Security enhancements include perimeter fencing, campus-wide security cameras, paging systems, emergency notification systems, enhanced fire alarms, and increased after-hours lighting. Preschool and childcare programs were strategically relocated for better parent access outside of office hours. These comprehensive improvements have created a modern, safe, and energy-efficient learning environment at Holder School.

Holder School has consistently enhanced its facilities to maintain the district's high standards of quality education. In fall 2015, the school introduced its first Technology Learning Center, equipped with 30 computers, a teaching station, and flat-screen monitors. This was followed by a second center in summer 2016, featuring 32 additional computers with flat-screen monitors. The school's commitment to technology integration is further evidenced by the four desktop computers in each classroom. During fall 2021, each classroom received a technology cart with a class set of iPads, enhancing mobile learning capabilities for students. The school's infrastructure continued to evolve in 2022. January saw the completion of a new outdoor lunch shelter, improving student spacing during meal times. By spring, the a dedicated STEM Center was fully operational, further enriching the school's educational resources. Most recently, in 2023, Holder School transitioned to running a District-operated preschool on-site, expanding its educational offerings to younger learners. These ongoing improvements reflect the school's dedication to providing a modern, technology-rich learning environment while adapting to the changing needs of its student population.

| Year and month of the most recent FIT report | July, 2024 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## 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) | 52 | 52 | 48 | 47 | 46 | 47 |
| **Mathematics** (grades 3-8 and 11) | 50 | 52 | 42 | 44 | 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 | 252 | 250 | 99.21 | 0.79 | 52.00 |
| Female | 125 | 124 | 99.20 | 0.80 | 50.81 |
| Male | 127 | 126 | 99.21 | 0.79 | 53.17 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 29 | 29 | 100.00 | 0.00 | 75.86 |
| Black or African American | 14 | 14 | 100.00 | 0.00 | 57.14 |
| Filipino | 21 | 20 | 95.24 | 4.76 | 70.00 |
| Hispanic or Latino | 139 | 138 | 99.28 | 0.72 | 45.65 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 23 | 23 | 100.00 | 0.00 | 56.52 |
| White | 22 | 22 | 100.00 | 0.00 | 36.36 |
| English Learners | 61 | 59 | 96.72 | 3.28 | 27.12 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 26 | 26 | 100.00 | 0.00 | 42.31 |
| Socioeconomically Disadvantaged | 111 | 110 | 99.10 | 0.90 | 50.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 30 | 100.00 | 0.00 | 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 | 252 | 252 | 100.00 | 0.00 | 51.59 |
| Female | 125 | 125 | 100.00 | 0.00 | 48.00 |
| Male | 127 | 127 | 100.00 | 0.00 | 55.12 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 29 | 29 | 100.00 | 0.00 | 82.76 |
| Black or African American | 14 | 14 | 100.00 | 0.00 | 28.57 |
| Filipino | 21 | 21 | 100.00 | 0.00 | 76.19 |
| Hispanic or Latino | 139 | 139 | 100.00 | 0.00 | 44.60 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 23 | 23 | 100.00 | 0.00 | 52.17 |
| White | 22 | 22 | 100.00 | 0.00 | 45.45 |
| English Learners | 61 | 61 | 100.00 | 0.00 | 29.51 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 26 | 26 | 100.00 | 0.00 | 46.15 |
| Socioeconomically Disadvantaged | 111 | 111 | 100.00 | 0.00 | 50.45 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 30 | 100.00 | 0.00 | 20.00 |

## 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** <br> (grades 5, 8 and high school) | 46.77 | 23.64 | 39.73 | 29.44 | 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 | 56 | 56 | 100.00 | 0.00 | 23.21 |
| Female | 26 | 26 | 100.00 | 0.00 | 11.54 |
| Male | 30 | 30 | 100.00 | 0.00 | 33.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 31 | 31 | 100.00 | 0.00 | 25.81 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 24 | 24 | 100.00 | 0.00 | 25.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

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

## 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 | 98% | 98% | 98% | 98% | 98% |
| Grade 7 | N/A | N/A | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A | N/A | N/A |

## 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

The School Site Council is a ten-person council of parents, teachers, classified staff and the principal who monitor the implementation of the Single Plan for Student Achievement and generally act as an advisory and decision-making body for the school's many programs. The ELAC (English Learner Advisory Committee) consists of parents, one teacher and the principal. The PTA (Parent Teacher Association) is also an integral part of the school's support system which parents are encouraged to join. In typical years, Parents work as volunteers, help raise funds for various school activities and also act as a school-parent communication resource. All parents are kept informed of meetings and events with our automated phone/email messaging system, our District/School Website, the school marquee, and the hard copy fliers we send home.  In a typical year, opportunities for parental involvement include, but are not limited to, Back to School Night, Awards Assemblies, Parent/Teacher Conferences, Classroom and field trip volunteers, Fun Run and Field day volunteers and Flag Ceremony Performances, Open House, etc.  In addition, parents have the opportunity to utilize online registration.  Please contact the school office at 714-236-3840 for additional information or a list of volunteer opportunities.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 468 | 464 | 88 | 19.0 |
| Female | 215 | 212 | 37 | 17.5 |
| Male | 253 | 252 | 51 | 20.2 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 51 | 51 | 3 | 5.9 |
| Black or African American | 27 | 27 | 6 | 22.2 |
| Filipino | 31 | 30 | 5 | 16.7 |
| Hispanic or Latino | 269 | 268 | 59 | 22.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 32 | 32 | 6 | 18.8 |
| White | 46 | 44 | 9 | 20.5 |
| English Learners | 135 | 133 | 21 | 15.8 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 50 | 49 | 11 | 22.4 |
| Socioeconomically Disadvantaged | 376 | 372 | 77 | 20.7 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 88 | 88 | 32 | 36.4 |

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 |
| 1.45 | 0.65 | 0.64 | 1.02 | 0.99 | 0.6 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

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

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.64 | 0.00 |
| Female | 0.93 | 0.00 |
| Male | 0.40 | 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 | 3.70 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.37 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 2.17 | 0.00 |
| English Learners | 0.74 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 2.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.80 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.27 | 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

Holder School has a School Safety Plan, an Emergency Preparedness Plan, and a Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents as well as the general public. All safety plans are reviewed and updated on an annual basis in a public meeting. The goal is to ensure a safe and non-violent

## 2024-25 School Safety Plan

school environment. Additional safety measures include:

- Monthly drills held for fire, earthquake, and/or secure campus scenarios.
- Staff members trained and assigned specific responsibilities for emergency operations.
- CPR/First Aid/AED training opportunities available for staff.
- Emergency supplies and food and water located in classrooms and at strategic locations throughout the school.
- Perimeter fencing and security cameras.
- Identification and tracking procedure for visitors who may only enter the campus through the school office.
- School-wide paging systems and radios in every classroom.
- School buses have on-board security cameras.
- State of the art bus pass system that tracks students entering and exiting the school buses via bus passes.
- Navigate Prepared Safety system.
- Parent Square parent notification system.

## 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 | 18 | 2 | 2 | 0 |
| 1 | 20 | 2 | 1 | 0 |
| 2 | 20 | 1 | 2 | 0 |
| 3 | 26 | 0 | 2 | 0 |
| 4 | 23 | 0 | 3 | 0 |
| 5 | 20 | 1 | 2 | 0 |
| 6 | 22 | 0 | 3 | 0 |
| Other | 9 | 2 | 0 | 0 |

## 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 | 3 | 1 | 0 |
| 1 | 25 | 0 | 2 | 0 |
| 2 | 21 | 1 | 2 | 0 |
| 3 | 20 | 2 | 1 | 0 |
| 4 | 26 | 0 | 2 | 0 |
| 5 | 21 | 1 | 2 | 0 |
| 6 | 20 | 3 | 0 | 0 |
| Other | 8 | 3 | 0 | 0 |

## 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 | 18 | 1 | 2 | 0 |
| 1 | 20 | 3 | 0 | 0 |
| 2 | 28 | 0 | 2 | 0 |
| 3 | 31 | 0 | 2 | 0 |
| 4 | 30 | 0 | 2 | 0 |
| 5 | 27 | 0 | 2 | 0 |
| 6 | 21 | 1 | 2 | 0 |
| Other | 9 | 2 | 0 | 0 |

## 2023-24 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 453 |

## 2023-24 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1.8 |
| Social Worker | 0 |
| Nurse | 0.5 |
| Speech/Language/Hearing Specialist | 2 |
| Resource Specialist (non-teaching) | 0 |
| Other | 0 |

## 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 | $19,749 | $8,765 | $10,984 | $89,235 |
| District | N/A | N/A | $11,039 | $97,815 |
| Percent Difference - School Site and District | N/A | N/A | -0.5 | -9.2 |
| State | N/A | N/A | $10,771 | $94,129 |
| Percent Difference - School Site and State | N/A | N/A | 2.0 | -5.3 |

## Fiscal Year 2023-24 Types of Services Funded

The general fund income for the Savanna School District includes revenues from local, state, and federal sources. This money is used to pay for teacher and support personnel salaries, health and welfare benefits for employees, instructional supplies, utilities, staff development, and equipment needs in the district.

## 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 | $55,370 | $57,839 |
| Mid-Range Teacher Salary | $92,421 | $90,040 |
| Highest Teacher Salary | $125,814 | $118,647 |
| Average Principal Salary (Elementary) | $142,568 | $144,639 |
| Average Principal Salary (Middle) | $0 | $148,270 |
| Average Principal Salary (High) | $0 | $161,275 |
| Superintendent Salary | $256,234 | $229,986 |
| Percent of Budget for Teacher Salaries | 30% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

## Professional Development

Our comprehensive professional development program emphasizes two key areas: data-driven instruction and differentiated learning aligned with Common Core State Standards across all subject areas. Throughout the year, staff members engage in extensive training covering a wide array of pedagogical approaches and educational tools to enhance student learning outcomes.

The professional development curriculum includes in-depth training on essential areas such as Explicit Direct Instruction (EDI), differentiated instruction techniques, and targeted intervention strategies. Teachers have also received training in a wide-range of programs including Thinking Maps, Write from the Beginning, Project GLAD, STEM education and technology integration. The implementation of core programs like GoMath, Benchmark Advance ELA Series, Amplify Science and iReady has been supported through dedicated training sessions, ensuring thorough understanding and effective classroom application.

To support data-informed decision making, teachers have received comprehensive training on the Illuminate Data System and iReady data analysis tools. This enables them to track student progress effectively and adjust their instructional approaches based on concrete performance metrics. Faculty members have also had opportunities to participate in specialized curricular task forces focusing on critical areas including English Language Development/English Language Arts, History/Social Studies, Mathematics, STEM, Social-Emotional Learning (SEL), Science, and Health & Wellness. These task forces allow teachers to contribute to curriculum development and share best practices within their areas of expertise.

Professional development is delivered through a flexible, multi-modal approach that accommodates different learning styles and scheduling needs. This includes full-day and half-day workshops, grade-level team collaboration sessions, regular staff meetings, individualized coaching, and demonstration lessons. Special attention is given to supporting new teachers through a robust mentorship program and targeted workshops addressing their specific developmental needs. This comprehensive support system ensures that both new and experienced teachers continue to grow professionally and stay current with the latest educational practices and standards.

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 | 3 | 3 | 3 |