

Holder School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	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
County-District-School (CDS) Code	30666966030472

2023-24 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

2023-24 School Description and Mission Statement

Holder School is a Transitional Kindergarten through 6th grade school, as well as the Preschool SDC Program 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 32% of the students are English Language Learners. The staff is composed of 17 general education classroom teachers, a special education resource teacher, two full-time preschool Special Day Class teachers (Autism Focus) two full-time Special Day Class teacher for grades TK/K (Autism Focus), one full-time Special Day Class teacher for grades 2nd/3rd (Autism Focus), one-full time for grades 4th-6th (Autism Focus) two speech therapists, two 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 that may present themselves 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	53
Grade 2	68
Grade 3	64
Grade 4	53
Grade 5	67
Grade 6	59
Total Enrollment	452

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
Asian	11.1%
Black or African American	4.6%
Filipino	6.2%
Hispanic or Latino	56.2%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	6.4%
White	13.3%
English Learners	30.5%
Foster Youth	0.2%
Homeless	6.2%
Socioeconomically Disadvantaged	77%
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)	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	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	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

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

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

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

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

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4	0

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

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

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

The Savanna School District adopted the Benchmark Advance English Language Arts/English Language Development materials in the 2017-18 school year. It is in place in all K-6 classrooms. In 2016, we adopted the Houghton Mifflin, Go Math Series for K-6 students and it is in place in all classrooms. Both of these series are aligned to the Common Core State Standards. In the 2022-23 school year, the Savanna School District adopted the Amplify Science program, which is aligned to the Next Generation Science Standards. We adopted History-Social Science (Harcourt School Publishers) materials in 2007. We expect to pilot new Social Science materials as they become available. Health and Visual and Performing Arts are taught utilizing a variety of instructional materials and strategies.

Year and month in which the data were collected	November, 2023
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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		
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

School Facility Conditions and Planned Improvements

The staff of Holder strives to maintain a clean and safe learning environment for the students. Assessments of the school's aesthetic and safety conditions are made by the principal on a monthly basis, and thorough quarterly inspections are made by the District's Director of Maintenance, Operations, and Transportation. Custodians make routine, daily inspections of all exterior and interior areas of the school. As per SB550 all facilities are in good repair. Modernization projects were completed for the Holder campus during 2013-14 as a result of the passage of Measure G at the June 5, 2012 election. A new Outdoor Learning Center was constructed, becoming the 'heart' of the campus where student success is celebrated. The school playgrounds received 'extreme makeovers' with new age-appropriate equipment designed to promote physical fitness, large and small motor skills, balance, and upper-body strength for students. The poured-in-place rubber surfacing was designed to provide high levels of safety for students with minimal maintenance requirements. In addition, classrooms and office spaces were enhanced with new furniture, upgraded wall systems, energy efficient dual-paned windows, new energy efficient heating and air conditioning units, new plumbing, electrical, and upgraded roofing. Our heating and air conditioning units, lighting, security cameras, classroom projectors, and even irrigation systems are on energy management systems, controlled remotely to ensure that units do not run during times they are not needed. Preschool and before-and-after-school childcare programs were relocated to provide better access for parents during hours when the school office is not open. School security enhancements are multi-faceted and include perimeter fencing, security cameras throughout the campus, paging systems, emergency notification systems, enhanced fire alarm systems, and increased security lighting after school hours. The remodeled student restrooms are 'student friendly' with new plumbing and sewer lines, energy-efficient fixtures, and terrazzo flooring that will last at least another 50 years!

Regular maintenance projects take place to maintain the district's high standards of quality facilities. In the fall of 2015, a Technology Learning Center with 30 computers, a teaching station and flat screen monitors was completed. In the summer of 2016, a second Technology Learning Center with an additional 32 computers with flat screen monitors was added. In the fall of 2021, work began on a third Technology Learning Center and a new STEM Center with flat screen monitors, white board walls and computers on the Holder campus. While the use of technology to support the instructional program has long been a standard at Holder School, each classroom has six desktop computers; in fall of 2021 a technology cart that includes a class set of iPads was added to each classroom. Work was completed on a new outdoor lunch shelter in January of 2022 to allow for better spacing of students during breakfast and lunch times. In the Spring of 2022, a new technology learning center and designated STEM center were added to the campus. In 2023, Holder School transitioned to having a District operated preschool on site.

Year and month of the most recent FIT report

July, 2023

School Facility Conditions and Planned Improvements

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	52	49	48	47	46
Mathematics (grades 3-8 and 11)	47	50	43	42	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	239	99.17	0.83	52.30
Female	123	121	98.37	1.63	50.41
Male	118	118	100.00	0.00	54.24
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	81.25
Hispanic or Latino	137	137	100.00	0.00	48.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	64.71
White	35	33	94.29	5.71	42.42
English Learners	57	57	100.00	0.00	24.56
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	18.18
Military	43	43	100.00	0.00	44.19
Socioeconomically Disadvantaged	185	183	98.92	1.08	48.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	17.24

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	239	99.17	0.83	49.79
Female	123	121	98.37	1.63	41.32
Male	118	118	100.00	0.00	58.47
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	80.77
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	87.50
Hispanic or Latino	137	137	100.00	0.00	40.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	70.59
White	35	33	94.29	5.71	42.42
English Learners	57	57	100.00	0.00	21.05
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	36.36
Military	43	43	100.00	0.00	37.21
Socioeconomically Disadvantaged	185	183	98.92	1.08	45.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	20.69

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	26.67	46.77	31.75	39.73	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100.00	0.00	44.62
Female	34	34	100.00	0.00	32.35
Male	31	31	100.00	0.00	58.06
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	37.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	0.00	38.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	462	93	20.1
Female	226	225	40	17.8
Male	239	237	53	22.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	50	50	4	8.0
Black or African American	21	21	6	28.6
Filipino	28	28	4	14.3
Hispanic or Latino	263	260	58	22.3
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	29	29	6	20.7
White	63	63	13	20.6
English Learners	142	141	27	19.1
Foster Youth	2	2	2	100.0
Homeless	30	30	5	16.7
Socioeconomically Disadvantaged	365	362	77	21.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	71	24	33.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.45	0.65	0.05	1.02	0.99	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.65	0
Female	0.88	0
Male	0.42	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	3.57	0
Hispanic or Latino	0.76	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.7	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.82	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.74	0

2023-24 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 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.
- Blackboard 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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		3	
1	22		3	
2	28		2	
3	23		3	
4	30		2	
5	27		3	
6	33			
Other	10	2		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	20	2	1	
2	20	1	2	
3	26		2	
4	23		3	
5	20	1	2	
6	22		3	
Other	9	2		

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	410.91

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,337	\$6,581	\$10,756	\$85,362
District	N/A	N/A	\$10,822	\$92,318
Percent Difference - School Site and District	N/A	N/A	-0.6	-9.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	48.0	0.9

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,733	\$54,046
Mid-Range Teacher Salary	\$88,020	\$84,515
Highest Teacher Salary	\$116,495	\$110,867
Average Principal Salary (Elementary)	\$145,479	\$136,841
Average Principal Salary (Middle)	\$0	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$243,893	\$217,473
Percent of Budget for Teacher Salaries	34.7%	32.43%
Percent of Budget for Administrative Salaries	5.34%	5.62%

Professional Development

Professional development has focused on the data analysis and differentiating instruction utilizing Common Core State Standards across the curriculum. Teachers and staff members have received training on the Common Core Standards and effective strategies to implement the standards including EDI, Differentiated Instruction, Intervention strategies, Thinking Maps, Interaction with Text, Write from the Beginning, implementation of Go Math materials, mathematical practices, STEM, the implementation of technology across the curriculum, iPad implementation, Project GLAD, the implementation of the Benchmark Advance ELA Series, the implementation of the iReady Program, and English Language Development standards and strategies. Teachers have also received training on the Illuminate Data System and iReady data analysis. In addition, teachers have had an opportunity to participate in a variety of curricular task forces including English Language Development/English Language Arts, STEM, Science, Health & Wellness and Math. Professional development was provided

Professional Development

through a variety of delivery methods including full day and part day workshops, grade level collaboration, coaching and demonstration lessons. New teachers are supported through regularly scheduled meetings and professional development topics related to their needs.

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

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