

# HOLLYWOOD BEACH ELEMENTARY SCHOOL

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	HOLLYWOOD BEACH ELEMENTARY SCHOOL
<b>Street</b>	4000 Sunset Lane
<b>City, State, Zip</b>	Oxnard, CA 93035
<b>Phone Number</b>	(805) 986-8720
<b>Principal</b>	Heidi Haines
<b>Email Address</b>	hhaines@hueneme.org
<b>School Website</b>	<a href="http://beach.hueneme.org">http://beach.hueneme.org</a>
<b>County-District-School (CDS) Code</b>	56-72462-6055065

## 2022-23 District Contact Information

<b>District Name</b>	HUENEME ELEMENTARY SCHOOL DISTRICT
<b>Phone Number</b>	(805) 488-3588
<b>Superintendent</b>	Dr. Christine Walker
<b>Email Address</b>	cwalker@hueneme.org
<b>District Website Address</b>	<a href="http://www.hueneme.org">www.hueneme.org</a>

## 2022-23 School Overview

Hollywood Beach Elementary School is one of eleven schools in the Hueneme Elementary School District. The Hollywood Beach School learning community serves the residents of Hollywood Beach and Silver Strand Beach neighborhoods. It is truly the heart of the Hollywood Beach and Silver Strand areas, serving as a gathering place for community events, a place for staff and families to collaboratively support our students, and a joyful place for students to learn each day. For the 2022-2023 school year, Hollywood Beach School serves 281 students from kindergarten through sixth grade. 33.3% of our students are eligible for the free and reduced lunch program, 4.1% of our school population are English learners, 11.6% of our population are students with disabilities, and 2.4% are youth who are homeless. We provide a rich educational program to prepare our students for academic success, social and emotional wellness, and provide the skills needed to thrive in a 21st century environment. Classes are arranged on a traditional schedule. We provide academic programs, clubs, military family services, and school events to support students in all areas. We are proud to partner with our active and dedicated PTA to support our students. As our district motto states, we strive to inspire and empower our students to thrive as they grow to be productive and engaged members of our society.

Our school mission is to provide an opportunity for students to receive a standards-based education incorporating social and emotional supports that teach students how to negotiate their world, experience the arts, and engage in digital citizenship as lifelong learners. With the support of our families, we strive to instill in our students pride in academic excellence, independence, self-discipline, and the desire to become engaged, problem-solving citizens. We value diversity, sharing our strengths and differences, and believe in treating everyone in our school community with dignity and respect. We also strive to live by the Hueneme Elementary School District vision statement, "Inspiring and empowering all students to thrive every day." We have a dedicated, professional, highly qualified staff that is committed to meeting the academic, social, emotional, and cultural needs of all students, and who prepare students to exceed district and state standards. We nurture critical thinking, a lifelong love of learning, and we foster inclusivity; we embrace that children have the right to learn high academic standards, a consistently challenging and engaging curriculum, valid assessment, and rigorous instruction. At Hollywood Beach School, we work together to ensure that all our Pelicans are "Soaring Toward Excellence".

About this School

2021-22 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	37
Grade 1	31
Grade 2	35
Grade 3	44
Grade 4	41
Grade 5	39
Grade 6	56
Total Enrollment	283

2021-22 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.7
Asian	1.8
Black or African American	2.5
Filipino	4.6
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	11.0
White	40.6
English Learners	5.3
Foster Youth	0.4
Homeless	1.8
Migrant	0.0
Socioeconomically Disadvantaged	42.0
Students with Disabilities	7.8



**A. Conditions of Learning**

**State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.70	100.00	321.20	95.16	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	0.90	0.29	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	3.10	0.94	12115.80	4.41
<b>Unknown</b>	0.00	0.00	12.10	3.59	18854.30	6.86
<b>Total Teaching Positions</b>	12.70	100.00	337.60	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.10	100.00	347.70	94.24	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.54	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	4.00	1.08	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	3.70	1.02	11953.10	4.28
<b>Unknown</b>	0.00	0.00	11.40	3.11	15831.90	5.67
<b>Total Teaching Positions</b>	14.10	100.00	369.00	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.

## 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
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

## 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
<b>Total Out-of-Field Teachers</b>	0.00	0.00

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

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

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
<b>Mathematics</b>	K-5 Pearson, enVision MATH Common Core, 2015 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0

<b>Science</b>	K-5 Houghton Mifflin, Science, 2007 6-8 Activate Learning, IQWST California Integrated Edition, 2018	Yes	0
<b>History-Social Science</b>	K-5 Savvas Learning Company, myWorld Interactive Social Studies, 2019 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0

### School Facility Conditions and Planned Improvements

Hollywood Beach School is highly suited as a learning environment. The facility is safe and clean, and there is adequate space for the number of staff and students at the school. The custodial staff and the groundskeeper work collectively to ensure the building and grounds are clean and free of litter and graffiti. Together, school and District personnel work to ensure that the facility is maintained in a manner that assures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction. Signs are posted to inform residents that skateboards, bikes, and dogs are not allowed on the campus.

**Year and month of the most recent FIT report**

09/13/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	49	N/A	24	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	44	N/A	13	N/A	33

## 2021-22 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
<b>All Students</b>	175	171	97.71	2.29	49.12
<b>Female</b>	86	84	97.67	2.33	54.76
<b>Male</b>	89	87	97.75	2.25	43.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	70	70	100.00	0.00	42.86
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	23	21	91.30	8.70	47.62
<b>White</b>	67	65	97.01	2.99	53.85
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	77	74	96.10	3.90	40.54
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	18	17	94.44	5.56	29.41

## 2021-22 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
<b>All Students</b>	175	172	98.29	1.71	44.19
<b>Female</b>	86	84	97.67	2.33	39.29
<b>Male</b>	89	88	98.88	1.12	48.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	70	70	100.00	0.00	44.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	23	21	91.30	8.70	52.38
<b>White</b>	67	66	98.51	1.49	39.39
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	77	74	96.10	3.90	32.43
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	18	17	94.44	5.56	41.18

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	57.89	NT	13.86	28.5	29.47

## 2021-22 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
<b>All Students</b>	38	38	100	0	57.89
<b>Female</b>	13	13	100	0	38.46
<b>Male</b>	25	25	100	0	68
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	12	12	100	0	58.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	14	100	0	50
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	17	17	100	0	47.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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.

#### 2022-23 Opportunities for Parental Involvement

Hollywood Beach School is a thriving community because our parents are committed to supporting the success of our students. Formal opportunities, such as the Hollywood Beach Parent Teacher Association, provide parents with leadership roles and opportunities to serve.

Teachers welcome volunteers in their classrooms and many parents serve as "room parents." Families also support their children by attending field trips, performances, extra-curricular activities and PTA events. Our website, Parent Square, the school newsletter, along with our social media accounts, allow parents and students to see what is happening in our school community in a timely manner. The staff is devoted, experienced, and encourages parents to stay involved in the academic progress of their children by regularly reviewing Google Classroom, homework assignments, classroom assessments, encouraging their children to read every day, and attending parent conferences in the fall, and as needed, throughout the school year. Through Parent Connection, parents can log in to view their child's progress report, and can also track their student's reading success online through various apps and programs, and can see assignments and work completion online. Parents interested in being involved on campus may email our Hollywood Beach School PTA at [hollywoodbeachpta@gmail.com](mailto:hollywoodbeachpta@gmail.com).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	310	302	76	25.2
Female	153	148	40	27.0
Male	157	154	36	23.4
American Indian or Alaska Native	2	2	1	50.0
Asian	5	4	0	0.0
Black or African American	8	8	2	25.0
Filipino	13	13	0	0.0
Hispanic or Latino	121	115	30	26.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	32	32	7	21.9
White	129	128	36	28.1
English Learners	16	15	2	13.3
Foster Youth	2	2	1	50.0
Homeless	7	6	4	66.7
Socioeconomically Disadvantaged	129	125	49	39.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	39	13	33.3

## 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.55	0.77	2.45
<b>Expulsions</b>	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.65	0.00	1.65	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.01	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.65	0.00
<b>Female</b>	1.31	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.83	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.78	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.78	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 School Safety Plan

Date of Last Review/Update: November 29, 2022  
Date Last Discussed with Staff: November 29, 2022  
Board Approval for 2022-23 school year: January 31, 2022

The Comprehensive School Safety Plan is a step-by-step guide for managing safety-related issues at Hollywood Beach School that is reviewed and updated every year. The plan includes the results of a needs assessment and a plan for improving safety issues at the school. Key elements of the plan include the use of various Social-Emotional Learning systems, such as Classroom Circles, CHAMPS (Conversation, Help, Activity, Movement, Participation, Successful Students), Second Step, and other Positive Behavior Intervention Systems, and various classroom mindfulness and social-emotional learning activities. We have frequent fire, earthquake and evacuation drills, and emergency supplies are available on campus, provided for each classroom by our District. Lockdown drills are conducted with the local police department yearly.

Staff have been trained in health and safety precautions related to COVID-19, and are equipped with appropriate personal protection equipment to serve our students and keep classrooms in compliance with Ventura County Public Health guidelines. Extra masks and ample hand sanitizer are provided for students and staff alike. The Hueneme Elementary School Board, Hueneme School District, and Hollywood Beach School follow the guidance of the Ventura County Public Health and Ventura County Superintendent of Schools to prepare our schools with protocols to keep students healthy and safe for returning students and staff this school year.

Our school safety plan was last reviewed and updated on November 29, 2022, for the 2022-2023 school year by our School Safety Committee and is shared, developed and updated in collaboration with HBS Staff.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	1	
1	26		2	
2	25		2	
3	25		2	
4	24		2	
5	26		2	
6	24		15	



## 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	13	1	1	
1	14	2		
2	15	3		
3	20	1	1	
4	16	1	1	
5	21	1	1	
6	16	17		
Other	22	1	1	

## 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	2		
1	22		1	
2	23		1	
3	22		2	
4	21		2	
5	41			2
6	28		13	
Other	22		1	

## 2021-22 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	283

## 2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	0.3

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	13,400.17	2,837.76	10,562.41	104,095
District	N/A	N/A	9,300.42	\$94,557
Percent Difference - School Site and District	N/A	N/A	12.7	9.6
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	46.3	17.6

## 2021-22 Types of Services Funded

In the 2021-22 school year, the Hueneme Elementary School District spent an average of \$14,639.24 to educate each student, excluding food services:

- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,421	\$52,641
<b>Mid-Range Teacher Salary</b>	\$86,173	\$83,981
<b>Highest Teacher Salary</b>	\$113,086	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$132,009	\$136,247
<b>Average Principal Salary (Middle)</b>	\$141,175	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$224,216	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	37%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction with newly-adopted curriculum, Social-Emotional Learning, and positive behavioral interventions and supports. The primary area of focus for the most recent three-year period was:

- Distance Learning
- English Language Arts / English Language Development
- Mathematics
- PBIS (Positive Behavioral Interventions and Supports)
- Social and Emotional Learning
- MTSS (Multi-Tiered System of Support)
- History/Social Science Adoption
- NGSS/Science Adoption
- Technology
- Integrated Units (K-5)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data, student needs, and staff input.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3