

Holly Drive Leadership Academy

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Alysia Smith, Principal

 Principal, Holly Drive Leadership Academy

About Our School

On behalf of Holly Drive Leadership Academy, we are humbled to have been afforded the opportunity to not only establish Holly Drive Leadership Academy but be part of the original pioneers in the charter movement by providing a small, safe, public educational safe haven for low performing, underrepresented at-risk youth in the southeast San Diego area for the past twenty years.

We have had many accomplishments and are committed to improving, growing and implementing programs, policies and procedures that enrich, inspire, educate and advance the students we so deeply love and seek to serve. We use multiple measures to assess student achievement, grow their creativity, and inspire them for greatness. We are proud to be the leaders in teacher efficacy for at-risk youth and proud to do our part to undergird and pass the baton to SDUSD's high schools by sending our students back to its high schools ready to take on the challenges and rigor of a high school education. We are committed to being a mission driven academy where students are given a high-quality education and an opportunity to close achievement gaps in a safe, nurturing, loving environment. We will continue to provide an educational program rooted in the California frameworks with committed faculty, staff and teachers; many who have been with Holly Drive Leadership Academy since its inception. Our "classrooms without walls" approach has been the cornerstone of our program. By producing high morale, positive peer relationships, community partnerships, and lifelong inspiration. This approach has increased attendance, lowered suspension rates, increased school spirit and morale, and advanced learning. We further believe this approach is also increasing graduation rates.

Holly Drive Leadership Academy plans to continue to train and study the frameworks for best practices specifically in math, develop our classrooms with advanced technology, increase thematic units for deeper learning, implement increased lab work and fully commit to provide each and every one of our students with a quality education.

Thank you again for allowing us to educate this community's most under-represented and vulnerable students. It is a responsibility we do not take lightly. We appreciate you seeing our value by allowing us to be part of San Diego's educational community.

Respectively,

Alysia Smith, Principal
Holly Drive Leadership Academy

Contact

*Holly Drive Leadership Academy
4801 Elm St.
San Diego, CA 92102-1354*

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E-mail: hdlprincipal@msn.com*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net
Web Site	www.sandi.net

School Contact Information (School Year 2018—19)	
School Name	Holly Drive Leadership Academy
Street	4801 Elm St.
City, State, Zip	San Diego, Ca, 92102-1354
Phone Number	619-266-7333
Principal	Alysia Smith, Principal
E-mail Address	hdlaprincipal@msn.com
Web Site	www.hdla.org
County-District-School (CDS) Code	37683386117279

Last updated: 1/8/2019

School Description and Mission Statement (School Year 2018—19)

About Holly Drive Leadership Academy

Holly Drive Leadership Academy (HDLA) is an independent public charter school successfully serving approximately 130 students in kindergarten through eighth grades in Southeast San Diego. HDLA opened in 1999, as one of the first charter schools in the entire State of California. Reflective of its surrounding community, HDLA serves a primarily low income (86% free and reduce lunch) African American (60%) and Latino (28%) student population. 17% of the school's students are English Learners, 14% qualify for Special Education, and 3% are either Foster or Homeless youth. Believing at-risk students will be more successful in a small nurturing environment where students have strong relationships with teachers and staff, Holly Drive is purposely small, serving only 132 students (compared to 300 to 900 for neighboring schools). Reflecting current research, student-teacher relationships are reinforced in most grades by having students loop or stay with the same teacher for 2 years. At HDLA, teachers have a deep understanding of not only their students' academic strengths and challenges, but also their interests, ambitions, and learning styles. Some student-staff relationships also extend beyond the school day, HDLA's vice principal is a coach and works with many students after school.

Contributing to the close-knit feel of the school, most of HDLA's teachers reflect their students' ethnic backgrounds and many have taught at the school for over 10 years. Reflecting the quality of the education and positive school climate, 90% of the staff members with children have sent their children to HDLA. HDLA serves a much higher proportion of African-American students (60%) than the district or its comparison schools. Reflecting the Harambe African-American cultural celebration, HDLA gathers as a community on Fridays to celebrates all students' cultures and share positive affirmations as a way to build school unity and pride.

HDLA believes its students will excel when they have exposure to a variety of resources and experiences. As a result, HDLA is a school "without walls" and actively engages community resources to make what students are learning in the classroom come alive. Students explore resources within and outside their immediate community and the school brings external enrichment opportunities into the school to supplement its standards-based curriculum.

Holly Drive Leadership Academy Mission Statement

The mission of Holly Drive Leadership Academy is to establish a child-centered community and learning environment that will assist students in understanding the purposes and value of the school experience. In doing so, we hope to inspire students to develop a personal sense of ownership and appreciation for the great potential they have and the role that schooling plays in developing and realizing that potential. The student goals of the school are to provide and create within students:

- Leadership via an understanding of self and the society in which we live
- An understanding of business principles and its relationship to serving others
- Academic excellence in core subjects
- Technological competence

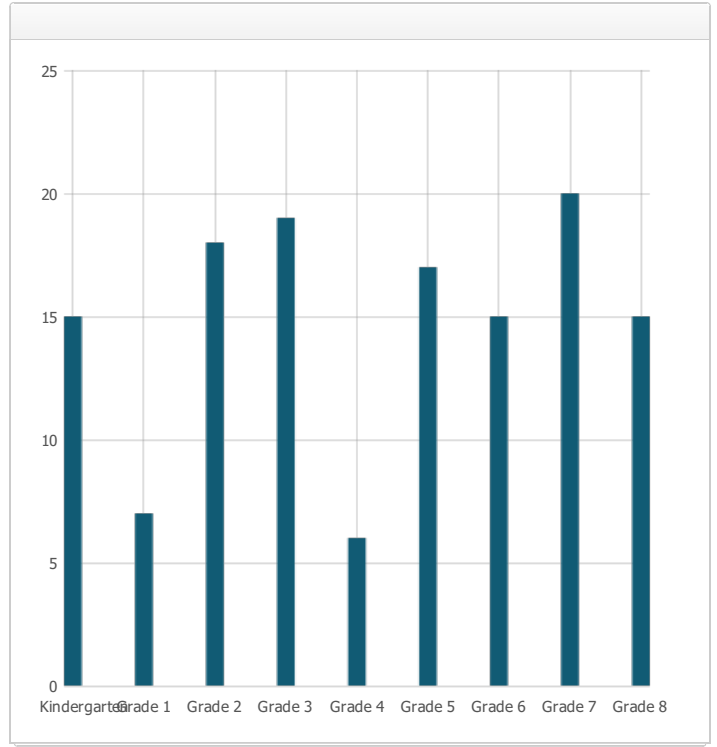
- An understanding of and appreciation for the fine arts
- Help student develop good character

The school aims to develop in its students a dedication to community service and the motivation and skills necessary for continuous successful life-long learning.

Last updated: 1/23/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	15
Grade 1	7
Grade 2	18
Grade 3	19
Grade 4	6
Grade 5	17
Grade 6	15
Grade 7	20
Grade 8	15
Total Enrollment	132



Last updated: 1/9/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	59.8 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	28.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.8 %
Two or More Races	11.4 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.4 %
English Learners	16.7 %
Students with Disabilities	14.4 %
Foster Youth	0.8 %

A. Conditions of Learning

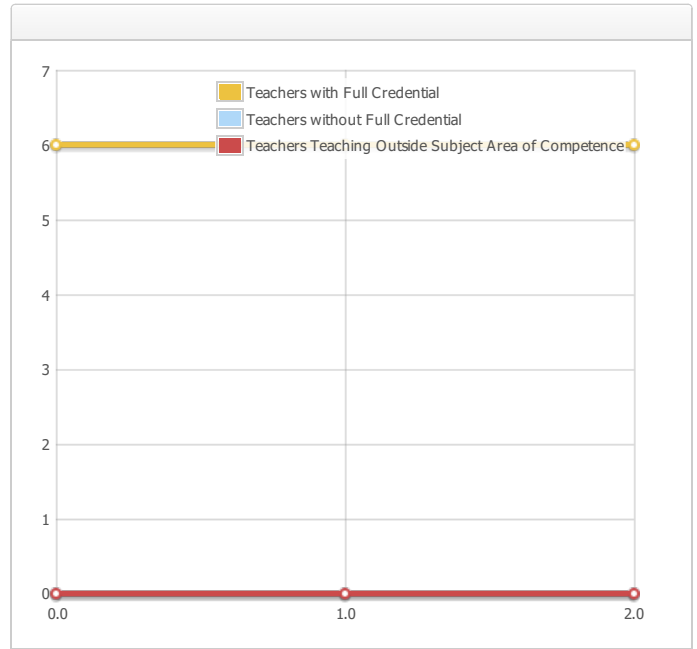
State Priority: Basic

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

Teacher Credentials

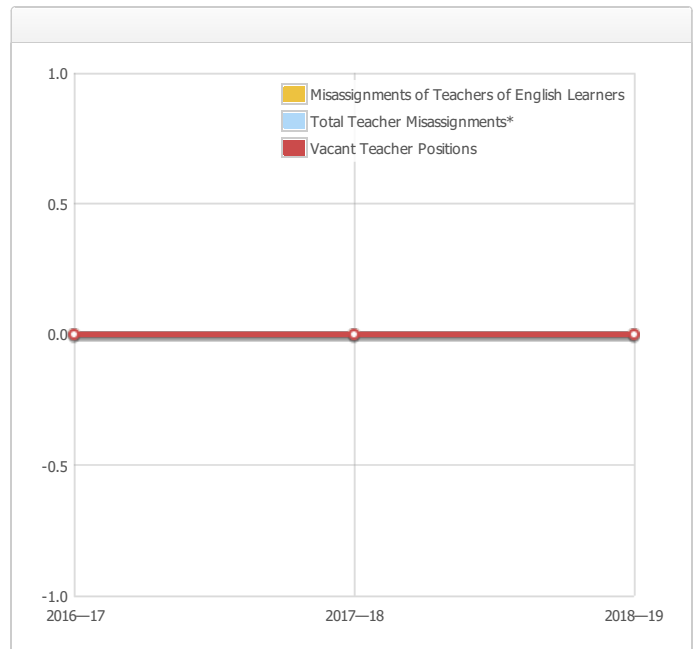
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	6	6	6	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ol style="list-style-type: none"> 1. Journeys (K-6) 2. Readers' and Writers' Workshop- Lucy Calkins Units of Study (7-8) 3. Achieve 3000 (K-8) 		0.0 %
Mathematics	<ol style="list-style-type: none"> 1. Go Math! Houghton Mifflin Harcourt (K-8) 		0.0 %
Science	<ol style="list-style-type: none"> 1. Piloting Amplify Science (K-8) and Mystery Doug Science 2. Replacing Houghton Mifflin Harcourt Brace 		0.0 %
History-Social Science	<ol style="list-style-type: none"> 1. McDougal Littell US History (8) World History 2. Social Studies Weekly (K-6) 		0.0 %
Foreign Language	Not applicable		0.0 %
Health	Not applicable		0.0 %
Visual and Performing Arts	Not applicable		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/23/2019

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	27.0%	36.0%	53.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	18.0%	16.0%	43.0%	45.0%	37.0%	38.0%

Note: 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.

Note: 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.

Last updated: 1/8/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	90	98.90%	35.56%
Male	38	37	97.37%	35.14%
Female	53	53	100.00%	35.85%
Black or African American	59	58	98.31%	31.03%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.00%	41.67%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77%	33.75%
English Learners	15	15	100.00%	20.00%
Students with Disabilities	14	14	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

Last updated: 1/8/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	89	97.80%	15.73%
Male	38	36	94.74%	19.44%
Female	53	53	100.00%	13.21%
Black or African American	59	58	98.31%	15.52%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	23	95.83%	21.74%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	79	97.53%	15.19%
English Learners	15	14	93.33%	21.43%
Students with Disabilities	14	14	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

Last updated: 1/8/2019

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	43.8%	12.5%	6.2%
7	5.6%	16.7%	11.1%

Note: 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.

Last updated: 1/8/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Holly Drive Leadership Academy is committed to parent involvement in order to promote learning and provide a more positive learning experience for the students of the Charter School. One of our goals is to empower parents as educational partners. Parents should feel that their voice and participation at the Charter School influences the development of the total Charter School and its components.

Parents are involved with their students' learning by attending SSTs, volunteering in classrooms, participating in field trips, presenting career information in classrooms, acting as a resource for projects, and other unique ways including holiday activities, family literacy and science nights, and award ceremonies. Parents receive weekly updates from teachers, engage in conferences and receive progress reports/report cards throughout the year.

In order to ensure significant parent involvement, the Charter School has a standing Parent Teacher Organization and conducts significant outreach efforts. Parents are encouraged to become active in supporting their child in their academic journey and being involved in all campus events. Our goal is to create and maintain a school where parents know they are an integral part of the team.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

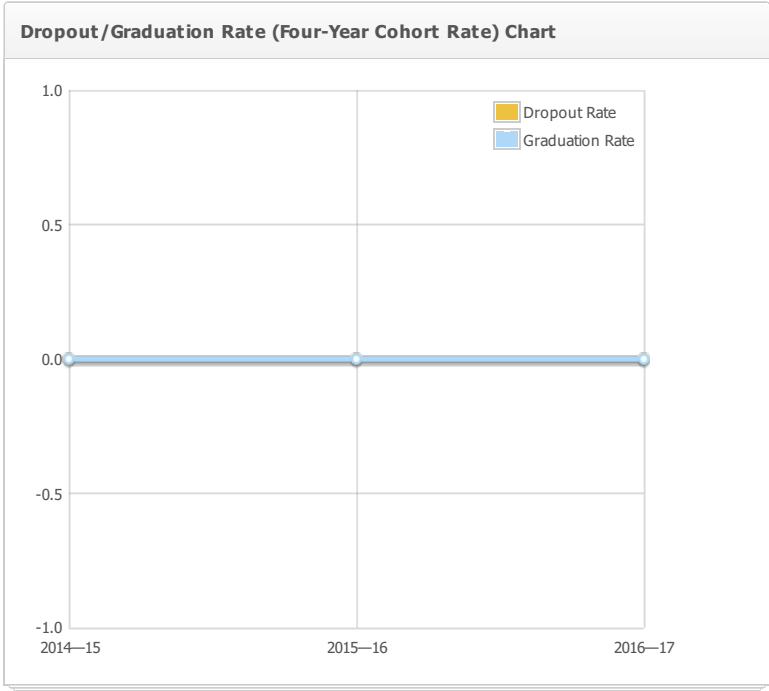
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Due to the fact that Holly Drive Leadership Academy is a K through 8 school, this section does not apply.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	3.5%	3.3%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	0.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	3.7%	9.1%
Graduation Rate	0.0%	0.0%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/23/2019

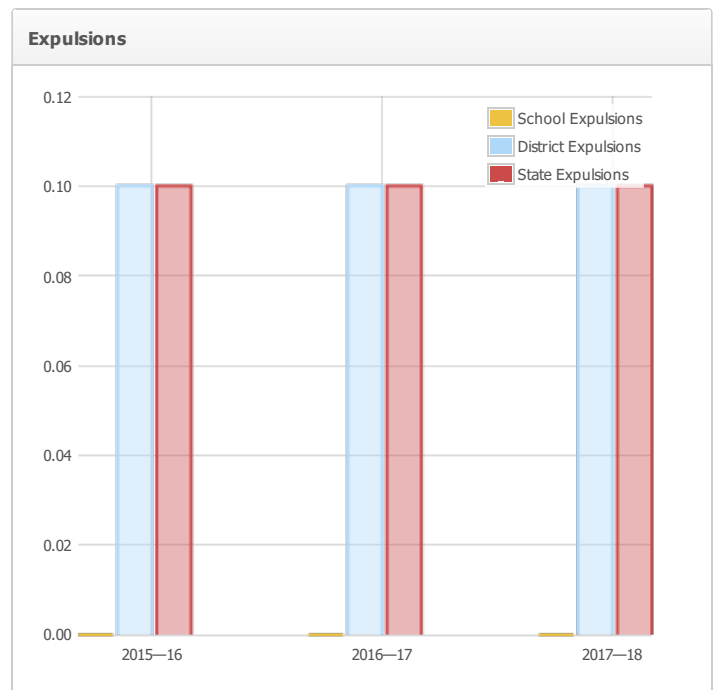
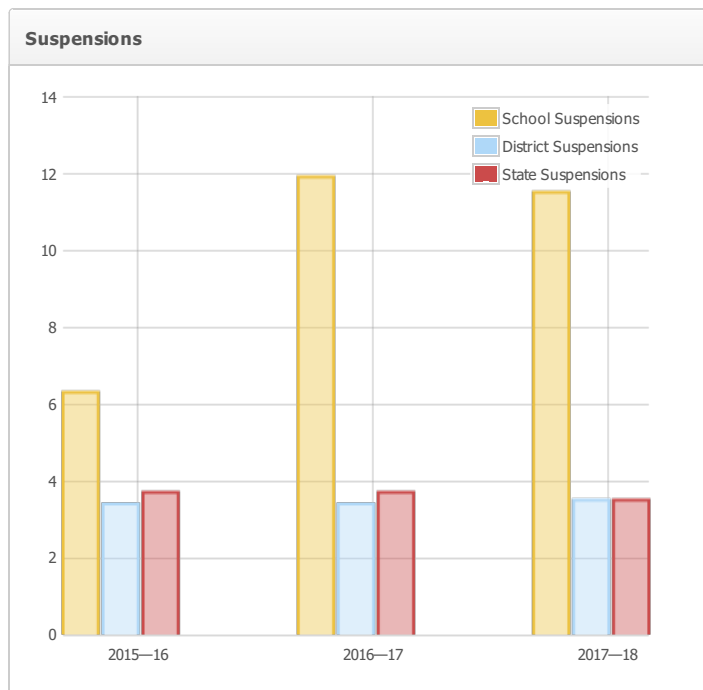
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	6.3%	11.9%	11.5%	3.4%	3.4%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

School Safety Plan (School Year 2018—19)

Holly Drive Leadership Academy shares a campus with Webster Elementary. Please find the School Safety Plan for Webster Elementary below as we have adopted and implemented it within our school as well.

https://www.sandiegounified.org/sites/default/files/link/district/files/dept/police_services/Safety-Plans/Webster%20Elementary%20Public%202016-2017.pdf

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079

- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

Last updated: 1/23/2019

D. Other SARC Information

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

The average class size for "Other" includes grades 7 & 8.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.0	1	0	0
1	11.0	1	0	0
2	7.0	1	0	0
3	17.0	1	0	0
4	11.0	1	0	0
5	25.0	0	1	0
6	18.0	1	0	0
Other**	28.0	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	10.0	1	0	0
1	15.0	1	0	0
2	12.0	1	0	0
3	7.0	1	0	0
4	16.0	1	0	0
5	10.0	1	0	0
6	21.0	0	1	0
Other**	32.0	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.0	1	0	0
1	10.0	1	0	0
2	18.0	1	0	0
3	21.0	0	1	0
4	7.0	1	0	0
5	15.0	1	0	0
6	15.0	1	0	0
Other**	30.0	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8877.5	\$1984.4	\$6893.1	\$51538.0
District	N/A	N/A	--	\$80798.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/17/2019

Types of Services Funded (Fiscal Year 2017—18)

The school's general fund includes monies for:

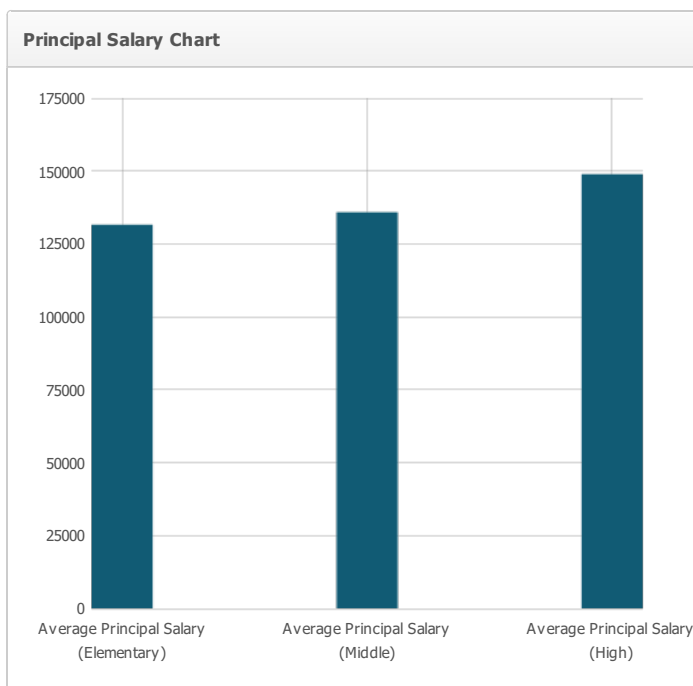
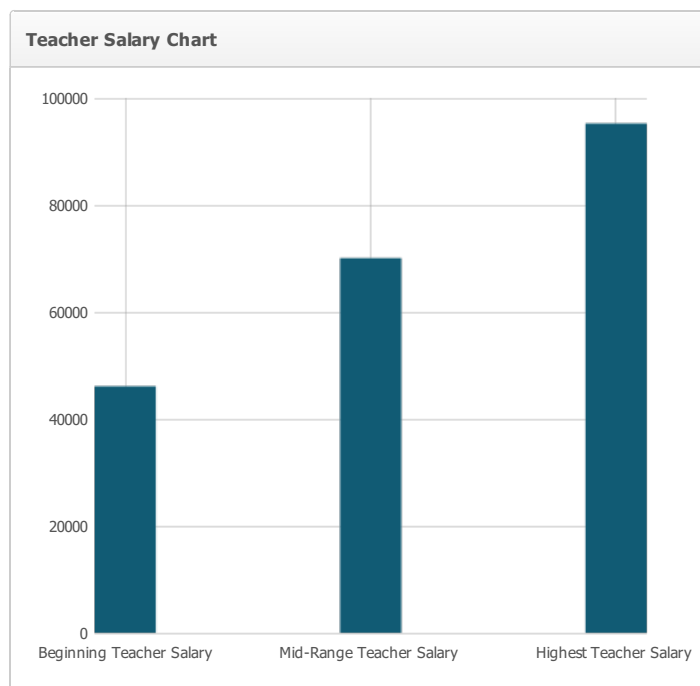
- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/project

Last updated: 1/22/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$47,903
Mid-Range Teacher Salary	\$70,086	\$74,481
Highest Teacher Salary	\$95,262	\$98,269
Average Principal Salary (Elementary)	\$131,580	\$123,495
Average Principal Salary (Middle)	\$135,867	\$129,482
Average Principal Salary (High)	\$148,932	\$142,414
Superintendent Salary	\$275,000	\$271,429
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/9/2019

Professional Development

Professional development is an integral part of the success of our students. Great teachers are constantly learning. Regular planning time is a routine part of HDLA's program. Giving teachers a lead teacher and time to develop, change and discuss what is working and what needs to be developed, provides maximum educational benefit for our students and our educational program. Teachers are encouraged to observe one another and other schools to see, learn and share

new and innovative approaches to education.

HDLA provides integrated adult learning opportunities to nurture the professional growth and development of faculty and administrators. An underlying premise at HDLA is that professional development activities should be generated from the needs and perspectives that emerge from within the learning environment and allow for "educators to take charge of their own learning." Moreover, our staff is intimately involved in both leading and receiving professional development.

During summer in-service, professional development topics include, but are not limited to:

- HDLA Mission/Vision and Values
- Instruction, Student Outcomes and Assessment
- Newly adopted curricula
- New Systems of support (e.g. Accelerated Reader, Achieve 3000, I-Ready, and Math Wiz)
- Reader's and Writer's Workshop
- Meeting the needs of English Learners
- CA Common Core/NGSS and state frameworks instruction and standards
- School wide positive behavior support and classroom level implementation
- Emergency and safety procedures/policies
- School administrative policies and procedures (attendance, requests for expenses, etc.)
- Neurodevelopment and individual learner differences
- Cultural understanding
- Teacher Efficacy and team building
- Conflict resolution
- Project based learning

The Principal provides extensive support to all new teachers. All teachers who need to have their credential cleared participate in BTSA training. HDLA faculty and administrators also participate in regional, national, and international conferences and workshops such as: the California Charter Schools Association, CAASSP Institutes, ELPAC Workshops, PowerSchool Workshops, and institutes to develop and share discipline and pedagogical expertise.

Last updated: 1/23/2019