



## ***Holly Drive Leadership Academy***

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**A CHARTER SCHOOL RENEWAL PETITION  
RESPECTFULLY SUBMITTED TO:  
THE SAN DIEGO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION  
On January 7, 2019**

**For the term July 1, 2019 – June 30, 2024**

January 7, 2019

Dear Trustees of the San Diego Unified School District,

On behalf of the Executive Board of Directors of Holly Drive Leadership Academy, our faculty, students and families we are proud and honored to submit this petition for Holly Drive Leadership Academy's fifth charter term.

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.

Over the course of 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. This renewal process has been a daunting but a necessary opportunity to take a detailed look at what we are currently doing, what's working and what we can enhance and do better. This petition has been a welcomed opportunity to renew our thinking, research best practices, and recommit ourselves to our responsibilities of educating our most precious resources. We are excited for the opportunity to present our vision, our plan, and our goals for the next five years. We are extremely appreciative of the guidance, support and oversight of San Diego Unified School District. We appreciate the partnership HDLA has with SDUSD and welcome a deeper partnership in the next charter term. Our last five annual District Charter School reviews as well as our independent audits have showed our finances, business operations and instructional program meet and exceed standards.

This petition will provide evidence of the school's ability to use love, acceptance, experiences and rigor to produce students who are high school ready and college bound. 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.

In sum, over the next five years our plans include continuing 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. Thanking you in advance for your support and guidance of this renewal petition.

If we can help assist, expand or clarify in any way during this process, please do not hesitate to contact us. We are anxious to complete the approval process and continue our planning for the next five years

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Respectively Submitted,

Alysia Smith, Principal  
Holly Drive Leadership Academy

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## AFFIRMATIONS AND DECLARATION

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Holly Drive Leadership Academy (“HDLA” or the “Charter School”) shall follow any and all federal, state and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public-school employer of the employees of Holly Drive Leadership Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973,

Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter school demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

*Alysia Smith*

Alysia Smith, Lead Petitioner

January 7, 2019

Date



## EXECUTIVE SUMMARY

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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. It is seeking a five-year renewal term from the San Diego Unified School District (SDUSD). HDLA opened in 1999, one of the first charter schools in the entire State of California. HDLA's charter has been renewed in 2004, 2009, and 2014.

### **HDLA: Designed to Meet its Students' Needs**

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 partners with several organizations specifically focused on providing enrichment opportunities for African American students for mentoring, robotics and coding, and middle school rites of passage.

### **HDLA: Student Success**

HDLA has made significant growth in both ELA and Math on CA's SBAC assessments. The proportion of its students scoring Met/Exceed has increased every year in ELA and 3 of the last 4 years in math. Since SBAC's inception, the proportion of students scoring at the Met/Exceed levels in ELA was 3 times that of the San Diego Unified School District and CA overall (See Appendix I, Slide 5).

HDLA believes more authentic demonstrations of learning are also important measures of success. In the fall and spring of each year its 8<sup>th</sup> graders present portfolios of their learning which include a digital autobiography, resume, final examples of narrative, persuasive, and expository essays, and demonstration of mastery of key math concepts. The spring exhibition represents the culmination of their learning and students must orally explain and apply specific skills to solve problems. Students take ownership of their learning through the exhibitions and authentically share what they have learned to a panel including a board member, parent, and school administrators.

HDLA celebrates its growth in ELA and Math but recognizes it needs to accelerate its students' math achievement and reduce its suspensions as reflected in the state accountability indicators. In Element 2 and the Math section in Element 1 it has included key strategies it has already implemented to address these issues.

### **HDLA Part of its Community**

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. CA history comes alive down the street at the Mount Hope cemetery, the final resting place of CA's first gold rush millionaire. Students learn fundamental basketball skills from BE Utmost on the playground. Additional partnerships and enrichment opportunities include.

- ThinkStem coding in partnership with UCSD;
- Photography in partnership with the Museum of Photographic Arts (MOPA);
- Conversational Spanish in partnership with The Language Door;
- Chess Club led by James Parducci;
- Dance class with Claudia Dyson Hightower;
- Art and art history with Pachis Art Studio;
- Sign language led by Cynthia Burton;
- Etiquette courses and High Tea with the Horton Grand Hotel;
- Life skills through the Choices and Challenges Program;
- Transforming Youth Lives;
- Drone Robotics in partnership with Elementary Institute of Science;
- Hands on Science from Dr. Olivia's Science Delivered funded by Cymer;
- Science in partnership with the Carlsbad Flower fields;
- Girls rites of Passage with Delta Academy from the Delta Sigma Theta Sorority: and
- Mentoring with Dr. Jam and the Omega Psi Phi Fraternity.

### **HDLA has a Strong Support for its Charter Renewal**

HDLA has been a fixture in Southeast San Diego for the last 20 years. It has widespread support from local politicians, religious leaders, community leaders, community organizations, and HDLA parents and students for its renewal. HDLA has support from Assembly member Dr. Shirley Weber, Bishop Roy Dixon of Church of God in Christ, Dr. Olivia Mullins (local scientist), The San Diego Organizing Project, Pillars of San Diego, and many parents and students. It also has community support from Terrell Fletcher of the City of Hope International at Faith Chapel Church, Michael Baker of the Transformed Life Center, and the San Diego Urban League.

### **HDLA Meets Charter Renewal Criteria**

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

**The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4).**

Education Code Section 47607(a)(3) states: The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

While the state no longer creates an API, HDLA has met the new minimum criteria for renewal under Section 52052(f) **because our students have demonstrated at least equal achievement on the CAASPP (ELA and Math) assessments.**

HDLA has shown consistent growth on the ELA SBAC overall and for its numerically significant subgroups over the last 4 years. The proportion of its students scoring Met/Exceed (“ME”) doubled overall and for its Socioeconomically Disadvantaged students and almost quadrupled for its African American students (See below or Appendix I, slide 6 for a visual display).

### **Holly Drive Leadership Academy’s ELA and Math Met/Exceed SBAC Growth (2015 - 2018)**

	ELA				Math			
	2015	2016	2017	2018	2015	2016	2017	2018
<b>Overall</b>	<b>18%</b>	<b>22%</b>	<b>28%</b>	<b>36%</b>	<b>8%</b>	<b>13%</b>	<b>18%</b>	<b>16%</b>
<b>African American</b>	<b>8%</b>	<b>19%</b>	<b>24%</b>	<b>31%</b>	<b>6%</b>	<b>12%</b>	<b>20%</b>	<b>16%</b>
<b>Socioeconomically Disadvantaged</b>	<b>17%</b>	<b>20%</b>	<b>36%</b>	<b>34%</b>	<b>5%</b>	<b>13%</b>	<b>14%</b>	<b>15%</b>

HDLA's students overall and in key subgroups demonstrated sustained growth in math at the Met/Exceed levels from 2015 to 2017 but experienced a slight decline last year. The proportion of its students scoring at the ME levels at least doubled in math over the last 4 years (See above or Appendix I Slide 8 for a visual).

HDLA performed at the top of its district comparison schools in ELA and near the middle in math (See Appendix I, slides 7 and 9 to see the rankings). HDLA is focused on using strategies that drove its ELA success as well as best practices in math to accelerate its students' math performance (see the revised LCAP and the Element 1 Math section for more details).

### **Holly Drive and District Comparison Schools 2018 ELA and Math Met/Exceed Performance**

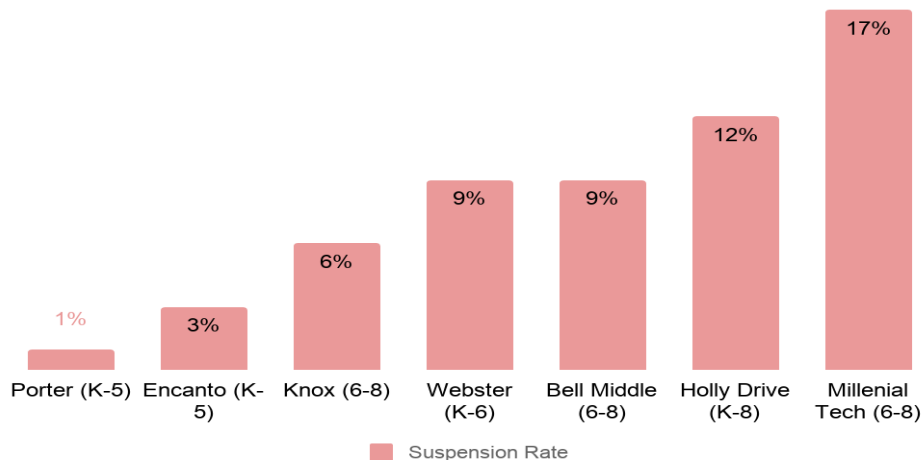
	Holly Drive (K-8)	Encanto (K-8)	Porter (K-5)	Webster (K-6)	Bell (6-8)	Knox (6-8)	Millennial Tech (6-8)
<b>ELA</b>	<b>36%</b>	<b>41%</b>	<b>24%</b>	<b>29%</b>	<b>32%</b>	<b>22%</b>	<b>26%</b>
<b>MATH</b>	<b>16%</b>	<b>28%</b>	<b>18%</b>	<b>27%</b>	<b>30%</b>	<b>8%</b>	<b>13%</b>

### **Suspension/Expulsion Rates**

HDLA has had zero expulsions in each of the last four years; but suspension rates continue to be a challenge. HDLA's suspension rates were within a couple of percentage points of most of our district comparison schools in 2016-17. Almost all were above state ideal of 3%. HDLA acknowledges students on out of school suspensions are missing too much instructional time. As a result, for 2018-19 the school has limited out of school suspensions to only the most severe infractions. We are focused on restorative strategies to reduce conflict and use in-school

suspension when necessary.

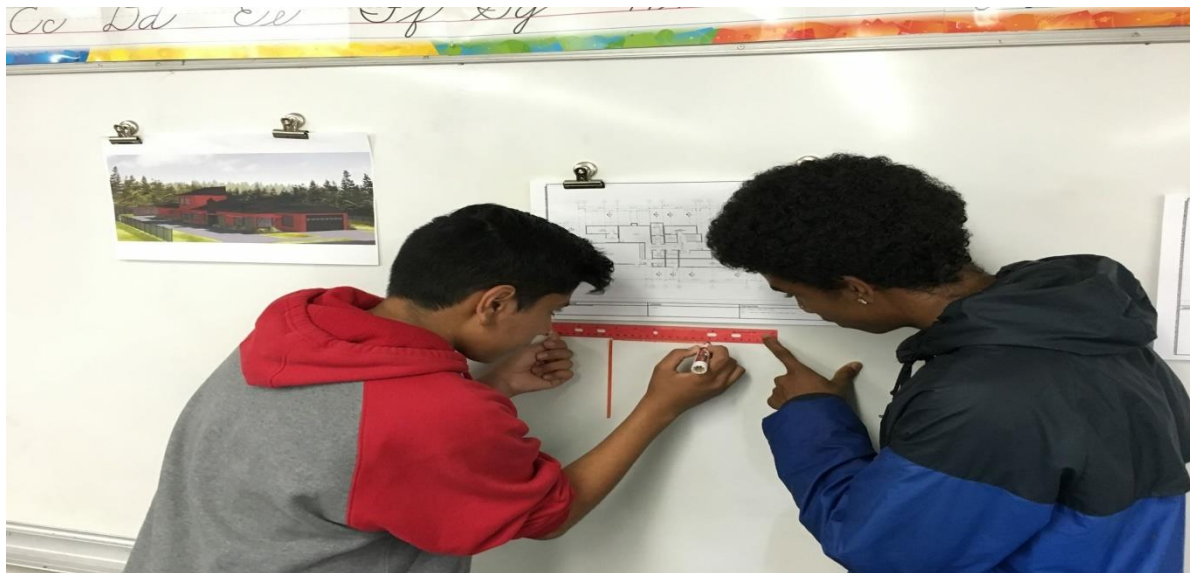
#### **Holly Drives' 16-17 District School Suspension Comparisons**



#### **Operations and Fiscal Performance**

Built upon a strong fiscal management, HDLA has met the professional standards as required by the Governing Auditing Standards of the U.S. Office of Management for the last 4 years. The school is in strong financial condition and ended the 2017-18 school year with approximately \$700,000 in reserve. The Board of Directors plays an active role to ensure that funding aligns with the LCAP goals and works to ensure the school is achieving its mission and vision.

As detailed extensively above, Holly Drive Leadership Academy is successfully meeting our students' needs, as indicated by our test scores and other metrics. We have met our students' needs by exposing them to a rigorous CCSS-aligned curriculum in each class and using instructional pedagogy that requires students to use their critical thinking skills in order to solve a complex problem or answer an essential question. The practices we have adopted at Holly Drive Leadership Academy help our students to continually grow and develop their cognitive abilities, while preparing them for the rigor and challenging work they will encounter in high school, college and their careers.



#### **ELEMENT 1: EDUCATIONAL PROGRAM**

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***“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)***

***“The annual goals for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)***

***“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)***



## **Mission and Vision**

### **Vision**

To provide a comprehensive educational system for students in grades K-8, that provides all children with the tools necessary for leadership, rigor and relevant academic and workplace skills and service throughout the 21<sup>st</sup> century. Our goal is to ensure that all students who attend HDLA are High School Ready and College Bound.

### **Mission**

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
- To increase the number of socioeconomically disadvantaged students who are prepared for high school

- 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 lifelong learning.

## Student Population

Our student population is unique and reflective of the broad diversity of the surrounding community: 86% Socio-economically Disadvantaged (SED), 60% African American, 28% Hispanic/Latino, and 11% Two or More Races; 17% English Learners (EL), 14% Special Education (SpEd), and 3% of our students are Foster and Homeless youth.<sup>1</sup> It is unique both in its school size and concentration of African American students. In order to foster deep and supportive relationships, HDLA is designed to serve a much smaller student population than its district comparison schools (132 versus 300 - 900). African American students comprise the majority of its student population far surpassing their proportions in HDLA's district comparison schools.

School/Grade Levels	# of students (2017-18)	% FRPL	% SpEd	% ELs	% African American	% Hispanic/Latino	% Asian/Filip/Pac Isl	% White	% Two+ Races
Elementary Schools									
Encanto (K-5)	475	92%	15%	40%	10%	76%	5%	3%	4%
Porter (K-5)	911	95%	12%	56%	15%	73%	4%	2%	3%
Webster (K-6)	323	93%	12%	39%	30%	53%	8%	3%	4%
Middle Schools									
Bell (6-8)	675	79%	16%	21%	14%	42%	33%	3%	7%
Knox (6-8)	627	95%	20%	40%	10%	81%	5%	1%	1%
Millennial Tech (6-8)	448	88%	18%	27%	22%	66%	5%	3%	5%
HDLA (K-8)	132	86%	14%	17%	60%	28%	0%	1%	11%

<sup>1</sup> California Department of Education. DataQuest. <https://dq.cde.ca.gov/dataquest/>. Accessed on October 4, 2018.





## Target Student Population

When HDLA originally opened in 1999, the Charter School recruited students who were several years behind academically, and who desired a small school option. Many students attending HDLA still fit this profile. The Charter School serves a very at-risk student population, including students who are 2-3 grade levels behind, students who are in gangs, homeless students, and foster youth.

We intentionally seek to enroll those students who are most underserved: socio-economically disadvantaged (including those in extreme poverty), foster youth, and children who are homeless or experiencing housing instability.

The table below shows the number and percentage of students enrolled by ethnicity and subgroup for the Charter School's prior four years of operation.

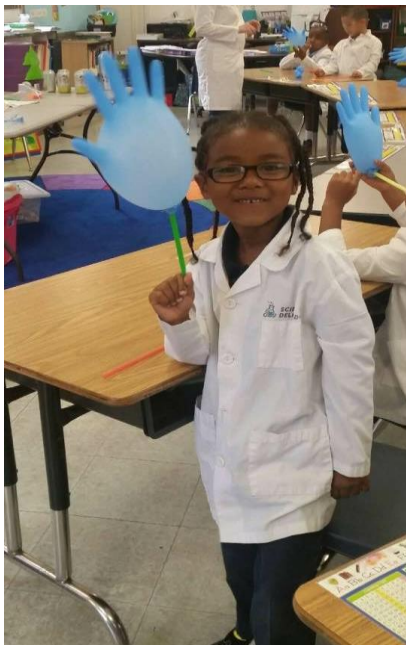
Student Group	2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%
African American	85	56%	90	63%	72	58%	79	60%
Hispanic or Latino	52	34%	36	25%	36	29%	37	28%
White	0	0%	1	0.7%	2	2%	1	1%
Multi-Racial	12	8%	14	10%	14	11%	15	11%
Economically Disadvantaged	121	80%	127	89%	115	93%	114	86%
English Learners	27	18%	31	22%	27	22%	22	17%
Foster and Homeless Youth	8	5%	11	8%	9	7%	4	3%
Students with Disabilities	25	17%	21	15%	19	15%	19	14%
<b>Total Enrollment:</b>	<b>151</b>		<b>142</b>		<b>124</b>		<b>132</b>	

Source: DataQuest, [dq.cde.ca.gov/Dataquest/](http://dq.cde.ca.gov/Dataquest/)

## Enrollment Plan

HDLA does not anticipate any significant changes in enrollment projections over the next charter term, based largely on the capacity limits of our current facility. The following are enrollment projections for the charter term:

	2018-19	2019-20	2020-21	2022-23	2023-24
K - 5	81	80	80	80	80
6 - 8	49	50	50	50	50
Total	130	130	130	130	130



## An Educated Person in the 21<sup>st</sup> Century

HDLA views education as a continuous process not just a product. Our focus is to shape independent thinkers, create literate life-long learners, aspire leaders, and develop technologically literate citizens. Using relationships as our core, we value knowing and nurturing our students to draw out the natural creative attributes that all children innately possess, to foster an environment where students will be comfortable in taking risks.

HDLA believes the school's mission of core academics integrated with leadership education reflects how an educated person will succeed in the 21<sup>st</sup> century. As Nel Nodding's has said, "the main aim of education should be to produce competent, caring, loving, and lovable people." (Nodding's, *The Challenge to Care in Schools*, 2005.) We believe that when character development, a nurturing environment and leadership skills are taught alongside standards-based curriculum, students become productive and healthy members of our community. Our goal is to see each student develop the essential qualities valuable and common to our society and to use those qualities to impact positively his or her personal life and community.

Like many in education today, we believe education is not simply about drilling students to learn concrete facts and skills found in standardized tests, but rather a 21st century education, in order to be truly successful, must emphasize aptitudes such as problem-solving, critical and creative thinking, inquiry, collaboration, communication and invention. We believe our most important jobs as educators is in helping our students learn how to learn and take on responsibility for their own futures. Encouraging students to maintain goals of strong personal character and self-responsibility will help them become successful members within their communities, careers and families.

Holly Drive Leadership Academy defines an educated person in the 21st century as a person who is technologically competent, able to take responsibility for their learning, and understands their responsibility for themselves and their community at large. In addition, we believe our graduating eighth grade students will be on the path of becoming educated persons in the 21<sup>st</sup> Century by:

- ❖ Preparing students with the literacy skills to be academically successful in high school and beyond
- ❖ Equipping students with balanced, comprehensive, and problem centered mathematics, science, history and technology concepts upon which success in college is determined
- ❖ A base of core knowledge common to well-educated Americans. Developing Emotional maturity, including empathy and the willingness to be responsible for personal actions.
- ❖ Providing real life learning experiences through off campus experiences to develop the connections Between real world experiences and school.
- ❖ Create an excitement for learning that will enable students to become disciplined and self-reliant learners.
- ❖ Developing Skills which highlight the present and future role of technology in daily living.
- ❖ Sparking Interest in pursuing STEM fields and fostering support for underrepresented students in science, engineering and math.



### How Learning Best Occurs

We believe learning best occurs through:

- **Small Learning Communities:** The objective is to create small communities where all students are known. At a small school with small class sizes, every student is given personal attention. Teachers understand the power of the teacher-student relationships in student success. Students at HDLA enjoy an educational environment with flexible grouping. Groupings may be based on interest, skill level, and diversity.
- **Hands-On, Project Based Learning:** Through teacher-designed activities and projects, our students learn by doing. All classes have an individualized, differentiated approach that ensures that instruction is personalized for the needs of each learner. Learning is fun, interactive and meaningful. At HDLA Learning is a social process that happens best in presentations, art and collaborative groups. The needs of individual learners, as well as English Language Learners are recognized and met when students work together. Students learn material in a whole class setting and then demonstrate mastery through examinations, presentations, projects and when applicable have an opportunity for a real-world application via an off-campus learning opportunity. Often core subjects are integrated into a thematic and interdisciplinary approach. Within this approach content from several subject areas can be combined into one instructional unit, with a primary emphasis on literacy. Understanding the importance of being literate, HDLA implements reading and writing in every core subject.

- **Relevant, Meaningful Instruction:** We believe that learning best occurs when it is meaningful to the daily experiences and realities of the children in our school. Through project-based learning and explorations in the community surrounding our school and numerous field trips, we engage children's natural curiosities by integrating subjects in practical and meaningful ways.

- **Leadership and Character Development:**

One unique feature of HDLA is its commitment of preparing students for high school and beyond via our High School Planning and Beyond Course. All eighth-grade students participate in this leadership course during their eighth-grade year. The purpose of this course is to help students navigate the next chapter of life. This course teaches students to "plan the work and then work the plan." Emphasizing the importance of writing down your goals with deadlines. Some of the things taught in this course are A through G requirements, SATs, PSATs, College Board, Fastweb, information on community programs that offer high school and college support like Cal-SOAP, Links Achievers, SAT Scholars, and SWAG. All students in eighth grade take a CPR and first aid course and are CPR and first aid certified by December of their eighth-grade year. At the end of the course eighth graders must present a high school planning and beyond exhibition portfolio mapping out what high school they have applied for and which one they hope to attend, which college they hope to attend, their career choice, their autobiography, their resume, copies of their transcripts, immunization records, CPR/First Aide card and any accolades or awards. During this exhibition, students must verify they understand what A through G is, as well as present they have a year by year high school plan (i.e. when they will take the PSAT, the SAT, which year in high school they will do volunteer work, complete their college essay, join clubs and honors etc.) Eighth graders are given an advisor who provides intensive tutoring support while building strong student/teacher relationships. Our motto for our High School Planning and beyond course is "**College.....planning not wishing!**"

Eighth graders are also taught about personal-finance. Building off the foundation of throwing money forward, and the notion that income (how much you make) doesn't matter nearly as much as the outcome (how much you spend). With free enterprise courses at Junior Achievement's Biz-town as well as finance park students begin to understand things like FICO score, budgeting, the importance of good credit, saving, investing, entrepreneurship and retirement planning.

- **Service Learning:** Engaging students in their own community via service learning opportunities at all grade levels is an integral part of teaching our students empowerment and ethics. Student involvement in real-world service learning -- such as volunteering at the Paradise Valley Manor retirement home, the food bank, and the San Diego Rescue Mission-- give students a sense of ownership and meaning within their



school experience. Students feel empowered because they are caring for others, leading a project and doing important work for the community.

- **Technology:** Technology provides powerful tools for learning. HDLA integrates curriculum and technology to create a comprehensive program. All students have access to technology daily during a center rotation. During this time students utilize technology for personalized programs to close any achievement gaps or advance their learning if grade level objectives are proficient. Teachers select appropriate technologies and apply them within a variety of teaching strategies.
- **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.

**Summary:**

HDLA believes that learning best occurs when methods of instruction are conducted within a small student- centered environment in which all students are held to a high academic and behavioral standard and work to build positive collaborative relationships.





### **Instructional Methodologies**

The core of the program at HDLA will be aligned with the current California State Common Core Standards and Frameworks. It is the intent of this charter to align instruction to the most current set of standards available. Standards along with curriculum assessment data are the factors that drive instruction at HDLA. As standards change, curriculum practices must change as well. At the onset of this Charter, and after framework and math standard training from the San Diego County Office of Education, math curriculum will be chosen specifically to develop high performing mathematicians regardless of background or ability. Teachers pilot a program and voice their opinion on curriculum before a permanent curriculum choice is made. Staff training is arranged to ensure appropriate use and understanding of the curriculum. Our goal is to ensure that students are taught with the most effective, relevant materials available. HDLA is currently in the transition process to identify and purchase appropriate common core aligned materials in math and science.

HDLA teachers plan their lessons, units and projects to include an array of engaging instructional methods that have been shown to improve learning outcomes for all students. The core instructional methods that are integrated throughout HDLA's academic program are discussed below.

#### **Place-Based Learning**

Place-based learning is truly the cornerstone of our academy. The students at HDLA get out of the classroom and explore their community and the myriad of resources it has to offer through

regular field trips. Through partnerships with local civic organizations, business and community leaders, arts organizations and more, we ensure that our students walk through and explore their neighborhood on a regular basis, learning about its history, its people, its culture and its resources. As a school located in an urban environment, we want to break down the walls of school and engage our students in learning beyond the confines of books and desks, and to truly get out into the “real world.” Through these experiences, students understand connections between their learning in social science, science, math and English language arts, as well as the arts and physical activities, while connecting them all to their neighborhood. We instill in our students a sense of civic pride and responsibility and understanding of the ways in which people and resources in our urban community interact and impact one another.

The level of activity and excitement simple walking explorations have on children’s enthusiasm for learning is profound. As students develop awareness of their own neighborhood and the people and places within it, they will learn to care for their community and become engaged in the neighborhood’s success. Student interaction with community partners provides essential exposure that facilitates the ability to make informed choices. Students actively participate in service learning at each grade level. Community members are invited into the school to share their knowledge and expertise and provide content enrichment. These partnerships foster individualized multidisciplinary and experiential learning that is facilitated through structured advisory relationships and mentoring. Emphasis is placed on connecting students to their community, promoting civic pride, and becoming contributing and productive members of society. Middle school students participate in programs titled Girl Talk and Men’s Day. Community leaders such as judges, military, college graduates and entrepreneurs assist in teaching these courses to our middle school students. The community leaders are entrepreneurs who own businesses in the plumbing, electrical, restaurant/hospitality, and painting industries. Students learn how to shop smart, meal prep, write a resume, change a tire, and tie a tie. Many of the topics are for personal growth and some are more serious in nature such as our “Think First, Choices and Consequences Course,” with presentations and workshops from Narcanon Drug rehabilitation Center, Sobriety house and from former local gang members. Our students get a chance to see how important it is to pick their future and how one wrong idea, or one wrong decision can take a person off their path. Many of these gang members who speak to our students have spent more than 25 years in prison and many of these recovering addicts have been on drugs for more than 25 to 30 years. Our course closes with the reality that you can pick your future and in order to be truly successful you must be purposeful and strategic in to get your desired results.

Some of the Partnerships and offsite learning opportunities include

- Elementary Institute of Science - Engineering/Robotics/Drones/Computer Science and Ecology
- Carlsbad Flower Fields - Science/Patterns and Cycles in Nature
- Transforming Youth Lives (TYL): Mentoring Program for Youth



- Pillars of San Diego – Social Injustice Project
- MOPA (Museum of Photographic Arts – Photography Course
- Wildlife fish and Game Dept. – Watershed project
- UCSD ThinkSTEM – Engineering and Video Game Coding
- Dr. Olivia – Hands on Science Lab experiments
- DO It Right – CPR/First Aide Training Course
- Narconon – Drug Prevention Course
- Think First – Gang Prevention Course
- Be Utmost – Basketball Fundamentals Physical Education Course
- Burn Institute – Safety and Responsibility Course
- BizTown – Free Enterprise Course
- Finance Park – Entrepreneur
- Salk Institute – Genetics Lesson
- Cabrillo National Monument
- Mission Trails – 4<sup>th</sup> Grade California History Project
- San Juan Capistrano – 4<sup>th</sup> Grade California History Project
- Old Town San Diego – 4<sup>th</sup> Grade California History Project
- Mormon Battalion – 4<sup>th</sup> Grade California History Project
- Sacramento Trip – 8<sup>th</sup> Grade Government Course
- Reagan Library – Civics Course
- Nixon Library – Social Justice

**Interdisciplinary Project-Based Learning:** The HDLA instructional model incorporates a theme-based, integrated curriculum approach based on State Standards. Instructional planning includes some multi-disciplinary units of study in which ELA and math standards form the initial design focus, and other disciplines and the arts are developed to support the main themes. These units may be several weeks long. Teaching thematically allows students the opportunity to delve deeply into content, developing an awareness and understanding of existing connections between ideas and topics and generate their own questions. Students have the opportunity to put to use their knowledge and skills in math, language arts, social studies, science, performing arts, languages, and technology by working together in teams, and as individuals, to solve problems, answer important questions, and engage with their community.

HDLA thematic units incorporate project-based learning, demonstrations, simulations, and/or community connections. The project component may be inquiry-based, problem-based, or service-based. However, the scope and format of a project is always designed to match the learning needs and developmental abilities of the students. Projects are student-centered and allow for student voice and choice. Projects are structured to provide multiple exposures to content, using direct instruction, group learning, small group study, and individual work. Students may be involved in the planning of the projects, as well as in the creation of rubrics to assess their success in reaching goals. This authentic involvement empowers students to

become proactive about their learning. Students bring their personal interests and curiosity into the development of their final products or performances. Students learn through inquiry and have as much control as is developmentally and pedagogically appropriate. Teachers may take the role of facilitator or coach while students choose their own study projects to explore, or they may take the role of director and guide the class through the unit or project as a group.

One of HDLA's core pedagogical commitments is to provide community focused learning opportunities that are student-centered and encourage the study of student-identified questions and issues. Units and projects are planned to have relevance to students' lives, drawing in or reaching out to community partners and local experts who provide a context for their questions and learning.

HDLA's theme-based units provide a sound pedagogical setting for differentiated instruction that reaches at-risk students and English Learners (ELs). They allow for learning engagements that support multiple-learning styles and scaffolding for ELs, and they require cooperation and negotiation to achieve group consensus, offering a rich language and learning context. Collaboration may even extend beyond the classroom, out into our global community, using technology to reach out across the Internet and find ways to communicate, plan and work on projects with the help and participation of others in our local and global communities.

Naturally, this constructivist learning may look different at Kindergarten than it does at 8th grade, but only in the way it is designed to match students' developmental readiness, meet grade-specific state standards, and address grade-specific core curriculum. All learning projects, across the grades, share these characteristics: 1) they are planned with the end in mind; they are designed to address state standards and core curriculum; 2) they include open-ended questions to excite and engage the learner; 3) they have on-going formative assessments to inform teachers of student growth and help students self-manage; 4) they are interdisciplinary; and 5) they incorporate collaborative and cooperative group work.

## Footsteps Through Time Project



One Example of how we use our “classrooms without walls” thematic approach is the Fourth Grade California History Project that was created by the teachers at HDLA called “Footsteps through Time.” In this program, students hear stories and watch short clips about the formation of San Diego from the classroom teacher. Then students are placed in four cooperative groups to complete lessons, write letters, complete daily activities and play games from those early days. After the centers, the students create interactive student notebooks to take notes, draw and create timelines about the events and write down vocabulary or important figures from that time period. They even create a timeline to chart their own course as they will visit all the places they are studying. Each week, they embark on a trip to one of the places they are studying. Starting at Mission Trails and studying the Kumeyaay Native American People, to Cabrillo National Monument to study explorers, to Presidio Park to study the Rancheros and George Marston, to the Mormon Battalion to study the gold rush and to pan for gold, to San Juan Capistrano on the Amtrak to study the 21 Missions of California, to Old Town San Diego to study our first working town, to The William Heath Davis House to study William Heath Davis and Alonzo Horton to The Gas Lamp Quarter. They go from Old Town to New Town to Boom Town and end at the Gaslamp Quarter. This Project takes about two months to complete. The assessment for this project consists of a group oral presentation, a written comprehensive test,

a completed interactive student notebook and a reflective writing piece. This project is an example of the numerous projects we have going on and the style by which we create them.

### **Technology**

HDLA has a devoted computer room. These devices support our active learning approach and facilitate interdisciplinary projects. Not only does technology use make lessons more engaging for students, but interactive, standards-based online curriculum such as Achieve 3000, Math Whizz and California I-Ready and a variety of formative and summative assessment tools enable our faculty and school leaders to access real-time data on individual, sub-group, whole class and grade level mastery of specific skills and concepts.

### **Blended Learning**

Blended learning is an education technique in which a student learns, at least in part, through online delivery of content and instruction with some element of student control over time, place, path or pace. Core subjects will utilize blended learning experiences to augment the curriculum using programs like Achieve 3000 and I-Ready. In addition, if the teacher is working with a small group of students on a specific project in math and some students have finished their portion of the project then the students can go online to one of our pre-determined curricular sites and practice math fluency on a specific skill.

### **Cooperative Learning**

Cooperative learning teaches students to work collaboratively, constructs meaning in cooperation with others, and provides opportunities for them to develop their social and communication skills. In this model, the role of the teacher shifts to that of a facilitator of learning.

### **Inquiry-Based Learning**

At each grade level, students are given opportunities to engage in hands-on experiments to measure, test, explore, demonstrate and verify their own inferences, predictions and hypotheses formulated in various content areas.

### **Differentiated Instruction**

Students have different strengths and styles of learning. Teachers utilize multiple methods of instruction that support different learning modalities and deploy multi-sensory resources, and technology to build on individual student strengths and address the diverse learning styles of students at HDLA.

## Curriculum and Instructional Design

HDLA is committed to providing a successful, safe, and challenging early childhood through adolescent educational experience, while promoting the joy and importance of learning for all of our students. Our community of learners is committed to social, civic, character and academic development.

Teachers have high academic expectations for all students, relying on the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Content Standards, and all other applicable California Frameworks and Standards (hereinafter, collectively “State Standards”), when planning and implementing curriculum and instruction. Curriculum is research-based and student-focused to develop each student’s full potential, while recognizing his or her uniqueness. Our high expectations and detailed program results in multi-literate, self-reliant, and confident learners.

Following is a description of each core subject including educational goals and instructional materials.

### English Language Arts

Using the new common core standards as a guideline, the HDLA team has implemented a curriculum that is developmentally appropriate for each grade level. The elements of the ELA program are aligned to the four strands of the *California Common Core Standards in English Language Arts* as well as the *California English Language Arts/English Language Development Framework*<sup>2</sup>: Reading, Writing, Listening and Speaking. These are each detailed here, followed by a synopsis of our primary ELA curriculum sources.

Reading is taught with a balanced approach focused on phonics and phonemic awareness, fluency, vocabulary development, and text comprehension. The use of a variety of strategies, including chants/songs, sound-spelling and letter cards, rhyming, choral reading, blending and segmentation, are used by teachers at regular intervals to advance emerging readers and strengthen intermediate and advanced readers. Instructional focus at grades 3-8 shifts to include greater emphasis on comprehension and additional elements, such as predicting, connecting, summarizing, clarifying, inferring, visualizing and encouraging the use of novel study and the exploration of literature circles. Reading instruction is differentiated by all teachers and includes whole group and small group guided instruction, pairs and opportunities for developmentally appropriate independent practice.

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<sup>2</sup> <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

<sup>3</sup> McDonald, J., Mohr, R., Dichter, A., & McDonald, E. (2007). *The power of protocols: An educator’s guide to better*

Writing is highly emphasized as a critical counterpart to reading. Students at every grade level develop, practice and deepen their writing abilities in each of the four writing genres: narrative, expository, persuasive and response to literature. Instruction in writing and the writing process begins in Kindergarten and is an essential component of ELA instruction as well as in other content areas at all subsequent grade levels.

Our structured daily writing program is directly aligned to the Common Core emphasis on writing. The chief component of the writing program in grades K-6 is *Journeys*, while in grades 7-8 we use the acclaimed Writer's Workshop, based on the Lucy Calkins'/Teachers College Writer's Workshop model. Across all grades, K-8, learning is supplemented with online skills development through adaptive programs such as Renaissance Learning, Accelerated Reader, I-Ready and Achieve 3000.

Writer's Workshop is based on the constructivist principle that learning to write is as much about the process as the product, and thus emphasizes how to enjoy writing at the same time as reaching the goal of becoming competent writers.

The Writer's Workshop design consists of three components that occur daily: The Mini-lesson or direct instruction, independent writing time and share time. Mini-lessons can relate to craft (applications, content, or strategies), skills (conventions and editing) or procedures relating to workshop. These short, focused lessons are based on standards or elements of a particular genre and on the observed needs of the students. Mini-lessons follow the same basic structure school-wide: teachers provide a connection to previous learning; explicitly teach a strategy using modeling techniques, published literature and teacher and student writing; provide active engagement (often in the form of partner talk); and provide a link which sets the intention for students to apply the new strategy in their own work. During independent writing time, students choose writing topics, a strategy that helps develop personal investment in the writing process. They apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. Students understand the rituals and procedures of the workshop including how to access materials and information from around the room (charts, posters, model authors) and to organize their writers' notebooks and folders. The teacher uses this time to take quick inventories of the class, confer formally and informally with students and track student progress on conference logs. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author's Chair, pair-share, or popcorn around the room. During this time the teacher can also address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author's text to support comments and to provide specific feedback to help peers move forward.

The writing conference is an integral part of workshop. These frequent, on-going conferences allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The teacher's role is to understand where an individual writer is at during a moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child's strengths and motivates the child to push himself/herself by applying new learning. Teachers keep detailed conference notes in order to evaluate students' progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or instructional aide and peer support in the form of a specific writing partner. Teachers might also allow students struggling to articulate their thoughts on paper to dictate their ideas to them in order to facilitate the writing process until students become more confident in their abilities.

Beginning in 6<sup>th</sup> grade, teachers guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/ explanatory texts, and narratives. Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. They write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Based on the ELA standards for listening, students are taught that active, effective listening is a habit to develop and the foundation of effective communication. Students are taught how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer's Workshop, writing dictated sentences and repeating rhythms through movement and clapping.

Listening and speaking skills are both directly taught and embedded into all activities and academic subjects. Across grades K-8, students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. They integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally, and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Students, at varying levels of depth and complexity depending on grade level, also present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students strategically use digital media and visual displays of data to express information and enhance understanding of presentations. Students also adapt their speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

For ELA instruction, we use the following materials:

- Journeys (K-6)
- Lucy Calkins Reading and Writing (7-8)
- Writer's Workshop (5-8)
- Renaissance Learning (K-8)
- Accelerated Reader (K-8)
- California I-Ready (K-8)
- Achieve 3000 (3-8)

## **Mathematics**

Instruction in mathematics produces students who have acquired strong number sense and algebraic reasoning skills and the ability to apply these skills to a variety of real-world situations. The mathematics program is balanced by the inclusion of a blend of problem solving, conceptual understanding, and computational skills development. Teachers at HDLA are committed to preparing students for the rigor of higher-level math by designing lessons and projects which incorporate important elements of number sense and models representing quantities and part-to-whole relationships. The math program at HDLA provides hands-on activities utilizing a variety of manipulative and incorporates project-based learning experiences in addition to providing ample fluency practice. Each of these components are properly integrated within the context of a comprehensive standards-based curriculum and are uniquely enhanced through the use of various artistic elements such as music, drawing and painting.

Learning objectives and outcomes are aligned to the rigorous CA CCSS mathematics standards. Teachers use the *Mathematics Frameworks for California Public Schools* for planning and guidance.

Following direct instruction in new skills, teachers present hands-on activities while also allowing time in and out of class for substantial practice of grade level computational skills. Using blended learning via Go Math and other online curriculum, teachers are able to differentiate instruction several times weekly, focusing on the needs of struggling students and those ready to move beyond the grade level curriculum.



To ensure that core mathematical skills are mastered, all students in grades 4-8 complete a Demonstration of Mastery at the end of each math unit. The Demonstration of Mastery is a “book” that the students create detailing in word and example how to do the math problems from the most recent unit. Once the “book” is completed, the student must turn in the book and be prepared to instruct an administrator on how to solve any type of problem from the student’s “book.” This process has had tremendous results in setting students up to succeed as well as allow teachers to properly place enrichment groups based on information from the oral presentation. This process has also allowed us to see where the student needs assistance as the grader watches the process during the presentation and places the student in a unit-based enrichment group for the teacher. This exercise is also used to drive enrichment instruction.

For math instruction, we use the following materials:

- Go Math (K-8)
- California I-Ready (K-8)
- Math Whizz (K-8)



## **Science**

The science program at HDLA provides students with the opportunity to learn about the natural world via the scientific method. The science curriculum at HDLA includes inquiry and discovery-based lessons, hands-on projects, and experiments that require students to think critically as they observe, compare, organize, relate and make inferences about physical, chemical and biological phenomena. HDLA specifically partners with community organizations to provide real world STEM and coding experiences for students (see below).

The four strands within K-5 standards include Earth Science, Life Science, Physical Science, and Investigation and Experimentation. The focus is earth science in sixth grade, life science in the seventh grade, and physical science in eighth grade. Unit themes are based on inquiries such as “Why do some things change and some things stay the same?” or “How and why do human beings and animals find or create shelters?” Teachers promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. By the end of grade eight, students will become independent scientific researchers with strong expository reading and writing skills who are able to implement student-created scientific experiments.

For science instruction, we use the following materials and partnerships:

- We are currently piloting NGSS aligned and award winning Amplify science (K-8).
- University of California at San Diego (“UCSD”) School of Engineering, Cymer provides hands on science at the end of a unit, Rueben H Fleet Museum for workshops and courses in the STEM field and to assist with the technical aspects of science and technology instruction.
- Elementary Institute of Science for middle school students to learn coding skills with drones.

## **History/Social Science**

The history/social studies program at HDLA is taught to students as an exciting and dramatic series of events, issues and experiences. Lessons and units are built on the California State History/Social Studies standards and include key academic outcomes such as cultural recognition and understanding, democratic principles and civic values, humanities, and geography tied to relevant current events and real-world issues. With the classroom being the center of a democratic community implementing character excellence, students participate as local, national and global citizens and are encouraged to ask questions and make decisions that will influence the future. Additionally, as students learn geography, they identify the cultural,

economic and agricultural impact of California regions and other areas of the world. By making historical and geographical connections, students develop an understanding and appreciation of global happenings and their societal effect.

HDLA's history-social science curriculum focuses on:

- Mastery of History-Social Science Framework and alignment with Common Core State Standards
- Emphasize using scientific query to ask and answer questions about events that shaped history, and encouraging students to pursue answers to current historical events and outcomes
- Participate as local, national and global citizens
- Make connections between past and present people, places and events in history
- Identify geographical, historical and environmental components of California history and geography

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, visual art, music, dance, and drama. Learning activities engage students in reading rich literature as well as original source documents across all content areas. Students experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment. At all grade levels, the curriculum is enhanced whenever possible with multimedia resources, hands-on experience (e.g. artifacts from cultures studied) and field trips. While covering the social science standards, teachers also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students apply reading comprehension and vocabulary strategies to their social studies text and complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

For history/social science instruction, we use the following materials:

- McDougal Littell U.S. History
- Teacher Created: "Footsteps through Time" Fourth Grade California History
- McDougal Littell: World History
- Social Studies Weekly (k-6)

### **Visual and Performing Arts**

Students have frequent opportunities to explore and develop their artistic expression as the visual and performing arts are integrated into all content areas at HDLA by classroom teachers. Students are encouraged to use creative art forms as a means to demonstrate their mastery of other subject matter and in order to convey connections, relationships, and applications of

academic content. Artistic skills are developed through a variety of engaging activities that emphasize principles of creative design, kinesthetic and choreographed motion, and drawing and painting. Students take art, dance, photography, and drama classes.

### **Physical Education**

Physical education and health are viewed as essential. Students attend PE classes where they learn about key sports and positive sportsmanship. HDLA wants to promote healthy lifestyle choices by educating students about the benefits of incorporating positive physical and social-emotional habits into their daily lives. Topics include kinesthetic skills development, (e.g. dance in grade K -5 and the fundamentals of basketball in 6-8), basic hygiene, saying no to tobacco/drugs in our Say no to drugs campaign, anti-gang workshop in our Choices and Challenges Course, anti-bullying projects. We also teach an etiquette and life skills course.

### **Technology**

The Holly Drive Leadership Academy recognizes that access to and utilization of technology is essential to preparing students for secondary and post-secondary education as well as for productive placement in the business and professional world. We realize as well that access to the information highway for low-income families, and for their school-age children, is often limited. To this end, a comprehensive Technology Plan has been developed and includes the following:

- Acquisition of appropriate software, hardware, and routing access to the Internet;
- A curriculum plan that will encourage daily access to computers;
- Course competencies in computer literacy;
- Utilization of technologically-advanced software to supplement the core curriculum and promote the practice of higher-level thinking skills;
- Appropriate safeguards to ensure access to educational and age appropriate information only.

### **Textbooks and Curriculum**

All instruction at HDLA is designed in alignment with the California State standards ([www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss)) and frameworks. Our teachers work together to develop detailed pacing plans for each subject and grade level. The teachers start with the goal of having their students master all of the Common Core and State Standards and then plan backwards to determine the most appropriate sequencing of instruction.

HDLA uses materials aligned with State Standards to support the curriculum. Teachers in each content area may work with the Principal to gain approval for the use of alternative materials

than those listed in this charter petition.

Subjects	Curriculum & Texts	Reasons
Language Arts	<p>Journeys (K-6)</p> <p>Readers' and Writers' Workshop- Lucy Calkins Units of Study (7-8)</p> <p>Achieve 3000 (K-8)</p>	<p>Journey's by Houghton Mifflin Harcourt is a comprehensive K-6 Common Core aligned English Language arts curriculum. It provides an instructional system for reading both literature and informational texts, for acquiring foundational skills, and for developing mastery of speaking, listening, and writing. Journey's includes assessments and digital tools that allow classroom teachers to track progress. Collections is Houghton Mifflin's secondary ELA curriculum that focuses on a variety of genres and texts designed to promote inquiry and active learning. It supports differentiation to meet the diverse needs of HDLA's students.</p> <p>The <i>Reading and Writing Project's</i> approach to instruction recognizes that "one size fits all" does not match the realities of the classrooms and schools in which they work. When you walk into a workshop classroom at any given moment, you'll see instruction that is designed to help teachers address each child's individual learning, explicitly teach strategies students will use not only the day they are taught, but whenever they need them, support small-group work and conferring, with multiple opportunities for personalizing instruction, tap into the power of a learning community as a way to bring all learners along, build choice and assessment-based learning into the very design of the curriculum, help students work with engagement so that teachers are able to coach individuals and lead small groups. The routines and structures of reading and writing workshop are kept simple and predictable so that the teacher can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners.</p> <p><i>Achieve 3000</i> is an online platform that differentiates instruction and provides engaging, nonfiction content that supports core curriculum, Response to Intervention, English language learning, special education and other instructional models. Featuring comprehensive English and Spanish language support and extra scaffolding for struggling readers, the program is aligned with the Common Core State Standards for English language arts as well as state standards for literacy and the content areas.</p>
Mathematics	<p>Go Math! Houghton Mifflin Harcourt (K-8)</p> <p>*Based on its math results the school is exploring the adoption of a new math curriculum.</p>	<p>HMH GO Math!® is Common Core-aligned and uniquely provides both elements: a strong curriculum aligned to current expectations, and a design that robustly supports teachers' research-informed instructional practices. Research-Informed Instructional Practices A coherent and rigorous curriculum is one of two critical components of a mathematics program that helps ensure the success of all students. The second critical component is an instructional approach based on research-informed instructional practices. The overarching message in NCTM's publication <i>Principles to Actions: Ensuring Mathematical Success for All</i> is that "effective teaching is the nonnegotiable core that ensures all students learn mathematics at high levels" (NCTM, 2014, p. 4). NCTM offers eight research informed instructional strategies to support effective teaching and learning of mathematics. HMH GO Math! embeds those eight instructional strategies in the curriculum.</p>

<b>Science</b>	<p>Piloting Amplify Science (K-8) and Mystery Doug Science</p> <p>Replacing Houghton Mifflin Harcourt Brace</p>	<p>Amplify is a new K-8 NGSS designed core curriculum for grades K-8 that immerses students in science and engineering. This curriculum is a multi-modal, hands on program that meets 100% of NGSS standards as well as many Common Core ELA and Math standards. Designed in collaboration with Lawrence Hall of Science it features differentiated supports, embedded formative assessments, and online professional development videos for teachers.</p>
<b>History- Social Science</b>	<p>McDougal Littell US History (8) World History</p> <p>Social Studies Weekly (K-6)</p>	<p>Social studies provide students with the information they need to understand the world around them and make informed decisions. With the right mix of print materials and dynamic digital resources, Glencoe McGraw/Hill Social Studies has everything to help you meet the needs of every learner for a seamless educational experience. Glencoe/McGraw Hill materials are aligned to the standards, engages students with interactive resources and compelling stories, provides rigorous, differentiated instruction for every learning style facilitates targeted learning to drive toward success.</p> <p>Social Studies Weekly is a blended learning program that integrates the ELA standards into Social Studies and links weekly lessons with original source materials. It is designed to focus specifically on CA Social Studies Standards. Focusing on critical thinking skills, Social Studies Weekly is a comprehensive curriculum including formative assessments.</p>
<b>Language Arts- Intervention</b>	<p>I-Ready (ELA) (K-4)</p> <p>Achieve 3000 (grades 3-8)</p> <p>Piloting Read Live for struggling readers and ELL</p>	<p>I-Ready is provides supplemental instruction and reading intervention. It is an evidence based online platform that differentiates instruction in both ELA and math. Students take a diagnostic assessment and then are given personalized learning paths in I-Ready instruction to address their learning gaps. It empowers teachers by providing engaging content and specific reports about students' content knowledge and their progress towards proficiency. Teachers can also use I-Ready to group students for small group instruction.</p> <p><i>Achieve 3000</i> is an online platform that differentiates instruction and provides engaging, nonfiction content that supports core curriculum, Response to Intervention, English language learning, special education and other instructional models. Featuring comprehensive English and Spanish language support and extra scaffolding for struggling readers, the program is aligned with the Common Core State Standards for English language arts as well as state standards for literacy and the content areas.</p> <p>Read Live – an on-line reading intervention that focuses on oral reading fluency, comprehension and vocabulary. There are 13 sequenced reading levels, six phonics reading levels and four idiom levels built in as points of placement.</p>
<b>Math- Intervention</b>	<p>I-Ready (K-4)</p> <p>Piloting Math Whizz (K-8)</p>	<p>I-Ready is provides supplemental instruction and reading intervention. It is an evidence based online platform that differentiates instruction in both ELA and math. Students take a diagnostic assessment and then are given personalized learning paths in I-Ready instruction to address their learning gaps. It empowers teachers by providing engaging content and specific reports about student's content knowledge and their progress towards proficiency. Teachers can also use I-Ready to group students for small group instruction.</p>

		HDLA is experimenting with Math Whizz It is designed to provide a personalized on-line learning so students can focus on their skill gaps and accelerate their mastery where they need support. It features on-line tutoring and is research based.
<b>Playground</b>	Peaceful Playgrounds	<i>Peaceful Playgrounds</i> is a comprehensive program that provides colorful arrangements of games kids love to play. The five core components of the peaceful playgrounds program include: Consistent Set of Rules, Solutions to Conflicts, Game Markings, Equipment Availability, and Consistent expectations.

## Instructional Calendar

The HDLA Instructional Calendar offers a total of 181 days of instruction and exceeds the minimum number of minutes as set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

HDLA will provide SDUSD its yearly calendar and/or daily schedule upon request.

## Charter School Goals and Actions to Achieve the Eight State Priorities

HDLA complies with all requirement under Education Code Section 47605(b)(5)(A)(ii) to provide a reasonably comprehensive description of annual school wide and subgroup goals and actions for each of the applicable eight state priorities defined in Education Code Section 52060.

In Element 2, HDLA provides extensive details about intended goals, actions, and outcomes that align with the eight state priorities and the actions to achieve the state priorities, based on the Charter School's 2018-19 LCAP (see Appendix A). By June 30 of each year, HDLA will engage stakeholders in drafting an annual update to the LCAP. HDLA will comply with all elements of the LCAP, including the adoption of any templates required by the State Board of Education.

## Professional Development

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."<sup>3</sup> Moreover, our staff is intimately involved in both leading and receiving professional

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<sup>3</sup> McDonald, J., Mohr, R., Dichter, A., & McDonald, E. (2007). *The power of protocols: An educator's guide to better practice*. New York, NY: Teachers College Press. P.1.



development. During the school year, teachers meet monthly for professional development through based on grade span for Professional Learning Communities and instructional coaching.

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

- The school 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.

### **Academic Supports for Students**

As noted previously, Holly Drive Leadership Academy engages all students in a rigorous college and career preparatory curriculum. The instructional design of the school takes into account the diverse needs of a range of learners and is purposefully organized to support low achieving students, English Learners, and special education students while simultaneously challenging high achieving and gifted students to excel. Decades of research have clearly documented that ability grouping or tracking, though often well-intentioned, perpetuates social inequalities and limits students' educational and career opportunities. As such, Holly Drive Leadership Academy does not track students but instead provides differentiated instruction in integrated studios. Smaller class size, personal relationships, implementation of project-based and blended learning and ongoing professional development opportunities for teachers help to facilitate this differentiation.

### **Plan for Students Who are Academically Low Achieving**

Although all students at Holly Drive Leadership Academy are expected to engage in a rigorous curriculum, it is recognized that not all students enter the school at the same level of readiness. It is also recognized that students may at times struggle with academic success due to a multi-faceted range of learning, social and emotional challenges. Holly Drive Leadership Academy is committed to working with all students in the school to ensure academic success and is continually alert for and responsive to students who struggle.

HDLA aims to accelerate academic achievement for all students. Understanding the importance of providing specialized supports that meet the learning needs of every student, HDLA uses a variety of methods to identify students' strengths and weaknesses, including those of at-risk students. HDLA maintains an environment fostered by high expectations and rigorous instruction for all students. In order to provide for the academic success of all students, HDLA implements a variety of supports within the instructional program to meet the different needs of each student. Currently, we use pullout services, afterschool enrichment opportunities, online programs (I-Ready, Achieve3000, Math Whizz)

### **Student Identification for Additional Support or Special Education Services**

Students may be deemed "at risk" if they are displaying any of the following characteristics: 1) standardized test results are below Met; 2) initial diagnostic assessments indicate skills in math, reading and/or writing are below grade level; 3) student has poor attendance; 4) student is not responding to current academic interventions; and 5) student is displaying behavioral issues.

### **School wide Parental Notification and Involvement**

Parents are involved with their students' learning by attending SSTs, volunteering in classrooms, participating in field trips, presenting career information in their classrooms, acting as a resource for projects, reading to students, and other unique ways identified with the instructors. Parents receive weekly updates from teachers, engage in conferences and receive progress reports/report cards throughout the year.

### **Supports**

Students "at-risk" are monitored for academic improvement and provided support from all stakeholders at HDLA. HDLA implements several types of response strategies to assist academically low achieving and at-risk students including: Student Support Team, targeted small group instruction, and after-school tutoring. Each is described below.

#### *Student Support Team*

Any teacher, staff, counselor or other school official who feels a student would benefit from additional support may initiate the Student Support Team (SST). The SST panel consists of at least one teacher of the student, a parent/guardian, and the referred student. The SST meets to discuss the student's academic and social progress, the reasons for referral, discuss possible solutions, and outline a plan for providing additional supports for the student. Parents are also

part of the process of creating an academic action plan in order to support the students at home. Identifying and continuous monitoring of student progress by the classroom teacher acts as a support for students who are struggling academically. If the SST interventions used are found insufficient to meet the needs of the student, the student may be referred to the Special Education Individualized Educational Program (IEP) Assessment Team.

### **Academic Support and Intervention**

Teachers use whole group, small group and individual instruction to provide students with the supports they need in order to acquire concepts and skills necessary to think critically while gaining academic proficiency. Differentiated instruction to meet the needs of a diverse population is standard in all classrooms. Identifying and continuous monitoring of student progress by the classroom teacher helps act as a support for students who are struggling academically. There are five pathways for intervention to occur at HDLA:

1. Accelerated Reader Program – Grades 2-8. Reading Recovery Program – Grades K-1. Students involved in either of these programs work with a trained staff member to provide literacy support.
2. On-Site Intervention – An intervention Coordinator develops a team of staff and parent volunteers to work with students that have been identified by the teacher to be in need in additional support. Materials used may be reinforcement exercises from classwork, specific skills lessons, or materials on line that support the concept being remediated.
3. Afterschool Enrichment – Our afterschool HEAT Program is staffed with four Activity Leaders that provide homework tutoring and academic support in Language Arts and Math. This program is made possible through a partnership with Harmonium and the San Diego County office of Education.
4. Second Semester Enrichment Labs – These labs are offered to students who have missed assignments or are in need of academic support by a credentialed teacher during the school day. These labs are from 2:00pm – 2:30pm each day.



### **After School Tutoring**

Students who need additional academic supports may need more time to accomplish the curriculum. After school tutoring provided by teachers, staff, and/or volunteers supports HDLA students by providing one-on-one and small group help. Each teacher in kindergarten through sixth grade holds tutoring sessions after school for one hour to support students one-on-one in areas where they are struggling.

### **Plan for Students Who are Academically High Achieving**

Gifted students are served within the regular classroom program. Teachers at HDLA use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the Charter School's curriculum. Our integrated approach to planning and delivering instruction are an effective approach for all learners, including gifted students. In the case of gifted students, teachers provide a variety of options for students to demonstrate their understanding of what they have learned. Second Semester Advanced Enrichment Labs are offered to students who do not have any missed assignments or would like to participate in hands on advanced projects can go to the advanced lab to participate in an advanced enrichment project during the school day. These labs are from 2:00pm – 2:30pm each day. Teachers use a variety of assessment measures, including standardized assessment data and other classroom performance data, to identify students who are gifted. Students who achieve

significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. Parents and guardians are informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child.

### **Strategies to Support Gifted Students**

Students who are high achievers and/or identified as gifted benefit from differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, “a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given.” (Tomlinson, 1995.) HDLA has adopted many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught, including self-directed projects and online curriculum for more advanced study during Studio time.
- Providing opportunities for students to work in flexible groups with other intellectual peers.
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher.
- Asking open-ended questions, both in the classroom and on homework assignments that stimulate critical thinking.
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products.

As a result of this program differentiation, the unique learning needs of advanced learners are met within the regular classroom program.

### **Plan for English Learners**

HDLA meets all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, learning facilitator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Holly Drive Leadership Academy implements strategies for serving English Learners which are research based and evaluated annually for effectiveness as well as follow state guidelines for program placement.

### Process for Identifying Els

After a student enrolls at HDLA, the school requests information regarding the primary language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student's home. The student's cumulative file is also checked for information about the student's English language proficiency status.

Students from homes where the primary language is not English (as determined by the HLS and other data) take the English Language Proficiency Assessments for California (ELPAC); within thirty days of enrollment and at least annually thereafter until re-designated as fluent English proficient, unless the school has proper documentation of the student's re-designation as fluent English proficient. The ELPAC (along with scores on the CAASPP ELA/Literacy test, benchmark assessments, and English Language Arts grades) are used for the annual assessment of each student's English Language Development (ELD) level.

Students are monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.

2	English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

(<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

HDLA provides parents of ELs with required Title III notifications, as well as any applicable information regarding their child in both English and in the parent’s primary language (whenever possible and practical; all notifications are provided in other languages). Within the first month of the school year (or within thirty days of the student’s enrollment), HDLA notifies the parents of its responsibility for ELPAC testing, student’s prior ELPAC results if available, EL identification, program placement options, student’s academic achievement level, and reclassification information. The ELPAC shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and HDLA notifies parents of student’s ELPAC results within thirty days of receiving the results from the publisher.

The ELPAC is used for the initial and annual assessment of each student’s English proficiency level, along with basic skills assessments (CAASPP ELA/Literacy test and benchmark tests.) Depending on the assessment results, the school administration and teachers determine the most appropriate placement and support strategies for the student and inform parents (in writing) of their child’s placement (the parent notification letter). Using learning facilitator feedback, observations, and analysis of the student performance data, the school team collaborates to create a portfolio for each EL student that includes recommended student placement and writing samples, test scores and anecdotal notes. This portfolio is regularly reviewed and adjusted when necessary to best fit the individual student’s needs.



### **Educational Program for English Language Acquisition**

HDLA bases its English Learner support program on the new California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, was replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which is aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, HDLA teachers provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually.

All HDLA teachers are expected to have a CLAD (Cross-cultural Language and Academic Development) or BCLAD (Bilingual Cross-cultural Language and Academic Development) certificate or equivalent certification. Biliteracy teachers in specialized in content areas are hired as necessary. HDLA teachers and support personnel receive ongoing professional development that is responsive to current research and best practice strategies.

English Learners have an aide in both English Language Arts and Math to provide language support. The aides may orally read or translate as appropriate given student's English proficiency level. This strategy helps to increase student comprehension of the material while supporting their English language skills. Additionally, English Learner instructional strategies include:

- Vocabulary and language development: teachers introduce new concepts by discussing vocabulary words key to understanding that concept
- Guided interaction: Teachers structure lessons so that students work together to understand what they read (by listening, speaking, reading, and writing collaboratively about the academic concepts in text)
- Metacognition and authentic assessment: teachers use a variety of authentic assessments to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not completely reliant on advanced language skills
- Explicit instruction: the direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks
- Meaningful context and universal themes: teachers reference and link prior knowledge and meaningful experiences from students' lives and use them as springboards to interest and motivate students in new academic concepts.
- Modeling, graphic organizers and visuals: teachers model language and academic outcomes, use a variety of graphic organizers to scaffold academic learning, and incorporate visual aids that include: pictures, diagrams, and charts in order to help

students easily recognize essential information and its relationship to supporting ideas, as well as making language and content more accessible for English Learners.

- Implementation of The Write Institute model as a method to promote academic and effective writing for students who are English Learners.
- Critical thinking skills are taught through the use of real-life application lessons. Educators utilize a variety of visuals such as modeling, picture cards, graphic organizers, real life conversations, and small group reading instruction to aid in the progress of English learners.

In order to help these students to become literate, articulate, mathematically competent, and self-sufficient, it is important to look at both the state standards and resources available to students and teachers. English Learners are provided with the instruction, practice, guidance and skill sets pertinent to developing their reading levels and strategies in order for them to become successful and engaged lifelong learners. The implementation of the above strategies, assessments and activities allows English learners to become literate, articulate and improve in language arts, math, science and technology. The goal is that English learners will not only grow as readers and thinkers, they will excel in their academics and also learn new strategies to become life-long learners.

### **Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Monitoring student progress on the ELPAC.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

### **Process and Specific Criteria for Reclassification**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of

the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

The established criteria for reclassification are as follows: EL classification uses the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4).

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level -- knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge. (California English Language Development Standards, K-12 (Nov. 2012))

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Both teachers and administration will monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Redesignated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results,

the principal begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The re-designation criteria are as follows:

- ELPAC scores: between levels 3-4
- *CAASPP English scores are reviewed as a guide (for students in grades 3-8)*
- *DRA Scores are used as a guide (for students in grades k-2)*
- Grades: Grades of A, B, or C in English
- Teacher recommendation
- Parent approval

### **Process for Monitoring Progress of English Learners and Reclassified (RFEP) Students**

ELs are continually monitored by the teachers, and school leaders. The principal monitors student progress by analyzing scores and data, assessing samples of academic work, and following up regularly with the student's ELA/English teachers and to discuss the student's progress.

Reclassified students are monitored for a period of four years following their re-designation to ensure that they are making progress on their content and basic skills assessments, and maintaining at least a 70% in ELA/English.

### **Plan for Students with Disabilities /Students with Special Needs**

HDLA recognizes its responsibility to enroll and support all students, regardless of disability, and is a member of the Eldorado Charter Special Education Local Education Plan (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. HDLA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, HDLA will comply with SELPA guidelines and all California laws pertaining to students with disabilities.

Holly Drive Leadership Academy reserves the right, if needed, to become a "school of the district" for Special Education purposes during this charter term pursuant to Education Code 47641(b)). The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of HDLA and the SDUSD. The language that follows is not meant to preclude alternative arrangements between the SDUSD and HDLA as agreed upon in the MOU.

The following description regarding how special education and related services will be provided and funded is being proposed by HDLA for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b).

### **SELPA Affiliation**

HDLA will make written verifiable assurances that it is an independent LEA member of the Eldorado Charter SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

HDLA assumes full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

HDLA will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. HDLA agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student's records.

### **Child Find**

HDLA understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

HDLA will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, HDLA shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or HDLA staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. HDLA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

HDLA shall be solely responsible for compliance with state and federal Child Find requirements. HDLA shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

## **Referral for Assessment**

The term “assessments” shall have the same meaning as the term “evaluation”. HDLA’s internal method for referral for assessment will be Student Study Team Process (SST). In this process, general education teachers will schedule a meeting with parent, teachers, administrator and Special Education staff to discuss student strengths and struggles. Team will determine strategies to try in the classroom to determine if student can be successful with accommodations. After 4-6 weeks, team will meet again to determine if accommodations are successful or not. If they are successful, General Education teachers will continue with these accommodations. If accommodations are not successful, team will either brainstorm additional accommodations, or go forward with a Referral to be assessed for Special Education testing. Parents/guardians will be informed that special education and related services are provided at no cost to them.

In the event that HDLA receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. HDLA shall respond to a written request for assessment within 15 days.

If HDLA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment.

## **Assessment**

HDLA shall be solely responsible for conducting special education assessments deemed necessary and appropriate by HDLA. HDLA will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability. Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

HDLA will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern. Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment; The student must be evaluated in all areas related to his/her suspected disability; Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist; Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory; Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed; Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability. Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. HDLA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

### **Development and Implementation of IEP**

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

HDLA shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. HDLA will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one special education teacher;

A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment; A SELPA Special



Education Representative, if appropriate; If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;  
Others familiar with the student may be invited as needed.

HDLA will provide an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by HDLA. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;

- When HDLA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

### **IEP Review**

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

HDLA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed four times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, HDLA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

### **Special Education Strategies for Instruction and Services**

HDLA will offer a comprehensive inclusion program that includes small group instruction, collaboration between Education Specialist and General Education teacher to monitor progress, co-teaching, pull out services in small group or 1:1, reteaching of material, modification of work as needed. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, HDLA will to provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

## **Interim and Initial Placements of New Charter School Students**

HDLA shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

HDLA shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the HDLA from another school within the same SELPA, HDLA, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and HDLA agree to develop and implement a new IEP.

For students transferring to the HDLA from another school within a different SELPA, HDLA, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time HDLA shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to HDLA from a school outside of California, HDLA shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until HDLA conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by HDLA, and develops a new IEP, if appropriate, in accordance with federal and state law.

## **Staffing**

HDLA will assume responsibility for special education staffing and service delivery. HDLA will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. HDLA shall ensure that all special education staff hired or contracted by HDLA is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

Based on the school's limited number of special education students, HDLA will contract with a certified special education teacher to be the Special Education Coordinator. This coordinator, along with the principal of HDLA, will be the primary HDLA representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented.)

The Special Education Coordinator has the following duties:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;

- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education)

All teaching staff at HDLA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

### **Professional Development for Charter School Staff**

HDLA administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SELPA.

HDLA shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

### **Reporting**

HDLA, in collaboration with SDUSD or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;

The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;

The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;

The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and

The basis of exit from HDLA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the HDLA Special Education Coordinator. The Special Education Coordinator will ensure that a central file with all special education evaluation material and

IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Special Education Coordinator will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### **Procedural Safeguards**

Parents or guardians of students with IEP's at HDLA must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. HDLA will utilize the Notice of Procedural Safeguards used by the SDUSD or SELPA in which it is a member.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. HDLA work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

### **Dispute Resolution**

HDLA acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of HDLA's alleged failure to provide FAPE to students enrolled in the charter school. HDLA may also initiate a due process hearing or request for mediation with respect to a student enrolled in HDLA if it determines such action is legally necessary or advisable.

### **Complaint Procedures**

Parents or guardians also have the right to file a complaint with SDUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

### **Section 504 of the Rehabilitation Act**

HDLA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of HDLA. Any student, who has an

objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

HDLA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the HDLA shall be accessible for all students with disabilities in accordance with the ADA.

HDLA will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or assigned 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.

Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during

the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal or assigned 504 Coordinator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### **The Educational Design as Guide**

The educational design outlined in this petition represents a meaningful guide for developing specific educational programs, student outcomes, and methods of assessment at Holly Drive Leadership Academy. Some modifications to what is presented in the petition may occur at the discretion of the Board or the Principal to best meet the needs of the students enrolled at Holly Drive Leadership Academy and its staff. The charter school authorizer would be informed of any materially significant change to the educational design outlined in the petition prior to the change being implemented.





## ELEMENT 2: MEASURABLE STUDENT OUTCOMES

***“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)***

Holly Drive Leadership Academy is grounded in the belief that all students who are provided with access to high quality instruction in a personalized learning environment with appropriate supports can achieve high quality academic results and be prepared for success in college, career, and civic participation.

### **Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both school wide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students



attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is in Appendix A. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

### **Student Outcomes**

Holly Drive Leadership Academy will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect achievement measures required by the CAASPP Assessments, as well as state priorities detailed in California Education Code § 52060(d).

Information on the methods of assessment used to measure outcome attainment can be found in the chart in Element 3.

## LCAP 2017-18 Goals and Outcomes

Goal	Expected Measurable Goals/Objectives and Measures	Actual Annual Measurable Goals and Outcomes* (As reported in the 17-18 LCAP this does not reflect 17-18 CAASPP results)
<p><b>. Increase student achievement.</b> All students will have access to rigorous, well-rounded, standards aligned curricula taught by highly qualified teachers and overseen by an experienced administrator. In addition to the traditional academic areas of English-language Arts, mathematics, science and social studies students will be taught the skills and values necessary to succeed in both High School and in life through a variety of learning experiences including project-based learning, visual/performing arts, and field trips. Special Needs students will be taught the skills necessary to excel in the classroom.</p> <p><b>Addresses:</b> <b>State Priorities 1, 2, 4, 5, 7, and 8</b></p>	<ul style="list-style-type: none"> <li>● English Language Arts and Math– All subgroups Increase or Increase Significantly, except for Students with Disabilities which will maintain (Priority 4)</li> <li>● 25% of students will score ME in ELA and 17% in Math (Priority 4)</li> <li>● 100% of teachers will be fully credentialed and appropriately assigned (Priority 1A)</li> <li>● School will have a director with at least 15 years of experience</li> <li>● 100% of students will be enrolled in core classes (Priority 2c)</li> <li>● 75% of ELs will score Intermediate or higher within 3 years of enrolling at Holly Drive (Priority 4)</li> </ul>	<ul style="list-style-type: none"> <li>● Overall, African Americans and Hispanics increased or Significantly increased in ELA while SED and EL students maintained and students with disabilities declined</li> <li>● Students with disabilities maintained and all other subgroups increased in math</li> <li>● 27% of students scored ME in ELA and 18% scored ME in math <b>(ELA scores shot up another 8% in 17-18)</b></li> <li>● All teachers are fully credentialed</li> <li>● The director has at least 15 years of experience</li> <li>● 100% enrolled</li> <li>● Intermediate is no longer a language proficiency level on the ELPAC. We will revise this outcome for 18-19.</li> </ul>

<p><b>2. Reduce Suspension Rates and increase attendance rates:</b> Holly Drive will maintain a school climate that promotes student engagement and is conducive to learning. Students will be taught leadership skills, be taught how to be peacemakers, and learn in an environment where they will feel respected, accepted, and safe. The school will maintain a well-trained support staff and a safe, secure, well-maintained facility.</p> <p><b>Address State Priorities:</b> <b>1, 5, and 6</b></p>	<ul style="list-style-type: none"> <li>• Less than 8.5% of students will be suspended overall with no subgroup over 17.5% (Priority</li> <li>• Less than 3% of students will be expelled</li> <li>• Attendance rate will be over 94%</li> </ul> <p>No more than 20% will express concern about bullying or cleanliness of school grounds.</p>	<ul style="list-style-type: none"> <li>• Overall suspension rate was 11.9%. Students with disabilities had a rate of 24%</li> <li>• No students were expelled</li> <li>• Attendance was 93.45% as of P2</li> <li>• Less than 20%</li> </ul>
<p><b>3. The parents and community members of Holly Drive will feel they are true partners with the school and in the students' education</b></p> <p>State Priority 3</p>	<ul style="list-style-type: none"> <li>• School will hold at least 3 parent meetings</li> <li>• Participation</li> <li>• Volunteer logs increase</li> <li>• Correspondence kept.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Parent meetings/events held</li> <li>• Moving to parent survey results.</li> <li>• This is no longer a goal given student volunteer availability varies.</li> <li>• Correspondence kept.</li> </ul>
<p><b>Goal</b></p>	<p><b>Expected Measurable Goals/Objectives and Measures</b></p>	<p><b>Actual Annual Measurable Goals and Outcomes* (As reported in the 17-18 LCAP this does not reflect 17-18 CAASPP results)</b></p>



## LCAP 2018-21 Goals, Outcomes, and Actions/Services

**Goal 1: Increase student achievement outcomes for numerically significant subgroups by implementing a common core aligned curriculum for all students and supporting qualified teachers to deliver that curriculum and additional supports.**

**Supports State Priorities: 1, 2, 4, 7, and 8**

Expected Annual Outcomes	Methods of Measurement	Key Actions/Services
<p><b>Diff from 3 ELA:</b>  18-19: make at least <b>increased</b> growth (3 to 15-point growth)  19-20: make at least <b>increased</b> growth (3 to 15 points)  20-21: maintain or increase growth (Priority 4 and 8)</p> <p><b>Diff from 3 Math:</b>  18-19: make at least <b>increased</b> growth (3 to 15-point growth)  19-20: make at least <b>increased</b> growth (3 to 15-point growth)  20-21: maintain or increase growth (Priority 4 and 8)</p> <p>Teachers: 100% credentialed and effective (Priority 1)</p> <p>Principal: At least 15 years of experience</p> <p>All Students (including Els): All enrolled in core classes and all have Common Core aligned curricula and participate in enrichment activities (Priority 1, 2, and 7)</p> <p>English Learners: At least 75% scored Moderately Developed within 3 years. (Priority 4)</p>	<p>SBAC</p> <p>SBAC</p> <p>Credential Review</p> <p>Employment Review</p> <p>Textbook Review</p> <p>ELPAC</p>	<p>Retain/hire high capacity teaching staff and principal  Hire an Ed Specialist and contract with specialists to work with Special Ed students  Provide top quality curriculum and technology supports  Provide a safe 6 to 6 program to provide additional academic supports  Provide high quality professional development, particularly in math  Provide enrichment opportunities for students at school as well as online practice using Math Whizz, field trip opportunities  Purchase licenses for I-Ready and Achieve 3000 as well as other technology supports to accelerate student learning</p> <p><b>Math Specifically:</b>  Provide additional academic supports  Align content to rigor of Common Core/SBAC  Provide professional development focused on teaching the common core standards  Review curriculum for possible new adoption</p>

**Goal 2: Reduce suspension and increase attendance rates. Provide a safe and clean campus for students.**

**State Priorities: 1, 5, 6,**

Expected Annual Outcomes	Method of Measure	Actions/Services
<p>Suspension Rates (Priority 6) 18-19: Less than 6% suspended 19-20: Less than 5% suspended 20-21: Less than 4% suspended</p> <p>Expulsion Rates: (Priority 6) 18-19 - 20-21: Less than 3%</p> <p>Attendance Rates (Priority 5) 18-19 - 19-21: At least 95%</p> <p>Chronic Absenteeism (just added after release of official results in December: (Priority 5) 18-19: Less than 20% 19-20: Less than 16% 21-21: Less than 12%</p> <p>School Climate (Priority 6) Improvement every year until 90% of students feel the school has positive school climate and they feel safe</p> <p>Facilities: (Priority 1) Improvement every year until 80 percent of respondents think the building is clean.</p>	<p>Suspension Rates/Calpads</p> <p>Expulsion Rates/CalPads</p> <p>Attendance Rates/CalPads</p> <p>Chronic Absenteeism Rates/CalPads :</p> <p>Student Survey</p> <p>Student Survey</p>	<p>Focus on conflict resolution programs (e.g. Positive Playground) and reflection strategies to reduce conflict</p> <p>Will explore restorative practices</p> <p>Instituted policy of in-school suspension to reduce time away from school</p> <p>Use Office staff and PowerSchool to monitor and address attendance and behavior issues by following up with families</p> <p>Communicate importance of attendance to parents, provide attendance incentives, investigate causes of chronic absenteeism, and hold SARBS</p> <p>Provide adequate maintenance services, including supplies, utilities, and insurance</p>

<b>3. The parents and community members of Holly Drive will feel they are true partners with the school and in their students' education.</b> <b>Priority 3</b>		
Expected Annual Outcomes	Method of Measure	Actions/Services
Parent Meetings/Events; 18-19: At least 3 19-20: At least 3 20-21: At least 3  At least 80% of parents give school an overall A or B	Calendar     Parent Survey	Hold 3 Family events including Movie night, Trunk a Treat and Winter Show Update Website Send home regular updates and test scores Entice parents to come to events with food, prizes, games and fun

### **HDLA Expectations**

Business leaders, politicians, community members, and students themselves often express concern that school today bears little resemblance to what students will be expected to do in the workplace of tomorrow. Holly Drive Leadership Academy standards represent the skill necessary for success in our rapidly changing world.

The following Holly Drive Leadership Academy Expectations are presented through a teaching/learning environment that is based on real world experiences:

1.) Literacy Standards which include basic reading, writing, listening, speaking, and mathematics.

- Listening and communicating orally to express opinions and gain new information;
- Utilizing technology as a tool for communication;
- Dealing effectively with diverse perspectives;
- Viewing different cultures as a strength;
- Reading as a lifelong tool for growth;
- Utilizing the scientific process for new learning and new questions;
- Utilizing reasoning and logical thinking in activity-based exploration of mathematical concepts and problems;
- Writing as a process to effectively communicate knowledge and express ideas, interests and values; understanding culture, history, geography, conflict resolution, economics, and social political events/issues.

2.) Character and Ethics Standards which promote responsibility for one's actions and deeds, self-esteem, sociability, collaboration, integrity and honesty.

- Demonstrating confidence, empowerment, self-discipline and resiliency;
- Benefiting from failures and make them successes;
- Working collaboratively as a team player;
- Acting respectfully and with responsibility for own action;
- Having the ability to facilitate and build consensus in problem solving;
- Learning by doing and applying;
- Demonstrating a positive vision for the future;
- Taking risks; understanding and utilizing the environment in learning.

3.) Balanced Life Standards address participation in fitness and wellness as a lifelong habit while utilizing all of the intelligences.

- Involvement in the community;
- Demonstrating wellness in life style;
- Being committed to academic excellence;
- Appreciating and utilizing the arts;
- Demonstrating ethical responsibility in decision making;
- Applying learning as a never-ending process;
- Thinking globally and act locally for the benefit of the community; and
- Understanding how social, organizational, environmental and technological systems work together.



### ELEMENT 3: METHODS OF ASSESSMENT

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***“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)***

HDLA shall meet all statewide standards and conduct all pupil assessments required pursuant to Education Code 60605 and any other statewide standards or assessments applicable to pupils in non-charter public schools. These include but are not limited to the required ELPAC, SBAC, CAA, CAST, and PFT assessments. Special Education students will be given accommodations on state required assessments based on their IEP and English Learners will be considered for allowable designated supports as set forth by state guidelines. HDLA will comply with all applicable state and accountability requirements including the addition of any new required state assessments and reporting all measures included in LCAP and the school accountability report card.

This section contains our plan to collect, analyze, and report student data to school staff and parents. HDLA is implementing California’s Common Core State Standards and has developed a balanced assessment system to monitor students’ performance. The goals of our assessment system are to:

1. Identify students’ initial skill levels and growth (diagnostic and growth measures).
2. Provide data to inform curriculum lesson planning and student grouping.
3. Provide formal measures of mastery of content covered in and across subject areas.
4. Provide student feedback on their progress and the opportunities for them to reflect on their work.
5. Identify students for interventions and advanced challenges by classroom teachers and afterschool staff.
6. Provide measures for performance targets and accountability.
6. Identify professional development needs and areas of focus.
7. Provide information to report to key stakeholders (e.g. parents, Board, SDUSD)

#### **A. Performance Based Measures and Analysis**

HDLA’s balanced assessment system will include the following types of tests that often will serve multiple purposes. For example, the same results from all tests could be used to help students reflect on their work, identify students for interventions, and be used to identify professional development needs or focus areas. Assessments cited are examples and may change over the course of the charter term. Any modifications shall not be considered a material revision to the charter.

### Purposes, Examples, Grade Levels and Administration Timeline

Primary Purposes	Example Assessments	Grade (s)	Approximate Administration Timeline
Diagnose reading and math skill levels, monitor individual student growth, and identify students for interventions	DRA and Achieve 3000 NWEA MAP (Norm referenced) I-Ready	K-3/3-8 3 – 8 3 - 8	Beginning, mid- and end-of-year Beginning, mid- and end-of-year Placement 2 week of school and students' progress at individual pace
Provide formative data to assess student progress	Teacher created assessment (e.g. exit tickets, quizzes, etc.) Publisher produced	K-8	Daily and/or weekly
Assess standards mastery within and across subjects Performance Tasks (rubric based)	Publisher-Designed Assessments (on-line and paper based) Performance Based Projects and Tasks Presentation of Learning Exhibition/Portfolio	K-8  K-8  6-8	End of each unit  Monthly  Dec and June
Measure performance of grade level writing standards (rubric based)	Assess mastery of grade-level writing standards	K-8	Daily and/or weekly
Assess standards mastery for accountability purposes	SBAC ELA and Math, California Science Test (CAST) CAA (based on IEP)	3-8 5 and 8 3 - 8	Annually each spring
Measure language acquisition and Growth	ELPAC	K-8	Upon enrollment for new students; spring for prior takers
Measure physical health and wellness	Fitness gram	5, 7	Annually

Teachers will use their assessment data to continuously monitor student progress and identify specific standard and task level challenges that need to be addressed. Teams of teachers and school administrators meet regularly to collaboratively analyze samples of student work, assess progress, and make appropriate adjustments to classroom instruction, program structures and student supports. Teachers meet regularly in grade level teams to plan interdisciplinary projects and identify necessary interventions for individual students.

At the school level, assessment data is disaggregated by grade, classroom, and sub-groups, etc. to enable leaders to identify progress toward goals as well as achievement trends, areas of specific instructional need, teacher professional development, and students in need of additional academic supports. Holly Drive Leadership Academy teachers and administrators

meet regularly during professional development sessions to review data to evaluate the effectiveness of HDLA's initiatives, make adjustments to improve programs, and enhance learning opportunities for students.

School leaders also analyze teacher performance and efficacy and implement appropriate supports and training for teachers as needed.

## **B. Conferences, Report Cards and Exhibitions**

Parents are given report cards twice a year and progress reports at each quarter. Teachers meet for formal parent conferences twice yearly to report on individualized student plans and to explain the results of the report card. Teachers are encouraged to meet more often with parents and are obligated to communicate with parents regarding serious academic or emotional problems of students. Parents are also apprised of student progress through communication of standardized test results and multiple measure assessments.

Student Portfolios/Exhibitions for 6th and 7th graders are in June and for 8th graders in December and June. All students in eighth grade are required to present an exhibition to a panel of teachers, board members and parents. Students must provide evidence of academic and behavioral growth during their time spent at Holly Drive Leadership Academy.

### **Components of the exhibition are as follows:**

- ◊ Report card filled out by their academic advisor
- ◊ Varied samples of their best work throughout the year
- ◊ PowerPoint presentation of their educational journey (self-assessments, growth and individual achievement)
- ◊ Present awards and achievements obtained over time at Holly Drive

HDLA continuously rewards students for academic and behavioral achievement in ways that include, but are not limited to:

- Honor Roll – for students who receive a 3.5 or above academic and citizenship grade point average
- Student of the Month Award medals and student of the month Field trips
- Prizes

## **C. Reporting of Data**

Holly Drive Leadership Academy is transparent in its use of assessments and reporting of data to the state of California, SDUSD, the Holly Drive Leadership Academy governing board, teachers, parents and students. Data is compiled and stored using our own instance of PowerSchool.

Students and parents are informed of school-wide achievement through the School Accountability Report Card (SARC), Local Control Accountability Plan (LCAP) as well as through

regular communication via printed newsletters, mailings, e-mail, monthly newsletter, Back to School Night, Board Meetings, and the school website. Students and parents are made aware of students' individual progress through quarterly progress reports with teachers' written commentaries, report cards, annual conferences, and exhibitions.

#### **School Accountability Report Card (SARC)**

HDLA complies with state and federal mandates regarding the reporting of data. Annual SARC reports with more detailed analyses of state test data, demographic data describing the student population served by Holly Drive Leadership Academy, and a narrative description of the school's program is available on the school's website. More specifically student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). Holly Drive Leadership Academy administrators meet regularly with the Holly Drive Leadership Academy Board and the School Site Council to share, explain and discuss assessment data.

#### **Local Control Accountability Plan**

The School will use these multiple forms of data to assess progress toward the goals outlined in Element 2 of this charter. Pursuant to Education Code Section 47606.5, on or before July 1 each year, HDLA will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve the goals identified in Element 2 of this charter that are aligned with the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to SDUSD annually on or before July 1, as required by Education Code Section 47604.33.

#### ELEMENT 4: GOVERNANCE STRUCTURE

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***“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)***

Holly Drive Leadership Academy is a directly funded independent charter school, operated as a nonprofit public benefit corporation incorporated under the laws of the State of California, and tax-exempt under the Internal Revenue Code Section 501(c)(3) and the State of California Franchise Tax Board Section 23701(d).

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix C, please find the Charter School Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code.

Holly Drive Leadership Academy will comply with all applicable federal, state, and local laws, regulations, and ordinances, including those related to zoning, occupancy, construction, health, and safety. Specifically, HDLA will also comply with the Brown Act. In order to increase local participation in the decisions made at the Charter School, HDLA will involve parents, the community and teachers to provide input and desire to issues of great importance.

#### **Board of Directors**

The Holly Drive Leadership Academy will be governed by an independent, duly elected corporate Board of Directors (“Board”), which shall have legal and fiduciary responsibility for the Charter School, and the corporation as a whole. The Board will govern the Charter School in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board will be comprised of no less than four (4) and no more than nine (9) directors. All directors shall be designated by the existing Board of Directors. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District designates a representative to serve on the Board, the Board may appoint an additional director to ensure an odd number of directors. No teacher or staff member employed at the Charter School shall serve as a director on the Board.

The term of office for directors on the Board shall be four (4) years. A director may serve an unlimited number of terms. Board members need to show a commitment to the mission of Holly Drive and will meet at least 6 times a year. Board members will be offered professional development to fulfill their responsibilities (e.g. Brown Act training, conflicts of interest, interpreting financial reports).

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix D. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

Holly Drive Leadership Academy recognizes that the Charter School is governed by the full Board, not by an individual. Thus, the Board of Directors and the Principal work together as a governance team, in their respective roles, in operating Holly Drive Leadership Academy. The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. In consideration of these guiding principles, the following is a description of the specific roles of the Board and the Principal.

### **ROLE OF GOVERNING BOARD**

#### **Vision and Strategic Plan:**

- The Board drafts, modifies and approves the Charter School Mission and annually reevaluates the Charter School Mission.
- The Board adopts policies to successfully implement the Charter School Mission and Strategic Plans.
- The Board oversees the Charter School Principal to ensure that the Charter School Mission and Strategic goals are reflected in the day to day operations of the Charter School, including ensuring that the curriculum aligns with the Charter School Mission and the law.

#### **Academic Performance Monitoring:**

- The Board, or a committee thereof, annually reviews student performance based on state- and federally-mandated assessments and sets goals for student achievement.
- The Board, or a committee thereof, periodically reviews student performance based on school level assessments and sets goals for student achievement on school level assessments.

- The Board reviews and adopts academic policies to achieve the student achievement goals.
- The Board approves all academic performance reports to all federal, state and local agencies as required by law.
- The Board, or a committee thereof, researches or develops student data collection systems and periodically reviews them to ensure their effectiveness.

#### **Staffing and Personnel:**

- The Board reviews and approves personnel policies and any amendments thereto.
- The Board hires, evaluates, and terminates the employment of the Principal.
- The Board establishes performance goals for the Principal and communicates the goals to the Principal.
- The Board annually reviews the Principal's performance.
- The Board annually reviews the Principal's employment contract and salary, and reevaluates it yearly.
- The Board establishes and annually reviews the Principal succession and recruitment plans.
- The Board approves the salaries and compensation policies for all Charter School personnel in compliance with any applicable State laws and collective bargaining procedures (if applicable).
- The Board hears and decides employee grievances (only applicable if employees are given grievance rights under a contract or collective bargaining agreement) if said grievances cannot be resolved at the Principal level.

#### **Parent, Student and Community Relations**

- The Board, or a committee thereof, hears and decides on student expulsion recommendations.
- The Board reviews and approves student and parent policies and any proposed amendments thereto.
- As needed, the Board communicates with the media and community at large consistent with the Charter School's Mission and Vision.

## **Finance and Budget**

- The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto.
- The Board reviews and approves the Charter School's annual academic calendar and class schedule.
- The Board, or a committee thereof, solicits and selects the Charter School's independent financial auditor, oversees the auditor's work, and receives the auditor's report(s).
- The Board, or a committee thereof, reviews and adopts and amends the annual budget as well as interim and annual financial statements.
- The Board, or a committee thereof, reviews and approves the audit report.
- The Board monitors the responses to the audit report and implementation thereof.

## **Facilities**

- The Board enters into financing and building contracts.
- The Board approves construction and remodeling of facilities.
- The Board, or a committee thereof, researches school sites as needed, and funding and facilities options.
- The Board, or a committee thereof, makes recommendations on facilities needs and policies.

## **Board Internal Business**

- The Board drafts, reviews and approves board policies and amendments thereto.
- The Board recruits prospective Board members.
- The Board orientates new Board members.
- The Board, as needed, provides training to its members.

## **Charter Performance and Renewal**

- The Board reviews the Charter School performance reports.
- The Board, as needed, reviews charter petition renewal proposals and reports.



### **Delegation of Responsibility to the Principal**

The Board delegates the following responsibilities to the Charter School Principal, or his/her designee:

#### **Vision and Strategic Plan:**

- The Principal provides input to the Board when it drafts, modifies and approves the Charter School Mission, and in each subsequent year when it reevaluates the Charter School Mission.
- The Principal implements the Board-adopted policies to implement the Charter School Mission and Strategic Plans, by among other things adopting appropriate procedures and training staff on the policies and procedures.

#### **Academic Performance Monitoring:**

- The Principal creates a report reflecting student performance based on state- and federally-mandated assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student achievement on national assessments. The Principal implements the goals for student achievement on such assessments.
- The Principal reports student performance based on school level assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student assessment on school level assessments. The Principal implements the goals for student achievement on school level assessments.
- The Principal implements Board adopted policies to achieve the student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures.
- The Principal creates all academic performance reports required by all federal, state and local agencies as required by law and provides them to the Board.
- The Principal develops the annual school calendar and class schedule and provides them to the Board for approval.

#### **Staffing and Personnel:**

- The Principal drafts all personnel policies and presents them to the Board for review and approval. The Principal also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval.

- The Principal hires and terminates all Charter School personnel. The Principal is responsible for all recruitment activities associated with the hiring of Charter School personnel.
- The Principal recommends the salaries for all Charter School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable) to the Board for final approval.
- The Principal ensures that all Charter School personnel are evaluated on a yearly basis and creates the process for such evaluation.
- The Principal implements all personnel policies, including the Charter School's internal complaint procedures. If applicable, the Principal presents employee complaints to the Board, which hears and decides them (only applicable if employees are given grievance rights under a contract or collective bargaining agreement).

#### **Parent, Student and Community Relations**

- The Principal implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board, upon completion of the school-level procedures.
- The Principal follows the policies and procedures adopted for student suspension and expulsion.
- The Principal drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Principal drafts amendments to the student and parent policies, and presents them to the Board for approval.
- The Principal communicates with the media and community at large in a fashion that is consistent with the Charter School's Mission and Vision.

#### **Finance and Budget**

- The Principal drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Principal drafts amendments to the fiscal policies, and presents them to the Board for approval.
- The Principal drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts.
- The Principal drafts and submits to the Board the final quarterly and yearly budgets and

other required financial statements.

- The Principal implements the responses to the audit report as instructed by the Board.

### **Facilities**

- The Principal conducts school site needs assessments at the direction of the Board.
- The Principal conducts capital campaigns as needed.
- The Principal implements any facilities policies.

### **Charter Performance and Renewal**

- The Principal annually drafts any required school performance reports for Board review.
- The Principal, as needed, drafts charter school renewal proposals and reports.

## **PARENTAL INVOLVEMENT**

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the 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 the goals of Holly Drive Leadership Academy is empowering 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 will have the opportunity to participate in a variety of meaningful ways at the Charter School.

Holly Drive Leadership Academy will annually educate teachers and other staff, with the assistance of parents, in the value and utilization of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the Charter School.

In order to ensure significant parent involvement, the Charter School will have a standing Parent Teacher Organization and conduct significant outreach efforts.

Parents will be 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. It will be useful for parent education

meetings and parent organizing efforts for Charter School improvement and community leadership if parents feel welcome on campus.

Outreach efforts will also be expanded to eventually include visits to family homes, newsletters, internet and e-mail communications, town hall meetings at the Charter School, and meetings at community centers and neighboring churches.

**English Learner Advisory Committee (“ELAC”)**

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. Holly Drive Leadership Academy has established an ELAC. Membership consists of lead faculty and parents of the EL students. The ELAC advises the Principal and staff on ways to improve support for ELs and reach the reclassification goals for EL students as per the LCAP.

## ELEMENT 5: EMPLOYEE QUALIFICATIONS

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***“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)***

HDLA recruits professional, effective, and qualified personnel who believe in the vision of the Charter School and who are in touch with the needs of the community. All employees should possess the personal characteristics, knowledge base, relevant experience, and qualifications identified in the each posted job description as determined by HDLA.

HDLA shall be nonsectarian in its employment practices and all other operations. HDLA shall not discriminate on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

The recruitment process will include posting job announcements and descriptions in community and regional newspapers and websites, including teacher credentialing program websites, and job search websites (e.g. EDJoin). The Board of Directors will interview and select the Principal. The Principal interviews and hires the Charter School administrators and teachers.

HDLA administrators are interviewed and selected by the Principal. The initial phase of the hiring process includes an application screening process, reference check, phone and/or live interviews. The second phase of the hiring process for final candidates will also include a comprehensive tour of the school site.

Following an initial screening of applications to ensure an applicant has the appropriate education, requirements, and qualifications for the respective position, Charter School staff verify references, and the Principal and/or his/her designee conducts a personal interview with the applicants. Final candidates may also participate in a group interview with an interview panel that consists of administrators, a parent or community member, and a Board member; teachers may be asked to lead demonstration lessons.

Prior to commencing employment at HDLA, all employees shall be fingerprinted and receive a background clearance in accordance with Education Code Section 44237, as described below under Element 5. In addition, all new hires must submit to a tuberculosis (“TB”) risk assessment and examination (if necessary) prior to their start date, as described below under Element 6.

Within the provisions of the law, HDLA reserves the right to recruit, interview, and hire the best-qualified person to fill any of its position vacancies. As the law provides, HDLA may hire non-credentialed teachers in non-core subjects/electives.

The Charter School will maintain a current copy of all teacher credential certificates on file. Emergency permits will only be utilized to employ a teacher in an emergency or temporary situation.

As provided by law, the Charter School may exercise flexibility with regard to hiring and assigning those teachers teaching non-core courses. Core courses include English language arts, mathematics, science, and social studies.

### **Employee Qualifications and Basic Functions**

Holly Drive Leadership Academy shall seek administrators who possess strong leadership skills; the ability to understand and implement the educational vision of the Charter School, and a desire to facilitate communication and effective participation among teachers, students, staff, the Board and the community at large.

#### **Principal**

The Principal should possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. The Principal must possess at least a Bachelor's degree and have experience teaching a student population similar to HDLA's student population.

In addition, the Principal should possess: skills in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business experience. Experience in a school serving a high-risk population, including minority children in the inner city, is required.

#### **Lead Teacher**

Must meet all of the requirements of core teachers (described below) and have;

- Demonstrated success in teaching in urban schools;
- Expertise in at least one curricular area;
- Experience mentoring/training other teachers;
- Willingness to take on a leadership and mentoring role;
- Willingness to work closely with the Principal to make key curricular and instructional decisions;
- At least 5 years of experience preferred; and
- Master's degree preferred.

#### **Core Teachers**

The most important qualifications for our teachers are: (1) caring about our students; (2) familiarity with or willingness to be trained in the Charter School's curriculum sequence and learning styles; (3) a demonstrable effectiveness in teaching, preferably in an inner-city school; and (4) a willingness to work hard and to take responsibility and exercise leadership for the Charter School as a whole. Specific qualifications include:

- Holding a valid California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a traditional public school would be required to hold; Preference given to teachers with CLAD or BCLAD certification.
- Committed to working with parents as educational partners;
- Willing to become a learner as well as teacher/coach in the Charter School;
- Knowledgeable or willing to become knowledgeable about the developmental needs of our elementary students;
- Sensitive to social as well as academic needs of the students;
- Willing and able to plan cooperatively with other teachers;
- Willing to be trained in the use of different curriculums and learning styles in the classroom;
- Willing to be an active participant in monthly staff meetings;
- Willing to work closely with the Charter School counselor by providing any information regarding a student's behavior change, attitude, and/or classroom performance;
- Willing to take a leadership role in some aspect of the Charter School's development;
- A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development;
- Commitment to the implementation of the CCSS;
- Philosophically aligned with the Holly Drive Leadership Academy mission and vision as outlined in the charter petition; and
- At a minimum, a Bachelor's degree

The basic function of the classroom teacher is as follows, including, but not limited to, the following:

- Reports to the Holly Drive Leadership Academy administration
- Implement the mission, vision and goals of Holly Drive Leadership Academy within the classroom through standard-based instruction and project-based and team-based activities
- Fosters a classroom and school environment that supports student-centered learning
- Fosters a classroom and school environment that is conducive to learning
- Works with the individual needs of the student
- Uses helpful measures of assessment
- Works collaboratively with other teachers to develop better practices

- Establishes a cooperative and collaborative relationship with parents and community members
- Additional qualifications as determined by the Board of Directors

***Non-Certificated Staff***

Holly Drive Leadership Academy also employs non-certificated candidates who embrace the vision of the Charter School and who are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Non-certificated staff candidates, who may include business service providers, a custodian, a business office manager, etc. must possess adequate professional training and/or experience.

Non-certificated staff members shall exhibit the following minimum qualifications:

- Adequate professional training and/or experience to perform the duties of the position
- Licenses or certifications necessary to perform the responsibilities of the position
- Positive references.



## **ELEMENT 6: HEALTH AND SAFETY PROCEDURES**

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***“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:***

***(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.***

***(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.***

***(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(b)(5)(F).)***

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The policies are on file at the Charter School. New policies will be shared with the District at least 30 days prior to operation. Holly Drive Leadership Academy will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

### **Procedures for Campus Visitors**

No outsider shall enter or remain on school grounds during school hours without having registered with the Principal or designee, except to precede expeditiously to the office of the Principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 of the Penal Code restrict the entrance or route that outsiders may use to reach the office of the Principal or designee, an outsider shall comply with such signs.

### **Procedures for Background Checks**

Employees and contractors of Holly Drive Leadership Academy will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of Holly Drive Leadership Academy shall monitor compliance with this policy and report to the Holly Drive Leadership Academy Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Student Abuse Reporters**

All employees will be mandated student abuse reporters and will follow all applicable reporting laws and the same policies and procedures used by the District. All mandated reporters shall receive training on child abuse detection and reporting within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with Education Code Section 44691.

#### **Tuberculosis Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

#### **Immunizations**

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles mumps, rubella, and hepatitis B as described in the Department of Health Services Document IMM-231. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

#### **Vision, Hearing/Scoliosis**

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

#### **Medication in School**

Holly Drive Leadership Academy adheres to Education Code Section 49423 regarding administration of medication in school and Education Code Section 49411 for emergency epinephrine auto-injections and training for staff members.

#### **Blood borne Pathogens**

Holly Drive Leadership Academy meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Holly Drive Leadership Academy maintains a written infectious control plan designed to protect employees and students from possible infection due to contact with blood viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures. In addition, faculty and staff participate in a yearly training on the protocols set aside for dealing with blood borne pathogens.

#### **Drug Free/Alcohol Free/Smoke-Free Environment**

Holly Drive Leadership Academy functions as a drug, alcohol, and smoke-free environment.

**Suicide Prevention**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

**Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

**Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

**Emergency Preparedness**

Holly Drive Leadership Academy maintains a comprehensive set of health, safety, and risk management policies in an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This Handbook includes, but is not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The Handbook will also provide for Cardiopulmonary Resuscitation ("CPR") training and certification for staff of Holly Drive Leadership Academy. The existing emergency preparedness plan for the San Diego Unified School District sites was used as the basis for creating and updating the Handbook for Holly Drive Leadership Academy.

**Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Feminine Hygiene Products**

The Charter School will have feminine hygiene products available to students, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

### **Nutritionally Adequate Free or Reduced-Price Meal**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### **Comprehensive School Safety Plan**

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

## ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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***“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)***

To create a school community that reflects the diverse racial and ethnic balance of the general population residing within San Diego Unified School District, Holly Drive Leadership Academy shall recruit students from a range of racial and ethnic populations. Recruitment strategies will include, but are not limited to:

- The design and distribution of outreach and informational materials to appeal to the various racial and ethnic groups within the District;
- The development of outreach materials in other languages to reach parents who are not English speakers;
- Outreach to community groups, agencies and other organizations that have direct contact with the various racial and ethnic communities in the District;
- Outreach meetings to reach prospective students and parents;
- Establishment of internal and external feedback processes to ensure maximum impact and accessibility of the Charter School’s commitment to diversity;
- An enrollment timeline that allows for a broad-based recruiting and application process, and that is aligned with the diverse needs and composition of the prospective population.

HDLA shall continue to implement an outreach plan that includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the SDUSD. (For detailed information on the demographics of the target student population, see Element 1.) The outreach plan will include, but is not limited to:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based application process;
- Outreach meetings, presentations, and information sessions at libraries and community centers in several areas of the District in which Holly Drive Leadership Academy is located to reach prospective students and parents. Examples of these centers include:
  - San Diego Library locations
  - The YMCA
  - City of San Diego Recreation Centers
  - San Diego Youth Services
- Development of promotional and informational material that appeal to the various racial and ethnic groups represented in the local community and District;
- Development of promotional and informational materials in languages other than English to appeal to limited English proficient populations;

- Distribution of brochures and application materials at community centers, and other places of broad public access in languages represented by prospective student population;
- Distribution of brochures and applications at youth clubs, such as:
  - Cesar Chavez Service Clubs
  - Girl Scouts
  - Boy Scouts
- Advertisements in the local print and non-print media monthly during the open enrollment periods, as funds become available or through community donations. Examples of these media include:
  - The San Diego Union Tribune
  - San Diego Reader
  - San Diego Magazine <http://www.sandiegomagazine.com/>
  - San Diego City Beat <http://www.sdcitybeat.com/cms/index/>
  - The San Diego Voice and Viewpoint
  - San Diego Family Magazine <http://www.sandiegofamily.com/>
  - News/Talk Radio: KCBQ 1170 AM, KFMB 760 AM, KOGO 600 AM
- Hosting information meetings and campus tours; and
- Maintaining an informative web page.

Holly Drive Leadership Academy will maintain accurate records of the ethnic and racial balance of students enrolled in the Charter School and will furnish the District with annual documentation of ongoing recruitment and outreach efforts. Should the Charter School receive more applications than spaces available, a lottery process will be implemented to ensure fairness to all applicants, as described in Element 8 of this petition.

## ELEMENT 8: ENROLLMENT REQUIREMENTS

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***“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” (Ed. Code § 47605(b)(5)(H).)***

Holly Drive Leadership Academy is nonsectarian in its programs, admission policies, employment practices, and all other operations. Holly Drive Leadership Academy will not charge tuition and will not discriminate against any student on the basis of the characteristics listed in Education Code Section 220, including immigration status. Holly Drive Leadership Academy will comply with applicable state laws pertaining to student admission and enrollment, including Education Code Sections 47605(b) and 47605(d).

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School



2. Children of Charter School teachers and staff (not to exceed 10% of total enrollment)
3. Residents of the District
4. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. With the exception of enrolled siblings, there is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. Parents are not required to be present in order to participate.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

Students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted from the waiting list shall be informed in writing and shall have five (5) business days from the date of postage to respond. In addition, Holly Drive Leadership Academy shall attempt on at least two (2) separate occasions to contact the parents/guardians of promoted students by telephone and email. Those families who do not respond within the 5-day period will forfeit their right to enroll their student in Holly Drive Leadership Academy for that school year.

At the end of each school year, families will be notified in writing of their child's status on the waiting list and asked to notify Holly Drive Leadership Academy 30 days prior to the start of the next school year of their intent to remain on the waiting list. Families that notify Holly Drive Leadership Academy of their intent to remain on the waiting list will maintain their status, while families not responding within the prescribed period of time will forfeit their spot on the waiting list. Each year, any new names will be added below the existing list.

Holly Drive Leadership Academy certifies that, to the best of its knowledge, all its admissions procedures, policies, and criteria comply with non-discrimination statutes and applicable law.

## ELEMENT 9: ANNUAL FINANCIAL AUDIT

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***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)***

An annual independent fiscal audit of the books and records of Holly Drive Leadership Academy shall be conducted each year as required under the Charter Schools Act, Education Code Sections 47605(b)(5)(I) and 47605(m).

The books and records of Holly Drive Leadership Academy will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. Holly Drive Leadership Academy assures there will be money in the budget for the audit.

The Board of Directors will select an independent auditor and the completion of an annual audit of the school's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and be listed by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the school's financial statements, attendance, and enrollment accounting practices, and will review the school's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed within four months of the close of the fiscal year and a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. The Principal, along with the Finance and Audit Committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies, if any, have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process described herein. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

## **ELEMENT 10: STUDENT SUSPENSION AND EXPULSION**

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***“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:***

***(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.***

***(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:***

***(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.***

***(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.***

***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(b)(5)(J).)***

### **Policy:**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and

procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights

holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed, and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

#### **Procedures:**

#### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

#### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- d) Committed or attempted to commit robbery or extortion.
- e) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- f) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- g) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be

taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- p) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- q) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or



students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
  - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit

photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

u) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

c) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially

recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- p) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- q) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, video or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or

attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

u) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Hearing Procedures**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her

version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## **2. Notice to Parents and Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## **D. Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.



A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

1. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
2. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
3. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
4. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
5. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
6. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she

believes is prompting, swaying, or influencing the witness.

7. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
8. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines

that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### **I. Written Notice to Expel**

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

#### **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

#### **L. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### **M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

#### **O. Notice to Teachers**

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

#### **P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

##### **1. Notification of District**

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or the District would be deemed to have knowledge that the student had a disability.

## 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

## 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.



- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## ELEMENT 11: STAFF RETIREMENT SYSTEMS

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***“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)***

All certificated staff members participate in the State Teachers’ Retirement System (“STRS”) to the extent allowed by law. Certificated staff members shall retain all previously vested rights in STRS.

Non-certificated employees participate in the Public Employees’ Retirement System (“PERS”).

All full-time eligible employees are covered by the Federal Social Security program. The Principal is responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

SDUSD forwards all required payroll deductions and related data to CalSTRS and CalPERS on behalf of Holly Drive Leadership Academy as required by Education Code Section 47611.3.

The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

## ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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***“The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)***

Holly Drive Leadership Academy is a school of choice, and no student shall be required to attend. Students who reside within the District and whose parents choose for them not to attend Holly Drive Leadership Academy can apply to another District school or request an inter- or intra-District transfer consistent with District policy. Parents and guardians of students enrolled in Holly Drive Leadership Academy will be informed on admissions forms that the student has no right to admission in a particular school of a local education agency as a consequence of enrollment in Holly Drive Leadership Academy, except to the extent that such a right is extended by the local education agency.

### ELEMENT 13: DESCRIPTION OF EMPLOYEE RIGHTS

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***“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)***

No public-school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

#### ELEMENT 14: DISPUTE RESOLUTION PROCESS

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***“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)***

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School’s policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

In absence of District policies or protocols for charter school dispute resolution, this dispute resolution plan is being presented based on common charter school best practice. Should any section of this element pertaining to resolving disputes be in conflict with San Diego Unified School District policies or desired protocols, then Holly Drive Leadership Academy is amenable to altering said areas through an addendum, to be mutually agreed upon, and considered in addition to the original petition. Any such areas of conflict can also be resolved in the Memorandum of Understanding agreed upon by SDUSD and Holly Drive Leadership Academy.

##### **Disputes Arising from Within the School**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process in either the employee handbook or with the family handbook. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

##### **Disputes Between the School and the District**

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Principal and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal, or their respective designees. Mediation shall be held within 60 business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

The staff and governing board members of Holly Drive Leadership Academy and the District, agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

## ELEMENT 15: CLOSURE OF CHARTER SCHOOL

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***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)***

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.



As specified by the Budget in Appendix G the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **ADDITIONAL PROVISIONS**

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### **Budget and Financial Reporting**

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix G please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

### **Insurance**

The Charter School shall acquire and finance general liability, workers’ compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School’s insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

### **Administrative Services**

*Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).*

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. HDLA uses CharterWise for all of our back office financial services including payroll, accounts payable, and all budget reports.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

### **Facilities**

*Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).*

The Holly Drive Leadership Academy is located within the San Diego Unified School District utilizing the leased space at Webster Elementary School (4801 Elm Street, San Diego, CA 92102), under the Proposition 39 agreement.

### **Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

### **Responding to Inquiries**

The Charter School will promptly respond to all reasonable inquiries, including inquiries regarding its financial records. The records of Holly Drive Leadership Academy are public records under the California Public Records Act. Holly Drive Leadership Academy will promptly provide the District, upon request by the District, copies of Holly Drive Leadership Academy Records, including pupil, personnel, financial and business records.

### **Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).*

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School has a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.



LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19 (Updated 12/16/2018)

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Holly Drive Leadership Academy	Alysia Smith, Principal	<a href="mailto:hdlapincipal@msn.com">hdlapincipal@msn.com</a> , 619-266-7333

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Holly Drive is located in Southeast San Diego, a community comprised primarily of low income, minority residents. Most students reside in this area. As a result, Holly Drive's students mirror the community in which they are located. For 2017-18 Holly Drive had 132 students in grades K-8, 60% of which were African American, 28% of which were Hispanic, and 11% of which were White or Two or More Races. Approximately 86% of the families qualify for free and reduced lunch, 22% of the students are English learners, and 19% are in Special Education.

The school serves a high-risk population. The school's vision is to remain under 200 students so that it can offer more individualized attention and a safe family atmosphere. The motto is that Holly Drive is a School Without Walls, offering numerous field trips and

learning opportunities outside the school. The intent is to give students the opportunity to experience things outside their community, giving them a broader perspective of the world and to provide real world application to all classroom learning.

This LCAP has been revised in the fall of 2018 to address the school's key challenges in math and suspensions. Note the Fall 2018 accountability metrics have not been published yet, but we know the school will have challenges in these areas based on suspension and SBAC results.

## **Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## **Greatest Progress**

HDLA's performance in ELA continues to improve. The proportion of students score ME increased approximately 8% points overall and for SED and African American students. Using the difference of 3 metric, we estimate all numerically significant subgroups improved at least 12 scale points on average. We project all 3 groups will be in the yellow when we get our official Diff from 3 results. Holly Drive is very proud of this continued improvement. The school plans to continue to ensure students have adequate instructional materials, provide additional access to technology and on-line learning, enrichment and tutoring opportunities, and continue to employ high quality teachers.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

Holly Drive's suspension rate has been classified as Very High for the last two years. Overall the rate was about 12% in 16-17. To address this need Holly Drive has increased its emphasis on conflict management strategies and instituted in-school suspension so students don't miss school. Out of school suspensions are now only reserved for the most serious infractions. Holly Drives' math performance dipped slightly in 17-18 which we project will result in Orange ratings overall and in each subgroup. To address this the school is going to increase the amount of time spent on math, focus on aligning instruction to the rigor of the common core, provide additional supports to struggling students, get professional development training, and review its math curriculum for potential new adoption in 19-20.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

No student group was two or more performance levels below the all student performance.

Increased or Improved services

Holly Drive Leadership Academy provides pull out services to students with Individualized Educational Plans, special ed students and struggling students. We also offer enrichment and after school pull out, tutoring services in our after-school program.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 1,102,619
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,123,082

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Administrative Costs were not included in the LCAP goals. These include legal fees, audit fees, back office support for accounting and CALPADS, bank fees, advertisement & recruitment costs, and oversight fees paid to the authorizing district and the SELPA.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 1,153,871





# Annual Update

**LCAP Year Reviewed: 2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

All students will have access to rigorous, well-rounded, standards aligned curricula taught by highly qualified teachers and overseen by an experienced administrator. In addition to the traditional academic areas of English-language Arts, mathematics, science and social studies, students will be taught the skills and values necessary to succeed in both High School and in life through a variety of learning experiences including project-based learning, visual/performing arts, and field trips. Special Needs students will be taught the skills necessary to excel in the classroom.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

Math & English Language Arts – All subgroups Increase or Increase Significantly, except for Students with Disabilities which will maintain

All subgroups increased or increased significantly in Math except for Students with Disabilities which maintained the same level of proficiency. African American and Hispanic students increased or increased significantly in English Language Arts. Students with Disabilities declined significantly in English Language Arts.

English Language Arts 25% of students will score standard met or above, Mathematics 17% of students will score standard met or above

27% of students scored standard met or above in English Language Arts and 18% of students scored standard met or above in Mathematics.

100% of Teachers will be fully credentialed and appropriately assigned

All teachers were fully credentialed and appropriately assigned.

School will have a director with over 15 years of experience

The school director has over 15 years of experience.

100% of students will be enrolled in core classes

100% students were enrolled in core classes.

75% of English learners will score intermediate or higher within 3 years of enrolling at Holly Drive (note HDLA only has about 22 ELs)

NA given the switch to ELPAC

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire/Retain Highly Qualified Teachers and Qualified Director/Principal	Hire/Retain Highly Qualified Teachers and Qualified Director/Principal	\$523,500	\$549,662

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire/Retain Ed Specialist to assist in identifying special needs students and creating comprehensive IEPs to provide them with the skills they need to succeed.	Holly Drive hired and retained a part time Ed Specialist in 2017-18 to assist in identifying special needs and creating comprehensive IEPs to provide them with the skills they need to succeed.	\$42,795	\$26,495

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assure all students are provided with the textbooks, supplies, and technology necessary to excel.	All students are provided with the textbooks, supplies, and technology necessary to excel.	\$90,850	\$80,969

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development opportunities for certificated staff to	School Provided professional development opportunities for certificated staff to	\$2,225	\$1,200

enhance teaching skills	enhance teaching skills		
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## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Lease and Maintain a copy machine for use by teachers in classroom instruction and office staff for the benefit of the students	Holly Drive leased and maintained 2 copy machines throughout 2017-18.	\$18,000	\$5,162

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire outside consultants for alternative learning experiences including dance, music appreciation, chess, and art classes with a student show. This allows economically disadvantaged students and ELL to experience a broader academic base.	Holly Drive hired consultants to teach dance, art, chess and basketball workshops.	\$13,000	\$17,160

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire Special Education consultants to provide services as specified in IEPs	Holly Drive hired Special Education consultants through Specialized Therapy to provide services as specified in IEPs	\$52,000	\$38,854

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Field trips to local museums and nature centers, specialized learning labs, college tours and 8 <sup>th</sup> grade annual trip. Includes	Field trips were taken to water conservation gardens, U.S.S. Midway, universities, high teas, Nixon library, and	\$26,000	\$34,395

bus transportation, entry fees, and workshop fees	the 8 <sup>th</sup> grade annual trip. Transportation costs, entry fees and workshop fees were paid for by Holly Drive.		
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## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase software license for “Books that Grow” to assist ELL students	Purchased California Iready software and achieve 3000 software	\$1,000	\$20,262

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase software licenses for online learning programs such as IRDY Math and Reading and Renaissance Learning to assist students which are not performing at grade level.	Holly Drive purchased achieve 3000 and California I-Ready licenses.	\$19,000	\$7,100

## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal

Holly Drive retained those effective staff members and added special ed support staff. HDLA provides its own special ed services and is under EI Dorado SELPA. HDLA added STEM engineering/coding classes through UCSD and hands on science lab programs through Cymer and Science Delivered.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While the quality of Holly Drive's staff improved this year, we are still focusing on getting better. All classes (grades 3-8) are using Achieve3000 and all classes are using California I-Ready to help close any instructional gaps. We will train all teaching staff in NWEA to use the testing data to identify students who need additional help and the information will help us drive instruction and professional development training.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action 2 and Action 7, fewer SPED services were needed than originally budgeted for. For Action 5, Holly Drive terminated the copier lease mid-way through the year since they received one as a donation.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Launching our students into the 21st century with access to quality technology has been a major goal of the HDLA community. Purchasing 12 iMac computers each year is a target until we have two full computer labs. Providing real world application by taking students outside or off campus is the foundation of our Academy. Our "classrooms without walls approach allows students to get a more varied learning experience.

**Updates** in the fall for 18-19 include: added goal strengthening goal around inclusion of all students in courses, curricula, and enrichments and to be consistent with LCFF. We also changed the SBAC goal to focus on difference of 3 rather than %ME to be consistent with the state dashboard. In addition, we updated the EL growth goal to be consistent with ELPAC rather than CELDT. We added strategies around increasing professional development and getting math coaching to address HDLA's math challenges and are reviewing new math programs. Note we did not add an RFEP goal because the school only has 22 ELs and the number meeting re-designation requirements is so small the rate will vary significantly from year to year.

## Goal 2

Holly Drive will maintain a school climate that promotes student engagement and is conducive to learning. Students will be taught leadership skills, be taught how to be leaders and peacemakers, and learn in an environment where they will feel respected, accepted, and safe. The school will maintain a well-trained support staff and a safe, secure, well-maintained facility.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6,

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
20% express concern regarding cleanliness of the school grounds and/or bullying.	less than 20% express concern regarding cleanliness of the school grounds and/or bullying.
All Staff will be fingerprinted and tested for TB	All Staff fingerprinted and tested for TB
Less than 8.5% suspended overall with no one subgroup over 17.5%	The overall suspension rate was 11.9%. Students with Disabilities were the only subgroup that exceeded 17.5% with a suspension rate of 24%.
Less than 3% of students will be expelled	0% of students have been expelled
An attendance rate in excess of 94% will be maintained	Holly Drive had an overall attendance rate of 93.45% as of the 2017-18 P2 Attendance Report.

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire/Retain qualified classified aides to assist underperforming students in the classroom, minimize classroom disruptions	6 classified instructional aides were hired in 2017-18 to assist underperforming students in the classroom and minimize	\$230,379	\$153,311

by addressing behavior issues, and work in the 6 to 6 Program to provide a safe and instructional environment for children before and after school	classroom disruptions by addressing behavior issues. 1 classified aide was hired to work the 6 to 6 program.		
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire/Retain Maintenance staff to ensure school grounds are kept safe and clean, and to execute school beautification projects such as setting up a community garden experience for the students	1 maintenance staff was hired and retained for 2017-18 and one substitute maintenance staff has been retained to ensure school grounds are kept safe and clean.	\$42,245	\$38,666.73

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire/Retain Office Staff assist students and parents as needed, maintain SIS data in PowerSchool, follow up on student absences/tardies thereby promoting student engagement/attendance	1 office staff was hired and retained in 2017-18 and assisted student and parents as needed, maintain SIS data in PowerSchool, follow up on student absences/tardies and promoted student engagement/attendance.	\$76,272	\$75,598

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide CPR and training to all staff	CPR training was provided to all staff through Do it Right.	\$1,425	\$1,225

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide cleaning supplies, bathroom supplies, and paper products necessary to maintain a clean and safe campus	Holly Drive purchased cleaning supplies, bathroom supplies, and paper products throughout the year to maintain a clean and safe campus.	\$10,000	\$5,500
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## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Proper insurance will be carried for the facilities, staff, and students at levels equal to or exceeding state requirements	General insurance was purchased at the beginning of the year through CharterSafe that equaled or exceeded the state requirements.	\$13,000	\$14,793

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilities, including power, gas, water and telephone, will be maintained at a level to insure the students have a comfortable learning environment and access to adequate technology.	Holly Drive maintained utilities at the school site including power, gas, water, trash, telephone and internet and provided students with a comfortable learning environment and access to adequate technology.	\$26,500	\$36,276.01

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase PowerSchool SIS license to track attendance and discipline. Use the data to identify students that need counseling	Holly Drive purchased PowerSchool SIS license for 2017-18 in order to track attendance/discipline and identified students that need counseling.	\$15,000	\$6,065

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Staff is present before and after school to ensure the safety of the students as they arrive and leave. Teachers are assigned parking lot duty to ensure parents slow down when driving in the parking lot to drop off or pick up. Implemented safety playground activities during lunch, staggered lunch times to reduce the number of students outside and numerous adult aides on duty to ensure proper conduct outside. A full time Porter and a part time porter are on staff to ensure the facilities are clean and well maintained.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The majority of the students expressed that they feel safe on campus. Many have expressed concerns over the restroom facilities. Locks broken for the majority of the year and the floors needing to be replaced. Our Porter has placed work orders to have these needs met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action1, 3 aides were budgeted for the HEAT program, but Holly Drive decided to contract with Harmonium to provide support services for our before and after school programs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Due to the population we serve, and the goal of being a leadership school, our school has a high suspension rate. We are implementing alternative answers in holding students accountable for their actions and extinguishing the behavior.

Fall Update: To reduce the suspension rate we are focusing on conflict management programs and strategies, instituted a policy of in-school suspension to reduce time away from school, and are exploring restorative justice practices. Based on the latest data we are

also going to focus on chronic absences and will offer incentives, investigate causes, and hold SARBS. Moving forward we are going to change our survey results to focus on the positive rather than the negative.

## Goal 3

The parents and community members of Holly Drive will feel they are true partners with the school and in the students' education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

Volunteer logs showing hours worked will be compared to prior year and increase/decrease analyzed	Given parental availability varies this is no longer a goal.
Sign in Sheets from Parent Meetings kept and compared to prior year for attendance rates	Will move to a satisfaction survey.
Copies of all parent correspondence will be kept on file	Copies of all parent correspondence kept on file
3 parent meetings/events will be held	3 parent meetings/events were held

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase refreshments and supplies for parent meetings	Purchase refreshments and supplies for parent meetings	\$3,000	\$2,500

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Lease and Maintain a copy machine for the production of monthly newsletters and other communications with parents	[Received a copy machine as a donation	\$1,500	\$1,435

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with IT/Website Coordinator to update website. Website will contain information for parents including board meeting information, upcoming events, testing dates, and school calendar	Holly Drive hired an IT consultant to keep the school's website up to date with information regarding board meeting dates, upcoming events, testing dates and the school calendar.	\$6,500	\$4,100

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Mail out communications to parents including test scores to keep them apprised of their children's progress.	Communications sent home with students to parents including test scores to keep them apprised of their children's progress.	\$2,600	\$750

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hold 3 events each year to encourage parents to attend and participate in their child's community, including Movie Night	Held over 3 events each year to encourage parents to attend and participate in their child's community, including Movie Night, trunk and treat,	\$1,500	\$1,400

	winter show, end of the year award ceremony		
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our parent nights are often packed. We found that putting children on stage and refreshments usually yields high parent attendance. As well as door prizes and games. Planning on adding math and Literacy or science night next year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Communication with parents regarding student progress and programs needs to be better. Many parents have shared that they do not go on our website and do not always get the correspondences from their children. They stated they would prefer a phone call. We are looking into automatic phone call out services

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Revising parent meetings and connecting them with fun student programs to ensure high parent involvement.

Fall Update: Given parent volunteering is optional, removing this as a measurable outcome and moving towards parent ratings of the school through parent survey results.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review

Reviewed the surveys taken last year to identify areas of improvement. Parents are encouraged to share their thoughts and concerns at any time throughout the year but specifically at our parent nights held on specific dates throughout the year.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Attendance has been the biggest area of concern. Incentives to coming to school and mastering grade level tasks and objectives have been implemented. The restroom cleanliness has been an area of concern. To address these issues, work orders have been submitted to the District and a part time janitor comes out to assist with deferred maintenance every month.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

### State and/or Local Priorities addressed by this goal:

Increase student achievement outcomes overall and for numerically significant subgroups by implementing common core aligned curriculum for all students and supporting qualified teachers to deliver that curriculum and additional academic supports.

State Priorities: 1,2,4, 5,7, and 8

Local Priorities:

### Identified Need:

Holly Drive serves primarily at-risk students with a high percentage of economically disadvantaged, English learner, and Foster children. Many students enter Holly Drive performing well below grade level. The LCFF Evaluation Rubric shows that, while Holly Drive is making good progress, students are still performing below average.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCFF Evaluation Rubric Performance Data	Math Assessment: EL & Hispanic Maintained with slight increase, African American Increase Significantly, Students with Disabilities Declined	Math & English Language Arts – All subgroups Increase or Increase Significantly, with the exception of Students with Disabilities which will	Math & English Language Arts Overall and numerically significant subgroups Diff from 3 scores will at least “Increase” from the prior year (i.e.3 to 15 points of	Math & English Language Arts – Overall and numerically significant subgroups Diff from 3 scores will at least “Increase” from the prior year

	slightly.  English Language Arts: All subgroups increased or increased significantly except Hispanic, which maintained	maintain	growth)	(i.e.3 to 15 points of growth
CAASPP Scores	English Language Arts 22% of students scored standard met or above, Mathematics 13% of students scored standard met or above	English Language Arts 25% of students will score standard met or above, Mathematics 17% of students will score standard met or above	Move focus to Difference from 3	Move focus to Difference from 3
100% of Teachers Fully Credentialed and Appropriately Assigned]	100% of Teachers are fully credentialed and appropriately assigned	100% of Teachers will be fully credentialed and appropriately assigned	100% of Teachers will be fully credentialed and appropriately assigned	100% of Teachers will be fully credentialed and appropriately assigned
Experienced Principal/Director	School has a director with over 15 years of experience	School will have a director with over 15 years of experience	School will have a director with over 15 years of experience	School will have a director with over 15 years of experience
100% of students enrolled in core classes	100% of students enrolled in core classes	100% of students will be enrolled in core classes	100% of students will be enrolled in core classes	100% of students will be enrolled in core classes
*100% of students will have access to common core aligned materials	100% of students will have access to common core aligned materials	100% of students will have access to common core aligned materials	100% of students will have access to common core aligned materials	100% of students will have access to common core aligned materials
75% of English learners will score intermediate or higher within 3 years of enrolling at Holly Drive	80% of English learners scored intermediate or higher within 3 years of enrolling at Holly Drive	Changed from CELDT to ELPAC.	75% of English Learners will score at least Moderately Developed within 3 years of enrolling at Holly Drive	75% of English Learners will score at least Moderately Developed within 3 years of enrolling at Holly Drive



# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

### 2017-18 Actions/Services

Hire/Retain Highly Qualified Teachers and Qualified Director/Principal

### 2018-19 Actions/Services

Hire/Retain Highly Qualified Teachers and Qualified Director/Principal

### 2019-20 Actions/Services

[Hire/Retain Highly Qualified Teachers and Qualified Director/Principal

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$523,500	\$584,675	\$584,675
Source	LCFF Base, LCFF Supplemental/Concentration, EPA, Title I	LCFF Base, LCFF Supplemental/Concentration, EPA, Title I	LCFF Base, LCFF Supplemental/Concentration, EPA, Title I
Budget Reference	1000, 3000	1000, 3000	1000, 3000

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

#### 2017-18 Actions/Services

Hire/Retain Ed Specialist to assist in identifying special needs students and creating comprehensive IEPs to provide them with the

#### 2018-19 Actions/Services

Hire/Retain Ed Specialist to assist in identifying special needs students and creating comprehensive IEPs to provide them with the

#### 2019-20 Actions/Services

Hire/Retain Ed Specialist to assist in identifying special needs students and creating comprehensive IEPs to provide them with the

skills they need to succeed	skills they need to succeed	skills they need to succeed
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,795	\$32,400	\$32,400
Source	Special Ed State & Federal Funding, LCFF Base	Special Ed State & Federal Funding, LCFF Base	Special Ed State & Federal Funding, LCFF Base
Budget Reference	1000, 3000	1000, 3000	1000, 3000

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA Wide	All Schools
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#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Assure all students are provided with the common core aligned textbooks, supplies, and technology necessary to excel	Assure all students are provided with the textbooks, supplies, and technology necessary to excel	Assure all students are provided with the textbooks, supplies, and technology necessary to excel
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,850	\$68,000	\$68,000
Source	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration
Budget Reference	4000	4000	4000

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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### Actions/Services

Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for

2017-18	2018-19	2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide professional development opportunities for certificated staff to enhance teaching skills	Provide professional development opportunities for certificated staff to enhance teaching skills, particularly in Math (e.g. SDCOE support and alignment of instruction to rigor of SBAC)	Provide professional development opportunities for certificated staff to enhance teaching skills

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,225	\$19,400	\$2,700
Source	LCFF Base, Title II	LCFF Base, Title II	LCFF Base, Title II
Budget Reference	5200	5200	5200

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Lease and Maintain a copy machine for use by teachers in classroom instruction and office staff for the benefit of the students	Maintain a copy machine for use by teachers in classroom instruction and office staff for the benefit of the students	Maintain a copy machine for use by teachers in classroom instruction and office staff for the benefit of the students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$6.500	\$6.500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5600	5600	5600

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA Wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

### 2017-18 Actions/Services

Hire outside consultants for alternative learning experiences including dance, music appreciation, chess, and art classes with a student show. This allows economically disadvantaged students and ELL to experience a broader academic base

### 2018-19 Actions/Services

Hire outside consultants for alternative learning experiences including dance, music appreciation, basketball, and chess. This allows economically disadvantaged students and ELL to experience a broader academic base

### 2019-20 Actions/Services

Hire outside consultants for alternative learning experiences including dance, music appreciation, basketball, photography and chess. This allows economically disadvantaged students and ELL to experience a broader academic base

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$13,00	\$22,700	\$22,700
Source	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration
Budget Reference	5800	5800	5800

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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### 2017-18 Actions/Services

Hire Special Education consultants to provide services as specified in IEPs

### 2018-19 Actions/Services

Hire Special Education consultants to provide services as specified in IEPs

### 2019-20 Actions/Services

Hire Special Education consultants to provide services as specified in IEPs

## Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	\$52,00	\$52,000	\$52,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5800	5800	5800

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA Wide	All Schools
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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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### 2017-18 Actions/Services

Field trips to local museums and nature centers, specialized learning labs, college tours and 8<sup>th</sup> grade annual trip. Includes bus transportation, entry fees, and workshop fees

### 2018-19 Actions/Services

Field trips to local museums and nature centers, specialized learning labs, college tours and 8<sup>th</sup> grade annual trip. Includes bus transportation, entry fees, and workshop fees

### 2019-20 Actions/Services

Field trips to local museums and nature centers, specialized learning labs, college tours and 8<sup>th</sup> grade annual trip. Includes bus transportation, entry fees, and workshop fees

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,000	\$27,950	\$27,950
Source	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration
Budget Reference	5800	5800	5800

## Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA Wide	All Schools
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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Purchase software license for “Books that Grow” to assist ELL students	Purchase California Iready software and achieve 3000 software	Purchase California Iready software and achieve 3000 software
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,025	\$1,050
Source	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration
Budget Reference	5800	5800	5800

## Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA Wide	All Schools
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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase software licenses for online learning programs such as IRDY Math and Reading and Renaissance Learning to assist students which are not performing at grade level.	Purchase software licenses for online learning programs such as NWEA, IRDY Math and Reading and Renaissance Learning to assist students which are not performing at grade level.	Purchase software licenses for online learning programs such as NWEA, IRDY Math and Reading and Renaissance Learning to assist students which are not performing at grade level.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,000	\$19,000	\$19,000
Source	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration
Budget Reference	5800	5800	5800

## Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	LEA Wide
-----	----------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Hire math consultant to provide coaching and assist on adoption of new math curriculum for 19-20	Get coaching support to implement new math curriculum

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$8,000	\$8,000
Source		Title IV	Title IV
Budget Reference		5851	5851

**Action     12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

LEA Wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

**2017-18 Actions/Services**

Hire/Retain qualified classified aides to assist underperforming students in the classroom, minimize classroom disruptions by addressing behavior issues, and work in the 6 to 6 Program to provide a safe and instructional environment for children before and after school

**2018-19 Actions/Services**

Hire/Retain qualified classified aides and outside services through Harmonium to assist underperforming students in the classroom, minimize classroom disruptions by addressing behavior issues, and work in the 6 to 6 Program to provide a safe and instructional environment for children before and after school

**2019-20 Actions/Services**

Hire/Retain qualified classified aides and outside services through Harmonium to assist underperforming students in the classroom, minimize classroom disruptions by addressing behavior issues, and work in the 6 to 6 Program to provide a safe and instructional environment for children before and after school /Principal

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$230,379	\$99,418	\$99,418
Source	Title I, ASES, LCFF Supplemental/Concentration	Title I, ASES, LCFF Supplemental/Concentration	Title I, ASES, LCFF Supplemental/Concentration
Budget Reference	2000,3000	2000,3000	2000,3000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 2

Reduce Suspension Rates, Increase Attendance Rates and ensure campus is safe and clean.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1,5,6

Local Priorities:

### Identified Need:

Parents expressed a concern for their children's physical and social/emotional safety due to the community in which they live. They want their children to go to a safe clean campus.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Less than 5% of students will be suspended in all subgroups	9.8% were suspended, with the highest subgroup being Students with Disabilities at 20.7%	Less than 6% suspended overall with no one subgroup over 17.5%	Less than 5% suspended overall with no one subgroup over 15.0%	Less than 4% suspended overall with no one subgroup over 12.5%
Less than 3% of students will be expelled	No Students were expelled	Less than 3% of students will be expelled	Less than 3% of students will be expelled	Less than 3% of students will be expelled
An attendance rate in excess of 95% will be maintained	93.3%	94%	95%	95%

Less than 16% of students will be Chronically Absent	23.1	24.5	20%	16%
Less than 20% of student of students will be concerned about bullying	20%	Less than 20%	Revised: Improvement every year until 90% of respondents feel the school has a positive climate and is safe	Revised: Improvement every year until 90% of respondents feel the school has a positive climate and is safe
Less than 20% will be concerned about facilities	20%	Less than 20%	Revised: Improvement every year until 80% of respondents than the building is clean and safe	Improvement every year until 80% of respondents than the building is clean and safe

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New	Unchanged
--	-----	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	Institute In-School Suspensions and conflict resolution strategies (including Positive Playground) to reduce suspension rates. Explore restorative justice practices.	Institute In-School Suspensions and conflict resolution strategies (including Positive Playground) to reduce suspension rates. Explore restorative justice practices
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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$2,500 for Positive Playground stipend	\$2,500 for Positive Playground stipend
Source		LCFF Base	LCFF Base
Budget Reference		2100	2100

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

**2017-18 Actions/Services**

Hire/Retain Maintenance staff to ensure school grounds are kept safe and clean, and to execute school beautification projects such as setting up a community garden experience for the students

**2018-19 Actions/Services**

Hire/Retain Maintenance staff to ensure school grounds are kept safe and clean, and to execute school beautification projects such as setting up a community garden experience for the students

**2019-20 Actions/Services**

Hire/Retain Maintenance staff to ensure school grounds are kept safe and clean, and to execute school beautification projects such as setting up a community garden experience for the students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$42,245	\$47,116	\$47,116
Source	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration
Budget Reference	2000,3000	2000,3000	2000,3000

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

Hire/Retain Office Staff assist students and parents as needed, maintain SIS data is PowerSchool, follow up on student absences/tardies thereby promoting student engagement/attendance

**2018-19 Actions/Services**

Hire/Retain Office Staff assist students and parents as needed, maintain SIS data is PowerSchool, follow up on student absences/tardies, and chronic absences thereby promoting student engagement/attendance

**2019-20 Actions/Services**

Hire/Retain Office Staff assist students and parents as needed, maintain SIS data is PowerSchool, follow up on student absences/tardies thereby promoting student engagement/attendance

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$76,272	\$78,486	\$78,486
Source	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration
Budget	2000,3000	2000,3000	2000,3000

Reference			
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## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

Provide CPR and training to all staff	Provide CPR and training to all staff	Provide CPR and training to all staff
---------------------------------------	---------------------------------------	---------------------------------------

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,425	\$2,225	\$2,225

Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5200	5200	5200

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

### 2017-18 Actions/Services

Provide cleaning supplies, bathroom supplies, and paper products necessary to maintain a clean and safe campus

### 2018-19 Actions/Services

Provide cleaning supplies, bathroom supplies, and paper products necessary to maintain a clean and safe campus

### 2019-20 Actions/Services

Provide cleaning supplies, bathroom supplies, and paper products necessary to maintain a clean and safe campus

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$7,000	\$10,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4300	4300	4300

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

### 2017-18 Actions/Services

Proper insurance will be carried for the facilities, staff, and students at levels equal to or exceeding

### 2018-19 Actions/Services

Proper insurance will be carried for the facilities, staff, and students at levels equal to or exceeding

### 2019-20 Actions/Services

Proper insurance will be carried for the facilities, staff, and students at levels equal to or exceeding

state requirements	state requirements	state requirements
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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,00	\$14,950	\$14,950
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5400	5400	5400

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

**2017-18 Actions/Services**

Utilities, including power, gas, water and telephone, will be maintained at a level to insure the students have a comfortable learning environment and access to adequate technology.

**2018-19 Actions/Services**

Utilities, including power, gas, water and telephone, will be maintained at a level to insure the students have a comfortable learning environment and access to adequate technology.

**2019-20 Actions/Services**

Utilities, including power, gas, water and telephone, will be maintained at a level to insure the students have a comfortable learning environment and access to adequate technology.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$26,500	\$35,500	\$35,500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5500, 5900	5500, 5900	5500, 5900

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

### 2017-18 Actions/Services

Purchase PowerSchool SIS license to track attendance and discipline. Use the data to identify students that need counseling.

### 2018-19 Actions/Services

Maintain PowerSchool SIS license to track attendance and discipline. Use the data to identify students that need counseling.

### 2019-20 Actions/Services

Maintain PowerSchool SIS license to track attendance and discipline. Use the data to identify students that need counseling.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$6,100	\$6,100
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5800	5800	5800

## Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All		
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
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**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

	Communicate importance of attendance to parents, investigate causes of chronic absences, provide incentives, hold SARBS	Implement strategies to address chronic absenteeism.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		NA	TBD
Source			
Budget Reference			

## Goal 3

The parents and community members of Holly Drive will feel they are true partners with the school and in their students' education.

### State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At least 3 parent meetings/events will be held per year	3 parent meetings/events were held	3 parent meetings/events will be held	3 parent meetings/events will be held	3 parent meetings/events will be held
Parents will rate school and A or a B			New at least 80% of parents give school an A or a B	At least 80% of parents give school an A or a B

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

Purchase refreshments and supplies for parent meetings

### 2018-19 Actions/Services

Purchase refreshments and supplies for parent meetings

### 2019-20 Actions/Services

Purchase refreshments and supplies for parent meetings

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$2,500	\$2,500
Source	LCFF Base	LCFF Base	LCFF Base

Budget Reference	4300	4350	4350
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## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools
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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
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### 2017-18 Actions/Services

Lease and Maintain a copy machine to produce monthly newsletters and other communications with parents

### 2018-19 Actions/Services

Maintain a copy machine to produce monthly newsletters and other communications with parents

### 2019-20 Actions/Services

Maintain a copy machine to produce monthly newsletters and other communications with parents

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$2,600	\$2,600
Source	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration	LCFF Base, LCFF Supplemental/Concentration
Budget Reference	5600	5630	5630

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

Contract with IT/Website Coordinator to update website. Website will contain information for

### 2018-19 Actions/Services

Contract with IT/Website Coordinator to update website. Website will contain information for

### 2019-20 Actions/Services

Contract with IT/Website Coordinator to update website. Website will contain information for

parents including board meeting information, upcoming events, testing dates, and school calendar.

parents including board meeting information, upcoming events, testing dates, and school calendar.

parents including board meeting information, upcoming events, testing dates, and school calendar

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$5,500	\$5,500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5800	5800	5800

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

#### 2017-18 Actions/Services

Mail out communications to parents including test scores to keep them apprised of their children's progress.

#### 2018-19 Actions/Services

Mail out communications to parents including test scores to keep them apprised of their children's progress.

#### 2019-20 Actions/Services

Mail out communications to parents including test scores to keep them apprised of their children's progress.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,600	\$1,263	\$1,263
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5900	5900	5900

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

--	--	--



## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

### 2017-18 Actions/Services

Hold 3 events each year to encourage parents to attend and participate in their child's community, including Movie Night.

### 2018-19 Actions/Services

Hold 3 events each year to encourage parents to attend and participate in their child's community, including Movie Night.

### 2019-20 Actions/Services

Hold 3 events each year to encourage parents to attend and participate in their child's community, including Movie Night.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5800	4300/5800	4300/5800

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$205,089	22%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school wide or LEA-wide basis. Include the required descriptions supporting each school wide or LEA-wide use of funds (see instructions).

Last year Holly Drive had an unduplicated count of 89% and continues to operate a school wide program for low income and English Learners. Instruction Aides provide pullout services to ELL, struggling students, and economically disadvantaged students. The on-line programs Achieve3000 and California Iready to assist them with language acquisition. The school operates the ASES program for our before and after school program to provide continuity to our services.

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limiting. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the

stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools' budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

## **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)



Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “School wide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “school wide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**For charter schools and single-school school districts**, “LEA-wide” and “School wide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “School wide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “School wide” provided these terms are used in a consistent manner through the LCAP.

#### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA

must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed

expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## **Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### **Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### **Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any school wide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a school wide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a school wide basis, and include the required description supporting the use of the funds on a school wide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a school wide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;

- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:



- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?

13)What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*

3325862

**FILED**  
In the Office of the Secretary of State  
of the State of California

AUG 27 2010

**ARTICLES OF INCORPORATION**

**of**

**HOLLY DRIVE LEADERSHIP ACADEMY**

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I.

The name of the corporation is Holly Drive Leadership Academy

II.

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote Holly Drive Leadership Academy, and such other educational activities as the Board of Directors may define from time to time.

III.

The name and address of the corporation's initial agent for service of process is:

Alysia Smith  
4999 Holly Drive  
San Diego, CA 92113

IV.

The corporation is organized and operated exclusively to manage, operate, guide, direct and promote the Holly Drive Leadership Academy, and to educate students, within the meaning of Internal Revenue Code Section 501(c)(3).

V.

Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation

exempt from federal income tax under Internal Revenue Code Section 501(c)(3) or (2) by a corporation, the contributions to which are deductible under Internal Revenue Code Section 170(c)(2).

VI.

No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

VII.

The name and address of the person appointed to act as the initial director of this corporation is:

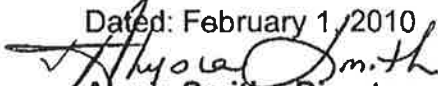
Alysia Smith  
4999 Holly Drive  
San Diego, CA 92113

VIII.

The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of Holly Drive Leadership Academy, and the education of students, and no part of the net income or assets of the organization shall ever inure to the benefit of any director, trustee, officer or member thereof or to the benefit of any private person.

In the event of the dissolution of the corporation for any reason, any assets of the corporation remaining after compliance with applicable provisions of the California Corporation Code shall be distributed by the corporation to another nonprofit benefit corporation whose primary purpose is education.

Dated: February 1, 2010

  
Alysia Smith, Director

We, the above mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which execution is our act and deed.

  
Alysia Smith, Director

**BYLAWS  
OF  
HOLLY DRIVE LEADERSHIP ACADEMY**  
(A California Non-Profit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is HOLLY DRIVE LEADERSHIP ACADEMY.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is located at 4801 Elm Street, San Diego, in San Diego County, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct and promote the Holly Drive Leadership Academy (a California public school). Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

## **ARTICLE IV CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This Corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to another nonprofit public benefit corporation whose primary purpose is education

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no voting members within the meaning of the Non-Profit Corporation Law.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these Bylaws, but subject to the same limitations, the Board of Directors shall have the power to:



1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the Articles of Incorporation, and these Bylaws; fix their compensation; and require them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California
3. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. AUTHORIZED NUMBER OF BOARD MEMBERS. The authorized number of Directors of the Corporation shall be not less than four (4) or more than nine (9)

Section 4. DESIGNATED DIRECTORS AND TERMS. All directors, except for the representative designated by the charter authorizer, - shall be designated by the existing Board of Directors. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board Members. No teacher or staff member employed at the charter school shall serve as a director on the Board of Directors.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS  
No "interested persons" may serve on the Board of Directors. An "interested person" is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 6. DIRECTORS TERM. The term of office for Board of Directors shall be four (4) years. A Director may serve an unlimited number of terms. All terms shall commence on July 1 and shall expire on June 30 of the year of the term.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-

Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the failure of the directors, at any Board meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting;

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairperson of the Board, or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 13.

Section 12. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board or (2) a sole remaining director.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 15. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may designate that a meeting be held at any place within California that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 16. TELECONFERENCE MEETINGS. Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 17. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Board of Directors shall hold an Annual Meeting for purposes of organization, election of officers, and transaction of other business. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 18. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, if there is such an officer, or a majority of the Board of Directors. If a Chairperson of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairperson of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours-notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours-notice of the special meeting, in the following manner:

<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 20. QUORUM. A majority of the directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive reimbursement of reasonable expenses for school-related business as approved by the Board of Directors. No director shall receive compensation for service on the Board of Directors.

Section 23. CREATION OF POWERS OF COMMITTEES. The Board of Directors may create committees (standing and ad hoc) each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall majority vote of the directors then in office. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- (a) Fill vacancies on the Board of Directors;
- (b) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- (c) Amend or repeal Bylaws or adopt new Bylaws;
- (d) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- (e) Create any other committees of the Board of Directors;
- (f) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected;
- (g) Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board of Directors has not adopted committee rules, the committee may do so.

Section 25. LIABILITY OF DIRECTORS. Directors shall be personally liable for the debts, liabilities, or other obligations of this Corporation insofar as provided for and allowable under the laws of the State of California.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.



## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this Corporation shall be: Chairperson of the Board, Vice Chair, President, Secretary, and Treasurer. The Corporation, at the Board's direction, may also have one or more Vice Chairs, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article IX, Section 4 of these Bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer, may serve concurrently as the Chairperson of the Board or the President.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation, except any appointed under Article IX, Section 4 of these Bylaws, shall be elected at the Annual Meeting of the Board of Directors. Officers shall serve for a term of one (1) year and may be elected for additional consecutive terms.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may authorize the Chairperson of the Board to appoint any other officers that the Corporation may require to carry out its purpose. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the Bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRPERSON OF THE BOARD. The Chairperson of the Board of Directors shall preside at all meetings of the Board of Directors and shall exercise and perform such other powers and duties as may from time to time be assigned by the Board or prescribed by these Bylaws.

Section 9. VICE CHAIRPERSON. If the Chairperson is absent or disabled, the Vice Chair shall perform all duties of the Chairperson. When so acting, the Vice Chair shall have all powers, and be subject to all restrictions, of the Chairperson. The Vice Chair shall have such other powers and perform such other duties as the Board of Directors or the Bylaws may require.

Section 10. PRESIDENT. The President, also known as the Principal, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board, and of committees of the Board of Directors, that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or Bylaws may require.

Section 11. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (i) deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the Chairperson of the Board and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board or the Bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of Treasurer on his or her death, resignation, retirement, or removal from office.

**ARTICLE IX**  
**CONTRACTS WITH DIRECTORS AND OFFICERS**

Section 1. **CONTRACTS WITH DIRECTORS AND OFFICERS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

**ARTICLE X**  
**CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

**ARTICLE XI**  
**LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

**ARTICLE XII**  
**INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding", as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses", as used in these Bylaws, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c), the Board of Directors shall promptly decide under Corporations Code section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code section 5238 (b) or section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.



### **ARTICLE XIII INSURANCE**

Section 1. **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

### **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This Corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of the Board, and committees of the Board; and
- (c) Such reports and records as required by law.

### **ARTICLE XV INSPECTION RIGHTS**

Section 1. **DIRECTORS RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the Article of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an Annual Report to be sent to the Board of Directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The Corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the Annual Report to all members, or as a separate document if no Annual Report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - 1. Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

- (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

### **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Holly Drive Leadership Academy, a California non-profit public benefit corporation; that these Bylaws, consisting of thirteen (13) pages, are the Bylaws of the Corporation as adopted by the Board of Directors on October 12, 2018, and that these Bylaws have not been amended or modified since that date.

Executed on October 12, 2018 at San Diego, California.

A handwritten signature in dark ink, appearing to read 'Bernard Cook', written over a horizontal line.

Bernard Cook, Secretary

## **HOLLY DRIVE LEADERSHIP ACADEMY CONFLICT OF INTEREST CODE**

### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Holly Drive Leadership Academy hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Holly Drive Leadership Academy ("Charter School"), as specifically required by California Government Code Section 87300.

### **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

### **III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

## EXHIBIT A

### Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2, 3
President/Principal	1, 2, 3
Chairperson of the Board	1, 2, 3
Treasurer	1, 2, 3
Secretary	1, 2, 3

#### New Positions \*

\*New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chairperson of the Board may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chairperson of the Board's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

## **EXHIBIT B**

### **Disclosure Categories**

#### **Category 1**

Designated positions assigned to this category must report:

- a. Interests in real property that property is located in whole or in part within a two-mile radius):
  - of any school district that has authorized a school operated by Holly Drive Leadership Academy , or
  - of any facility utilized by Holly Drive Leadership Academy, or
  - of a proposed site for a Holly Drive Leadership Academy facility.
- b. Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engages in the purchase or sale of real property or are engaged in building construction or design.

#### **Category 2**

Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment to be utilized by Holly Drive Leadership Academy.

#### **Category 3**

Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.





### Scope

Holly Drive Leadership Academy ("HDLA") policy is to comply with applicable federal and state laws and regulations. HDLA is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. HDLA adopts the following complaint procedure to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any HDLA program or activity.
- (2) Complaints of violations of state or federal law and regulations governing programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs; Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs; Special Education Programs; Foster and Homeless Youth Services; Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII) including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

(6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil

HDLA acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. HDLA cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, HDLA will attempt to do so as appropriate. HDLA may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

HDLA prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure HDLA compliance with law:

Alysia Smith  
Principal  
Holly Drive Leadership Academy  
4801 Elm Street  
San Diego, CA 92102  
619-266-7333

The Board of Directors shall ensure that individuals designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated individuals may have access to legal counsel as determined by the Board.

#### Notifications

The Principal or his/her designee shall annually provide notification of HDLA's Uniform Complaint Procedures to employees, students, parents and/or guardians, advisory committees, school officials and other interested parties. The notice shall be in English, and when necessary, in the primary language,

pursuant to Education Code Section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English. The Principal or his/her designee shall make available copies of HDLA's Uniform Complaint Procedures free of charge. The annual notice shall include the following:

- (a) A statement that HDLA is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal HDLA's decision to the CDE by filing a written appeal within 15 days of receiving HDLA's Decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

#### Procedures

The following procedures shall be used to address all complaints that allege that HDLA has violated federal or state laws or regulations governing educational programs. The Compliance Officer shall maintain a record of each complaint and subsequent related actions. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

##### • Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint with the Compliance Officer using the form attached hereto as Exhibit A, or in the case of an alleged violation of the Student Fees Policy, the form attached hereto as Exhibit B. A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred. The complaint shall be presented to the Compliance Officer or Principal, who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, HDLA staff shall assist him/her in the filing of the complaint.

- Step 2: Resolution Meeting

Within five (5) business days of receiving the complaint, the Compliance Officer may informally discuss with the complainant the possibility of engaging in a Resolution Meeting. If the complainant agrees to a Resolution Meeting, the member of the Board of Directors shall make arrangements for the same.

Before initiating the Resolution Meeting of an unlawful discrimination, harassment, intimidation or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the Principal a party to related confidential information. If the Resolution Meeting does not resolve the problem, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of a Resolution Meeting shall not extend HDLA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The Compliance Officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. A complainant's refusal to provide the Compliance Officer with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

HDLA's refusal to provide the Compliance Officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the Compliance Officer shall prepare and send to the complainant a written report of HDLA's investigation and decision, as described in step 5, below, within sixty (60) days of HDLA's receipt of the complaint. HDLA's decision shall be in writing and sent to the complainant.

- Step 5: Final Written Decision

HDLA's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

- (1) The findings of fact based on evidence gathered;
- (2) The conclusion(s) of law;
- (3) Disposition of the complaint;
- (4) Rationale for such disposition;
- (5) Corrective actions, if any are warranted;
- (6) Notice of the complainant's right to appeal HDLA's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal;
- (7) For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies; and,
- (8) For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of HDLA's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with HDLA's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving HDLA's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect, and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of HDLA's decision.

Upon notification by the CDE that the complainant has appealed HDLA's decision, the Compliance Officer or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by HTH, if not

covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of HDLA's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by HDLA when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which HDLA has not taken action within sixty (60) days of the date the complaint was filed with HDLA.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of HDLA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if HDLA has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.



Exhibit A

UNIFORM COMPLAINT PROCEDURE FORM – GENERAL USE

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_

Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Department of Alleged Violation: \_\_\_\_\_

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

\_\_\_\_\_ Child Nutrition Services

\_\_\_\_\_ Consolidated Categorical Programs

\_\_\_\_\_ Every Student Succeeds Act / No Child Left Behind Programs \_\_\_\_\_ Foster/Homeless Youth Services

\_\_\_\_\_ Local Control Funding Formula/Local Control and Accountability Plan

\_\_\_\_\_ Juvenile Court School Pupils \_\_\_\_\_ Pupil Fees \_\_\_\_\_ Special Education

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

\_\_\_\_\_ Age

\_\_\_\_\_ Ancestry

\_\_\_\_\_ Color

\_\_\_\_\_ Disability (Mental or Physical)

\_\_\_\_\_ Ethnic Group Identification



\_\_\_\_ Immigration Status

\_\_\_\_ Gender / Gender Expression /Gender Identity

## Genetic Information

\_\_\_\_\_ Marital Status

           Medical Condition

\_\_\_\_ Nationality

\_\_\_\_ National Origin

\_\_\_\_\_ Race or Ethnicity

\_\_\_\_\_Religion

\_\_\_\_\_ Sex

## Sexual Orientation

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there is a faint vertical margin line, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled sheet of paper.

2. Have you discussed your complaint or brought your complaint to any HDLA personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. \_\_\_\_ Yes \_\_\_\_ No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

President of HDLA Board of Directors

Holly Drive Leadership Academy

4801 Elm Street

San Diego, CA 92102



# **Holly Drive Leadership Academy**

4801 Elm Street ° San Diego, CA 92102 ° (619) 266-7333 ° (619) 266-2540 fax

## **Holly Drive Leadership Academy**

### **Board Roster 2018-2019**

Chairperson

[pastorejd7@gmail.com](mailto:pastorejd7@gmail.com)

Eddie Davis

Secretary

[brci@yahoo.com](mailto:brci@yahoo.com)

Bernard Cook

Member

[emketta@aol.com](mailto:emketta@aol.com)

Etta Keeler

Member

[thicksplace@yahoo.com](mailto:thicksplace@yahoo.com)

Dianna Brown

Member

[Marisa\\_620@hotmail.com](mailto:Marisa_620@hotmail.com)

Marisa Williams

**HOLLY DRIVE LEADERSHIP ACADEMY**  
**BUDGET DETAIL**  
**PREPARED BY CHARTERWISE MANAGEMENT**  
**FISCAL YEAR 2018-19 THROUGH 2023-24**



	2018	2019	2020	2021	2022	2023	2024
	2017-18 FINAL	2018-19 BUDGET	2019-20 BUDGET	2020-21 BUDGET	2021-22 BUDGET	2022-23 BUDGET	2023-24 BUDGET
Enrollment	137	130	130	130	130	130	130
ADA	124	120.90	120.90	120.90	120.90	120.90	120.90
<b>INCOME</b>							
<b>8011-8096 Local Control Funding Formula Sources</b>							
8011 Local Control Funding Formula	372,542	437,686	464,887	497,470	539,297	580,477	623,036
8012 Education Protection Act EPA	24,826	24,180	24,180	24,180	24,180	24,180	24,180
8019 Charter Schools General Purpose - Prior Year	(10,799)	-	-	-	-	-	-
8096 In Lieu of Property Taxes	729,374	699,877	699,877	699,877	699,877	699,877	699,877
<b>Total 8011-8096 Local Control Funding Formula Sources</b>	<b>1,115,943</b>	<b>\$ 1,161,743</b>	<b>\$ 1,188,944</b>	<b>\$ 1,221,527</b>	<b>\$ 1,263,354</b>	<b>\$ 1,304,534</b>	<b>\$ 1,347,093</b>
<b>8100-8299 Federal Income</b>							
8181 Federal Special Education (IDEA) Part B, Sec 611	16,027	16,500	16,250	16,250	16,250	16,250	16,250
8182 Special Ed: IDEA Mental Health	-	-	-	-	-	-	-
8220 Child Nutrition Programs - Federal	-	-	-	-	-	-	-
8291 Title I, A Basic Grants Low-Income	64,765	57,572	54,405	54,405	54,405	54,405	54,405
8292 Title II, A Teacher Quality	6,276	5,928	2,418	2,418	2,418	2,418	2,418
8294 Title III, LEP, Immigrant	-	-	-	-	-	-	-
8295 Title IV, Part A	-	10,000	-	-	-	-	-
8296 Title V, B Charter Schools Grants	-	-	-	-	-	-	-
8297 All Other Federal Revenue	-	-	-	-	-	-	-
<b>Total 8100-8299 Federal Income</b>	<b>\$ 87,068</b>	<b>\$ 90,000</b>	<b>\$ 73,073</b>	<b>\$ 73,073</b>	<b>\$ 73,073</b>	<b>\$ 73,073</b>	<b>\$ 73,073</b>
<b>8300-8599 State Income</b>							
8560 State Lottery Revenue	26,394	24,664	24,664	24,664	24,664	24,664	24,664
8590 Mandated Block Grant	1,806	2,027	2,025	2,079	2,151	2,151	2,151
8591 SB740	-	-	-	-	-	-	-
8592 Mental Health-SPED	9,749	3,023	3,023	3,023	3,023	3,023	3,023
8594 Mandated Costs- One Time Funding	16,736	22,840	-	-	-	-	-
8599 All Other State Revenues	160,899	117,037	117,037	117,037	117,037	117,037	117,037
<b>Total 8300-8599 State Income</b>	<b>\$ 215,584</b>	<b>\$ 169,591</b>	<b>\$ 146,748</b>	<b>\$ 146,803</b>	<b>\$ 146,874</b>	<b>\$ 146,874</b>	<b>\$ 146,874</b>
<b>8600-8799 Local Income</b>							
8660 Interest / Dividend Income	5,468	2,000	2,000	2,000	2,000	2,000	2,000
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-
8670 Donations	-	-	-	-	-	-	-
8792 Transfers of Apportionments - Special Ed	63,803	59,675	63,110	63,110	63,110	63,110	63,110
8690 All Other Local Revenue	605	-	-	-	-	-	-
8698 Grants	-	-	-	-	-	-	-
8699 Fundraising	76	-	-	-	-	-	-
8999 Prior Year Adjustment	-	-	-	-	-	-	-
<b>Total 8600-8799 Local Income</b>	<b>\$ 69,952</b>	<b>\$ 61,675</b>	<b>\$ 65,110</b>	<b>\$ 65,110</b>	<b>\$ 65,110</b>	<b>\$ 65,110</b>	<b>\$ 65,110</b>
<b>TOTAL INCOME</b>	<b>\$ 1,488,546</b>	<b>\$ 1,483,009</b>	<b>\$ 1,473,875</b>	<b>\$ 1,506,512</b>	<b>\$ 1,548,411</b>	<b>\$ 1,589,591</b>	<b>\$ 1,632,150</b>
<b>EXPENSE</b>							
<b>1000 Certificated Salaries</b>							
1110 Teachers' Salaries	300,031	309,167	322,562	329,013	335,594	342,306	349,152
1120 Teachers' Hourly	-	-	-	-	-	-	-
1170 Teacher Salaries - Substitute	3,205	5,000	-	-	-	-	-
1175 Teachers' Salaries - Stipend/Extra Duty	15,450	18,000	18,000	18,000	18,000	18,000	18,000
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	-
1300 Certificated Supervisor and Administrator Salaries	121,385	124,135	126,618	129,150	131,733	134,368	137,055
1900 Other Certificated Salaries	12,250	20,000	20,000	20,000	20,000	20,000	20,000
<b>Total 1000 Certificated Salaries</b>	<b>\$ 452,321</b>	<b>\$ 476,302</b>	<b>\$ 487,180</b>	<b>\$ 496,163</b>	<b>\$ 505,327</b>	<b>\$ 514,673</b>	<b>\$ 524,207</b>
<b>2000 Classified Salaries</b>							
2100 Instructional Aide Salaries	105,246	150,460	151,779	154,878	155,571	158,917	159,638
2200 Classified Support Salaries	44,371	35,310	35,310	37,664	37,664	37,664	37,664
2300 Classified Supervisor and Administrator Salaries	-	-	-	-	-	-	-
2400 Clerical/Technical/Office Staff Salaries	56,623	58,000	56,100	57,222	58,366	59,534	60,724
2900 Other Classified Salaries	2,340	-	-	-	-	-	-
<b>Total 2000 Classified Salaries</b>	<b>\$ 208,580</b>	<b>\$ 243,770</b>	<b>\$ 243,189</b>	<b>\$ 249,764</b>	<b>\$ 251,601</b>	<b>\$ 256,115</b>	<b>\$ 258,026</b>
<b>3000 Employee Benefits</b>							
3101 STRS - State Teachers Retirement System	63,621	76,728	88,326	94,767	93,991	95,729	97,502
3102 PERS - Public Employee Retirement System	19,638	31,690	50,583	58,694	61,894	63,004	63,474
3301 OASDI - Social Security	13,752	15,300	15,078	15,485	15,599	15,879	15,998
3331 MED - Medicare	9,672	10,369	10,590	10,816	10,975	11,176	11,342
3401 H&W - Health & Welfare	68,062	72,000	65,448	66,102	66,764	67,431	68,105
3501 SUJ - State Unemployment Insurance	4,632	10,332	6,573	6,713	6,812	6,937	7,040
3601 Worker Compensation	8,781	10,011	10,225	10,443	10,597	10,791	10,951
3901 403B	-	-	-	-	-	-	-
3902 Other Benefits	6,162	-	-	-	-	-	-
<b>Total 3000 Employee Benefits</b>	<b>\$ 194,320</b>	<b>\$ 226,430</b>	<b>\$ 246,823</b>	<b>\$ 263,022</b>	<b>\$ 266,632</b>	<b>\$ 270,948</b>	<b>\$ 274,414</b>
<b>4000 Books and Supplies</b>							
4110 Approved Textbooks and Core Curriculum Materials	15,027	15,000	14,950	14,950	14,950	14,950	14,950
4210 Books and Other Reference Materials	421	900	900	900	900	900	900
4310 Student Materials	18,734	19,500	19,500	19,500	19,500	19,500	19,500
4350 Office Supplies	24,675	16,900	16,900	16,900	16,900	16,900	16,900
4390 Other Supplies	19,763	13,000	13,000	13,000	13,000	13,000	13,000
4400 Non Capitalized Equipment	25,832	20,500	19,500	19,500	19,500	19,500	19,500
<b>Total 4000 Supplies</b>	<b>\$ 104,450</b>	<b>\$ 85,800</b>	<b>\$ 84,750</b>	<b>\$ 84,750</b>	<b>\$ 84,750</b>	<b>\$ 84,750</b>	<b>\$ 84,750</b>
<b>5000 Services and Other Operating Expenditures</b>							
5200 Travel and Conferences	3,616	19,400	5,400	5,400	5,400	5,400	5,400
5300 Dues and Memberships	6,992	1,000	2,600	2,600	2,600	2,600	2,600
5450 General Insurance	14,794	14,950	14,950	14,950	14,950	14,950	14,950
5500 Operation and Housekeeping Services	27,590	23,500	22,200	22,200	22,200	22,200	22,200
5610 Rent - Facilities / Buildings / Space	1,491	1,500	1,500	1,500	1,500	1,500	1,500
5620 Equipment Lease	5,059	-	-	-	-	-	-
5630 Vendor Repairs	-	2,600	2,600	2,600	2,600	2,600	2,600

HOLLY DRIVE LEADERSHIP ACADEMY  
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FISCAL YEAR 2018-19 THROUGH 2023-24



	2018	2019	2020	2021	2022	2023	2024
	2017-18 FINAL	2018-19 BUDGET	2019-20 BUDGET	2020-21 BUDGET	2021-22 BUDGET	2022-23 BUDGET	2023-24 BUDGET
Enrollment							
ADA	137 124	130 120.90	130 120.90	130 120.90	130 120.90	130 120.90	130 120.90
5812 Field Trips/Pupil Transportation	28,841	27,950	26,000	26,000	26,000	26,000	26,000
5820 Legal Fees	8,730	9,000	4,120	4,120	4,244	4,371	4,502
5825 Audit Fees	-	9,000	9,270	9,548	9,835	10,130	10,433
5830 Advertisement / Recruitment	995	3,250	3,900	3,900	3,900	3,900	3,900
5850 Non Instructional consultants	7,801	9,500	6,500	6,500	6,500	6,500	6,500
5851 Instructional consultants	188,027	162,700	162,700	154,700	154,700	154,700	154,700
5853 Back Office Support	46,728	53,523	55,129	56,783	58,486	60,241	62,048
5860 Software Licenses	-	25,100	25,100	25,100	25,100	25,100	25,100
5880 District Oversight Fee	33,478	34,852	35,668	36,646	37,901	39,136	40,413
5885 El Dorado Admin Fee	-	3,809	3,968	3,968	3,968	3,968	3,968
5890 Other Fees / Bank Charges /Credit Card Fees	19,391	12,025	12,030	12,046	12,063	12,080	12,097
5900 Communications	12,050	13,263	13,000	13,000	13,000	13,000	13,000
Total 5000 Services and Other Operating Expenditures	\$ 405,583	\$ 426,922	\$ 406,635	\$ 401,561	\$ 404,946	\$ 408,375	\$ 411,911
6000 Capital Outlay							
6900 Depreciation Expense	-	-	-	-	-	-	-
Total 6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSE	\$ 1,365,255	\$ 1,459,224	\$ 1,468,577	\$ 1,495,260	\$ 1,513,256	\$ 1,534,861	\$ 1,553,308
NET INCOME	\$ 123,291	\$ 23,785	\$ 5,297	\$ 11,252	\$ 35,155	\$ 54,729	\$ 78,842
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 123,291	\$ 23,785	\$ 5,297	\$ 11,252	\$ 35,155	\$ 54,729	\$ 78,842
BEGINNING FUND BALANCE	\$ 632,014	\$ 755,305	\$ 779,090	\$ 784,387	\$ 795,639	\$ 830,795	\$ 885,524
ENDING FUND BALANCE	\$ 755,305	\$ 779,090	\$ 784,387	\$ 795,639	\$ 830,795	\$ 885,524	\$ 964,366

**HOLLY DRIVE LEADERSHIP ACADEMY  
REVENUE ASSUMPTIONS**

	2020	2021	2022	2023	2024	
	2019-20 Budget	2020-21 Budget	2021-22 Budget	2022-23 Budget	2023-24 Budget	Notes
<b>CHARTER SCHOOL P1 ADA</b>						
ADA- Grades TK-3	37.20	37.20	37.20	37.20	37.20	
ADA- Grades 4-6	46.50	46.50	46.50	46.50	46.50	
ADA- Grades 7-8	37.20	37.20	37.20	37.20	37.20	
<b>TOTAL CHARTER SCHOOL P1 ADA</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	
<b>CHARTER SCHOOL P2 ADA</b>						
ADA- Grades TK-3	37.20	37.20	37.20	37.20	37.20	
ADA- Grades 4-6	46.50	46.50	46.50	46.50	46.50	
ADA- Grades 7-8	37.20	37.20	37.20	37.20	37.20	
<b>TOTAL CHARTER SCHOOL P2 ADA</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	
<b>CHARTER SCHOOL ANNUAL ADA</b>						
ADA- Grades TK-3	37.20	37.20	37.20	37.20	37.20	
ADA- Grades 4-6	46.50	46.50	46.50	46.50	46.50	
ADA- Grades 7-8	37.20	37.20	37.20	37.20	37.20	
<b>TOTAL CHARTER SCHOOL ANNUAL ADA</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	
<b>CALPADS- DEMOGRAPHIC DATA</b>						
<b>Enrollment</b>	130	130	130	130	130	
<b>Total Free &amp; Reduced</b>	110	110	110	110	110	
<b>Free &amp; Reduced Percentage</b>	85%	85%	85%	85%	85%	
<b>English Learners (EL)</b>	5	5	5	5	5	
<b>Total Unduplicated Pupil Count</b>	115	115	115	115	115	
<b>Unduplicated Pupil Percentage</b>	88%	88%	88%	88%	88%	
<b>FUNDING RATES</b>						
Government COLA Increase for Revenue (per SSC Dartboard)	2.57%	2.67%	3.42%	3.42%	3.42%	2018-19 Governor's Budget/SSC Dartboard
Title I	\$450.00	\$450.00	\$450.00	\$450.00	\$450.00	Per Current Year P2 ADA
Title II	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	Per Current Year P2 ADA
Special Education - IDEA	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	<a href="http://charterselpa.org/">http://charterselpa.org/</a>
Special Education - AB 602	\$522.00	\$522.00	\$522.00	\$522.00	\$522.00	<a href="http://charterselpa.org/">http://charterselpa.org/</a>
Mental Health Level 2- State	\$25.00	\$25.00	\$25.00	\$25.00	\$25.00	Funding based on actual expenditures/Will budget conservatively \$25 per current P2 ADA
El Dorado Edmin Fee (5%)	\$3,967.99	\$3,967.99	\$3,967.99	\$3,967.99	\$3,967.99	<a href="http://charterselpa.org/wp-content/uploads/2018/03/Admin-Rates-18-19.pdf">http://charterselpa.org/wp-content/uploads/2018/03/Admin-Rates-18-19.pdf</a>
State Lottery - Non-Prop 20	\$151.00	\$151.00	\$151.00	\$151.00	\$151.00	2018-19 Governor's Budget SSC Dartboard/ Per Annual ADA
State Lottery - Prop 20	\$53.00	\$53.00	\$53.00	\$53.00	\$53.00	2018-19 Governor's Budget SSC Dartboard/ Per Annual ADA
Mandate Block Grant, K-8	\$16.75	\$17.20	\$17.79	\$17.79	\$17.79	2018-19 Governor's Budget SSC Dartboard/Per P2 ADA
Mandate Block Grant, 9-12	\$46.39	\$47.63	\$49.26	\$49.26	\$49.26	2018-19 Governor's Budget SSC Dartboard/ Per P2 ADA
<b>FEDERAL REVENUE</b>						
<b>IDEA Revenue</b>	\$16,250.00	\$16,250.00	\$16,250.00	\$16,250.00	\$16,250.00	Funded off of PY Enrollment
<b>Title I Entitlement</b>	\$54,405.00	\$54,405.00	\$54,405.00	\$54,405.00	\$54,405.00	
<b>Title II Entitlement</b>	\$2,418.00	\$2,418.00	\$2,418.00	\$2,418.00	\$2,418.00	
<b>STTAE REVENUE</b>						
<b>AB 602</b>	\$63,109.80	\$63,109.80	\$63,109.80	\$63,109.80	\$63,109.80	Based off of CY P2 ADA
<b>Mental Health Level 2- State</b>	\$3,022.50	\$3,022.50	\$3,022.50	\$3,022.50	\$3,022.50	Estimate based on CY P2 ADA
<b>Mandate Funds</b>						
Mandate Reimbursement Block Grant	\$2,025.08	\$2,079.48	\$2,150.81	\$2,150.81	\$2,150.81	2018-19 Governor's Budget SSC Dartboard/Funded of of PY P2 ADA
Mandate One Time Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	2018-19 Governor's Budget SSC Dartboard/Funded of of PY P2 ADA
<b>Mandate Reimbursement Block Grant</b>	<b>\$2,025.08</b>	<b>\$2,079.48</b>	<b>\$2,150.81</b>	<b>\$2,150.81</b>	<b>\$2,150.81</b>	
<b>Lottery</b>						
Non-Prop 20 (Unrestricted)	\$18,255.90	\$18,255.90	\$18,255.90	\$18,255.90	\$18,255.90	2018-19 Governor's Budget SSC Dartboard/Funded off of Annual ADA
Prop 20 (To be used for student materials)	\$6,407.70	\$6,407.70	\$6,407.70	\$6,407.70	\$6,407.70	2018-19 Governor's Budget SSC Dartboard/Funded off of Annual ADA
<b>Total Lottery</b>	<b>\$24,663.60</b>	<b>\$24,663.60</b>	<b>\$24,663.60</b>	<b>\$24,663.60</b>	<b>\$24,663.60</b>	
<b>California Clean Energy Jobs Act</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
<b>ASES</b>	<b>\$120,656.00</b>	<b>\$120,656.00</b>	<b>\$120,656.00</b>	<b>\$120,656.00</b>	<b>\$120,656.00</b>	Based on 18-19 Grant Amount for Holly Drive/Amount conservatively held flat in future years

**LCFF Calculator Universal Assumptions**

Holly Drive Leadership Academy (6117279) - Holly Drive- 5 Year 2020-2024

**LEA:**      **Holly Drive Leadership Academy**  
 Charter

6117279

5 digit District code or 7 digit School code (from the CDS code)

Yes

Did the CDS code exist in 2012-13? (for calculation of EPA only)

2013-14

First LCFF certification year (clears prior years on the Calculator tab)

**Projection**
**Title:**      **Holly Drive- 5 Year 2020-2024**
**Projection**
**Date:**      **09/12/18**

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
<b>Statutory COLA &amp; Augmentation</b> (prefilled as calculated by the Department of Finance, DOF)							
Statutory COLA	1.56%	3.70%	2.57%	2.67%	3.42%	3.26%	3.26%
Augmentation	1.56%	2.71%	2.57%	2.67%	3.42%	3.26%	3.26%
	0.00%	0.99%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>LCFF Gap Closed Percentage</b> (prefilled as calculated by the Department of Finance, DOF)	42.96644273%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
<b>Statewide 90th percentile rate</b> (used in Economic Recovery Target, ERT, calculation only)	---	---	---	---	---	---	---
<b>EPA Entitlement as % of statewide adjusted Revenue Limit(Annual)</b>	25.89051467%	25.89%	25.89%	25.89%	25.89%	25.89%	25.89%
<b>EPA Entitlement as % of statewide adjusted Revenue Limit(P-2)</b> <i>Historical Difference in EPA Rates between Annual &amp; P-2</i>	25.89051467%	25.89%	25.89%	25.89%	25.89%	25.89%	25.89%
<b>Local EPA Accrual</b>			\$ -	\$ -	\$ -	\$ -	\$ -

**PER ADA FUNDING LEVELS (calculated at TARGET)**
**Base Grants**

Grades TK-3	\$	7,193	\$	7,459	\$	7,651	\$	7,855	\$	8,124	\$	8,389	\$	8,662
Grades 4-6	\$	7,301	\$	7,571	\$	7,766	\$	7,973	\$	8,246	\$	8,515	\$	8,793
Grades 7-8	\$	7,518	\$	7,796	\$	7,996	\$	8,209	\$	8,490	\$	8,767	\$	9,053
Grades 9-12	\$	8,712	\$	9,034	\$	9,266	\$	9,513	\$	9,838	\$	10,159	\$	10,490

**Grade Span Adjustment**

Grades TK-3	\$	748	\$	776	\$	796	\$	817	\$	845	\$	872	\$	901
Grades 9-12	\$	227	\$	235	\$	241	\$	247	\$	256	\$	264	\$	273

**Necessary Small School Selection (if applicable)**

NSS #1	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

**LCFF Calculator Universal Assumptions**

Holly Drive Leadership Academy (6117279) - Holly Drive- 5 Year 2020-2024

**LEA:** Holly Drive Leadership Academy  
 Charter

6117279

5 digit District code or 7 digit School code (from the CDS code)

Yes

Did the CDS code exist in 2012-13? (for calculation of EPA only)

2013-14

First LCFF certification year (clears prior years on the Calculator tab)

**Projection**
**Title:** Holly Drive- 5 Year 2020-2024

**Projection**
**Date:** 09/12/18

		<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
<b>Supplemental Grant</b>		<b>20.00%</b>	<b>20.00%</b>	<b>20.00%</b>	<b>20.00%</b>	<b>20.00%</b>	<b>20.00%</b>	<b>20.00%</b>
<b>Maximum - 1.00 ADA, 100% UPP</b>								
Grades TK-3	\$	1,588	\$ 1,647	\$ 1,689	\$ 1,734	\$ 1,794	\$ 1,852	\$ 1,913
Grades 4-6	\$	1,460	\$ 1,514	\$ 1,553	\$ 1,595	\$ 1,649	\$ 1,703	\$ 1,759
Grades 7-8	\$	1,504	\$ 1,559	\$ 1,599	\$ 1,642	\$ 1,698	\$ 1,753	\$ 1,811
Grades 9-12	\$	1,788	\$ 1,854	\$ 1,901	\$ 1,952	\$ 2,019	\$ 2,085	\$ 2,153
<b>Actual - 1.00 ADA, Local UPP as follows:</b>		<b>89.95%</b>	<b>89.38%</b>	<b>88.01%</b>	<b>88.46%</b>	<b>88.46%</b>	<b>88.46%</b>	<b>88.46%</b>
Grades TK-3	\$	1,429	\$ 1,472	\$ 1,487	\$ 1,534	\$ 1,587	\$ 1,638	\$ 1,692
Grades 4-6	\$	1,313	\$ 1,353	\$ 1,367	\$ 1,411	\$ 1,459	\$ 1,506	\$ 1,556
Grades 7-8	\$	1,352	\$ 1,394	\$ 1,407	\$ 1,452	\$ 1,502	\$ 1,551	\$ 1,602
Grades 9-12	\$	1,608	\$ 1,657	\$ 1,673	\$ 1,727	\$ 1,786	\$ 1,844	\$ 1,904
<b>Concentration Grant (&gt;55% population)</b>		<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>
<b>Maximum - 1.00 ADA, 100% UPP</b>								
Grades TK-3	\$	3,971	\$ 4,118	\$ 4,224	\$ 4,336	\$ 4,485	\$ 4,631	\$ 4,782
Grades 4-6	\$	3,651	\$ 3,786	\$ 3,883	\$ 3,987	\$ 4,123	\$ 4,258	\$ 4,397
Grades 7-8	\$	3,759	\$ 3,898	\$ 3,998	\$ 4,105	\$ 4,245	\$ 4,384	\$ 4,527
Grades 9-12	\$	4,470	\$ 4,635	\$ 4,754	\$ 4,880	\$ 5,047	\$ 5,212	\$ 5,382
<b>Actual - 1.00 ADA, Local UPP &gt;55% as follows:</b>		<b>7.5000%</b>	<b>7.5000%</b>	<b>7.5000%</b>	<b>7.5000%</b>	<b>7.5000%</b>	<b>7.5000%</b>	<b>7.5000%</b>
Grades TK-3	\$	298	\$ 309	\$ 317	\$ 325	\$ 336	\$ 347	\$ 359
Grades 4-6	\$	274	\$ 284	\$ 291	\$ 299	\$ 309	\$ 319	\$ 330
Grades 7-8	\$	282	\$ 292	\$ 300	\$ 308	\$ 318	\$ 329	\$ 339
Grades 9-12	\$	335	\$ 348	\$ 357	\$ 366	\$ 379	\$ 391	\$ 404

**Created by:** Alexis McKeon

**Email:** amckeon@charterwise.com

**Phone:** 619-270-8222



**Charter School Data Elements required to calculate the LCFF**

Holly Drive Leadership Academy (6117279) - Holly Drive- 5 Year 2020-2024

9/12/18

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
COLA & Augmentation	3.70%	2.57%	2.67%	3.42%	3.26%	3.26%
GAP Funding rate	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
In-Lieu of Property Tax	699,877	699,877	699,877	699,877	699,877	699,877
Statewide 90th percentile rate	---	---	---	---	---	---

**UNDULICATED PUPIL PERCENTAGE**

Charter School:	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment	130	130	130	130	130	130
Unduplicated Pupil Count	115	115	115	115	115	115
	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
Single Year Unduplicated Pupil Percentage	88.46%	88.46%	88.46%	88.46%	88.46%	88.46%
Unduplicated Pupil Percentage (%)	89.38%	88.01%	88.46%	88.46%	88.46%	88.46%

**Concentration Grant Funding Limitation: District of Physical Location**

Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Unduplicated Pupil Percentage (%)	62.50%	62.50%	62.50%	62.50%	62.50%	62.50%
Unduplicated Pupil Percentage: Supplemental Grant	89.38%	88.01%	88.46%	88.46%	88.46%	88.46%
Unduplicated Pupil Percentage: Concentration Grant	62.50%	62.50%	62.50%	62.50%	62.50%	62.50%

**AVERAGE DAILY ATTENDANCE (ADA)**

Enter P2 Data - Note: Charter School ADA is always funded on Current Year

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grades TK-3	49.29	49.29	49.29	49.29	49.29	49.29
Grades 4-6	39.99	39.99	39.99	39.99	39.99	39.99
Grades 7-8	31.62	31.62	31.62	31.62	31.62	31.62
Grades 9-12						
SUBTOTAL ADA	120.90	120.90	120.90	120.90	120.90	120.90
RATIO: ADA to Enrollment	0.93	0.93	0.93	0.93	0.93	0.93

**OTHER LCFF TRANSITION INFORMATION**

Miscellaneous Adjustments	E-1					
Minimum State Aid Adjustments	G-2					
Funded Based on Target Formula	True/False	FALSE	TRUE	TRUE	TRUE	TRUE

LCFF Calculator Universal Assumptions						
Holly Drive Leadership Academy (6117279) - Holly Drive- 5					9/12/2018	
Summary of Funding						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Target Components:</b>						
COLA & Augmentation	3.70%	2.57%	2.67%	3.42%	3.26%	3.26%
Base Grant	916,928	940,514	965,582	998,644	1,031,222	1,064,838
Grade Span Adjustment	38,249	39,235	40,270	41,650	42,981	44,410
Supplemental Grant	170,747	172,455	177,955	184,049	190,049	196,248
Concentration Grant	35,819	36,740	37,720	39,011	40,282	41,597
Add-ons	-	-	-	-	-	-
Total Target	1,161,743	1,188,944	1,221,527	1,263,354	1,304,534	1,347,093
<b>Transition Components:</b>						
Target	\$ 1,161,743	\$ 1,188,944	\$ 1,221,527	\$ 1,263,354	\$ 1,304,534	\$ 1,347,093
Funded Based on Target Formula (PY P-2)	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE
Floor	1,088,532	1,161,743	1,161,743	1,161,743	1,161,743	1,161,743
Remaining Need after Gap (informational only)	-	-	-	-	-	-
Gap %	100%	100%	100%	100%	100%	100%
Current Year Gap Funding	73,211	-	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement	\$ 1,161,743	\$ 1,188,944	\$ 1,221,527	\$ 1,263,354	\$ 1,304,534	\$ 1,347,093
<b>Components of LCFF By Object Code</b>						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
8011 - State Aid	\$ 437,686	\$ 464,887	\$ 497,470	\$ 539,297	\$ 580,477	\$ 623,036
8011 - Fair Share	-	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	24,180	24,180	24,180	24,180	24,180	24,180
Local Revenue Sources:						
8021 to 8089 - Property Taxes	-	-	-	-	-	-
8096 - In-Lieu of Property Taxes	699,877	699,877	699,877	699,877	699,877	699,877
Property Taxes net of in-lieu	-	-	-	-	-	-
TOTAL FUNDING	\$ 1,161,743	\$ 1,188,944	\$ 1,221,527	\$ 1,263,354	\$ 1,304,534	\$ 1,347,093
Basic Aid Status						
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 1,161,743	\$ 1,188,944	\$ 1,221,527	\$ 1,263,354	\$ 1,304,534	\$ 1,347,093
<b>EPA Details</b>						
% of Adjusted Revenue Limit - Annual	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%
% of Adjusted Revenue Limit - P-2	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%
EPA (for LCFF Calculation purposes)	\$ 24,180	\$ 24,180	\$ 24,180	\$ 24,180	\$ 24,180	\$ 24,180
8012 - EPA, Current Year Receipt						
(P-2 plus Current Year Accrual)	24,180	24,180	24,180	24,180	24,180	24,180
8019 - EPA, Prior Year Adjustment						
(P-A less Prior Year Accrual)	-	-	-	-	-	-
Accrual (from Assumptions)	-	-	-	-	-	-

LCFF Calculator Universal Assumptions						
Holly Drive Leadership Academy (6117279) - Holly Drive- 5				9/12/2018		
Summary of Student Population						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Unduplicated Pupil Population</b>						
Enrollment	130	130	130	130	130	130
COE Enrollment	-	-	-	-	-	-
<i>Total Enrollment</i>	<i>130</i>	<i>130</i>	<i>130</i>	<i>130</i>	<i>130</i>	<i>130</i>
Unduplicated Pupil Count	115	115	115	115	115	115
COE Unduplicated Pupil Count	-	-	-	-	-	-
<i>Total Unduplicated Pupil Count</i>	<i>115</i>	<i>115</i>	<i>115</i>	<i>115</i>	<i>115</i>	<i>115</i>
Rolling %, Supplemental Grant	89.3800%	88.0100%	88.4600%	88.4600%	88.4600%	88.4600%
Rolling %, Concentration Grant	62.5000%	62.5000%	62.5000%	62.5000%	62.5000%	62.5000%
<b>FUNDED ADA</b>						
<b>Adjusted Base Grant ADA</b>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	49.29	49.29	49.29	49.29	49.29	49.29
Grades 4-6	39.99	39.99	39.99	39.99	39.99	39.99
Grades 7-8	31.62	31.62	31.62	31.62	31.62	31.62
Grades 9-12	-	-	-	-	-	-
<b>Total Adjusted Base Grant ADA</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>
<b>Necessary Small School ADA</b>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
<b>Total Necessary Small School ADA</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Funded ADA</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>
<b>ACTUAL ADA (Current Year Only)</b>						
Grades TK-3	49.29	49.29	49.29	49.29	49.29	49.29
Grades 4-6	39.99	39.99	39.99	39.99	39.99	39.99
Grades 7-8	31.62	31.62	31.62	31.62	31.62	31.62
Grades 9-12	-	-	-	-	-	-
<b>Total Actual ADA</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>	<b>120.90</b>
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-
LCAP Percentage to Increase or Improve Services						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Current year estimated supplemental and concent \$	206,566 \$	209,195 \$	215,675 \$	223,060 \$	230,331 \$	237,845
Current year Percentage to Increase or Improve Se	21.63%	21.35%	21.44%	21.44%	21.44%	21.44%

**HOLLY DRIVE LEADERSHIP ACADEMY**  
**EXPENSE ASSUMPTIONS**

Object	Description		Unit \$	Unit #	2019-20 Budget	2020-21 Budget	2021-22 Budget	2022-23 Budget	2023-24 Budget	Comments/Assumptions
<b>4000 BOOKS AND SUPPLIES</b>										
<b>4110: Approved Textbooks and Core Curriculum Materials</b>										
		-								
	Textbooks	Per Student	\$ 115	130	14,950.00	14,950.00	14,950.00	14,950.00	14,950.00	\$115 per Student
<b>4110</b>	<b>TOTAL</b>	-			\$ 14,950.00	\$ 14,950.00	\$ 14,950.00	\$ 14,950.00	\$ 14,950.00	
		-								
<b>4210: Books and Other Reference Materials</b>										
		-								
		Per Employee	\$ 50	18	900.00	900.00	900.00	900.00	900.00	\$50 per employee
<b>4210</b>	<b>TOTAL</b>	-			\$ 900.00	\$ 900.00	\$ 900.00	\$ 900.00	\$ 900.00	
		-								
<b>4310: Student Materials</b>										
		-								
	Materials	Per Student	\$ 150	130	19,500.00	19,500.00	19,500.00	19,500.00	19,500.00	\$150 per student
		-								
<b>4310</b>	<b>TOTAL</b>	-			\$ 19,500.00	\$ 19,500.00	\$ 19,500.00	\$ 19,500.00	\$ 19,500.00	
		-								
<b>4350: Office Supplies</b>										
		-								
		Per Student	\$ 130	130	16,900.00	16,900.00	16,900.00	16,900.00	16,900.00	\$130 Per Student
		-								
<b>4350</b>	<b>TOTAL</b>	-			\$ 16,900.00	\$ 16,900.00	\$ 16,900.00	\$ 16,900.00	\$ 16,900.00	
		-								
<b>4390: Other Supplies</b>										
		-								
		Per Student	\$ 100	130	13,000.00	13,000.00	13,000.00	13,000.00	13,000.00	\$100 Per Student
		-								
<b>4390</b>	<b>TOTAL</b>	-			\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	
		-								
<b>4400: Non Capitalized Equipment</b>										
		-								
	Computer Hardware	Per Student	\$ 150	130	19,500.00	19,500.00	19,500.00	19,500.00	19,500.00	\$150 per student
	Furniture									
	Equipment									
<b>4400</b>	<b>TOTAL</b>	-			\$ 19,500.00	\$ 19,500.00	\$ 19,500.00	\$ 19,500.00	\$ 19,500.00	
		-								
<b>TOTAL 4000: BOOKS AND SUPPLIES</b>										
		-			\$ 84,750.00	\$ 84,750.00	\$ 84,750.00	\$ 84,750.00	\$ 84,750.00	
		-			-	-	-	-	-	
<b>5000 SERVICES &amp; OTHER OPERATING EXPENDITURES</b>										
<b>5200: Travel and Conferences</b>										
		-								
	Conference Fees	Per Employee	\$ 75	18	1,350.00	1,350.00	1,350.00	1,350.00	1,350.00	\$75 Per Employee
	Travel/Mileage	Per Employee	\$ 75	18	1,350.00	1,350.00	1,350.00	1,350.00	1,350.00	\$75 Per Employee
	Professional Development	Per Employee	\$ 150	18	2,700.00	2,700.00	2,700.00	2,700.00	2,700.00	\$150 Per Employee
<b>5200</b>	<b>TOTAL</b>	-			\$ 5,400.00	\$ 5,400.00	\$ 5,400.00	\$ 5,400.00	\$ 5,400.00	
		-								
<b>5300: Dues and Memberships</b>										
		-								
	CCSA Membership, WASC	Per Student	\$ 20	130	2,600.00	2,600.00	2,600.00	2,600.00	2,600.00	\$20 Per Student
		-								
<b>5300</b>	<b>TOTAL</b>	-			\$ 2,600.00	\$ 2,600.00	\$ 2,600.00	\$ 2,600.00	\$ 2,600.00	
		-								
<b>5450: General Insurance</b>										
		-								
	General Insurance- CharterSAFE	Per Student	\$ 115	130	14,950.00	14,950.00	14,950.00	14,950.00	14,950.00	\$115 Per Student
		-								
<b>5450</b>	<b>TOTAL</b>	-			\$ 14,950.00	\$ 14,950.00	\$ 14,950.00	\$ 14,950.00	\$ 14,950.00	

**HOLLY DRIVE LEADERSHIP ACADEMY  
EXPENSE ASSUMPTIONS**

Object	Description		Unit \$	Unit #	2019-20 Budget	2020-21 Budget	2021-22 Budget	2022-23 Budget	2023-24 Budget	Comments/Assumptions
		-								
<b>5500: Operation and Housekeeping Services</b>		-								
	Utilities	Per Student	\$ 150	130	19,500.00	19,500.00	19,500.00	19,500.00	19,500.00	\$150 Per Student
	Carpet Cleaning	Flat Amount	\$ 1,200		1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	Flat amount based on average cost
	Aquarium Services	Flat Amount	\$ 1,500		1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	Flat amount based on average cost
<b>5500 TOTAL</b>		-			\$ 22,200.00	\$ 22,200.00	\$ 22,200.00	\$ 22,200.00	\$ 22,200.00	
		-								
<b>5610: Rent- Facilities/Buildings/Space</b>		-								
	Aztec- Container Rental	Flat Amount	\$ 1,500		1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	Flat amount based on monthly lease
		-								
<b>5610 TOTAL</b>		-			\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	
		-								
<b>5630: Vendor Repairs</b>		-								
		Per Student	\$ 20	130	2,600.00	2,600.00	2,600.00	2,600.00	2,600.00	\$20 Per Student
		-								
<b>5630 TOTAL</b>		-			\$ 2,600.00	\$ 2,600.00	\$ 2,600.00	\$ 2,600.00	\$ 2,600.00	
		-								
<b>5812: Field Trips/Pupil Transportation</b>		-								
		Per Student	\$ 200	130	26,000.00	26,000.00	26,000.00	26,000.00	26,000.00	\$200 Per Student
		-								
<b>5812 TOTAL</b>		-			26,000.00	26,000.00	26,000.00	26,000.00	26,000.00	
		-								
<b>5820: Legal Fees</b>		-								
		COLA	\$ 4,000		4,120.00	4,120.00	4,243.60	4,370.91	4,502.04	3% COLA increase every year.
		-								
<b>5820 TOTAL</b>		-			4,120.00	4,120.00	4,243.60	4,370.91	4,502.04	
		-								
<b>5825: Audit Fees</b>		-								
		COLA	\$ 9,000		9,270.00	9,548.10	9,834.54	10,129.58	10,433.47	3% COLA increase every year
		-								
<b>5825 TOTAL</b>		-			\$ 9,270.00	\$ 9,548.10	\$ 9,834.54	\$ 10,129.58	\$ 10,433.47	
		-								
<b>5830 Advertisement/Recruitment</b>		-								
	EdJoin, Mailers, Advertisements	Per Student	\$ 30	130	3,900.00	3,900.00	3,900.00	3,900.00	3,900.00	\$30 Per Student
		-								
<b>5830 TOTAL</b>		-			\$ 3,900.00	\$ 3,900.00	\$ 3,900.00	\$ 3,900.00	\$ 3,900.00	
		-								
<b>5850: Non Instructional Consultants</b>		-								
		Per Student	\$ 50	130	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00	\$50 Per Student
		-								
<b>5850 TOTAL</b>		-			\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	
		-								
<b>5852: Instructional Consultants</b>		-								
	SPED	Per Student	\$ 400	130	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	\$400 Per Student
	Dance Workshops	Flat Amount	\$ 12,000		12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	Flat Amount
	Chess Program	Flat Amount	\$ 700		700.00	700.00	700.00	700.00	700.00	Flat Amount
	Engineering Classes/ThoughtSTEM	Flat Amount	\$ 10,000		10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	Flat Amount
	Harmonium	Flat Amount	\$ 80,000		80,000.00	80,000.00	80,000.00	80,000.00	80,000.00	Flat Amount
	Math Consultant	Flat Amount	\$ 8,000		8,000.00					Flat Amount
<b>5851 TOTAL</b>		-			\$ 162,700.00	\$ 154,700.00	\$ 154,700.00	\$ 154,700.00	\$ 154,700.00	
		-								
<b>5853: Back Office Support</b>		-								
	Back Office Support	COLA			55,128.69	56,782.55	58,486.03	60,240.61	62,047.83	3% COLA increase every year
		-								
<b>5853 TOTAL</b>		-			\$ 55,128.69	\$ 56,782.55	\$ 58,486.03	\$ 60,240.61	\$ 62,047.83	
		-								

**HOLLY DRIVE LEADERSHIP ACADEMY  
EXPENSE ASSUMPTIONS**

Object	Description		Unit \$	Unit #	2019-20 Budget	2020-21 Budget	2021-22 Budget	2022-23 Budget	2023-24 Budget	Comments/Assumptions
<b>5860: Software Licenses</b>		-								
	PowerSchool	Flat Amount	\$ 6,100		6,100.00	6,100.00	6,100.00	6,100.00	6,100.00	Flat Amount
	Online Learning; iReady, Reinassance Learning	Flat Amount	\$ 15,000		15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	Flat Amount
	NWEA	Flat Amount	\$ 4,000		4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	Flat Amount
<b>5860 TOTAL</b>		-			\$ 25,100.00	\$ 25,100.00	\$ 25,100.00	\$ 25,100.00	\$ 25,100.00	
		-								
<b>5880: District Oversight Fee</b>		-								
	3% Oversight Fee	Flat Amount			35,668.32	36,645.81	37,900.62	39,136.02	40,412.79	3% of LCFF Revenues
<b>5880 Total</b>		-			35,668.32	36,645.81	37,900.62	39,136.02	40,412.79	
		-								
<b>5885: El Dorado Admin Fee</b>		-								
	5% of Fed/State Funding	Flat Amount			3,967.99	3,967.99	3,967.99	3,967.99	3,967.99	5% of State and Federal SPED
<b>5885 TOTAL</b>		-			3,967.99	3,967.99	3,967.99	3,967.99	3,967.99	
		-								
<b>5890: Other Fees/Bank Charges/Credit Card Fees</b>		-								
	Payroll Processing Fees	Per Employee	\$ 350	18	6,300.00	6,300.00	6,300.00	6,300.00	6,300.00	\$350 Per Employee
	Bank Fees	COLA			530.45	546.36	562.75	579.64	597.03	3% COLA increase every year
	Other	Per Student	\$ 40	130	5,200.00	5,200.00	5,200.00	5,200.00	5,200.00	\$40 Per Student
		-								
<b>5890 TOTAL</b>		-			\$ 12,030.45	\$ 12,046.36	\$ 12,062.75	\$ 12,079.64	\$ 12,097.03	
		-								
<b>5900: Commuincations</b>		-								
	Telephone & Interent	Per Student	\$ 75	130	9,750.00	9,750.00	9,750.00	9,750.00	9,750.00	\$75 Per Student
	Postage	Per Student	\$ 25	130	3,250.00	3,250.00	3,250.00	3,250.00	3,250.00	\$25 Per Student
		-								
<b>5900 TOTAL</b>		-			\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	
		-								
		-								
<b>TOTAL 5000 SERVICES AND OTHER OPERATING EXPENDITURES</b>		-			\$ 406,635.45	\$ 401,560.81	\$ 404,945.53	\$ 408,374.74	\$ 411,911.13	
		-			\$ -	\$ -	\$ -	\$ -	\$ -	
		-								
		-								
		-								

**HOLLY DRIVE LEADERSHIP ACADEMY  
EMPLOYEE DATA  
2019-20**

Budget Year 2019-20

Salary Increase By:  
Expense COLA 2.00%

STRS	18.130%
PERS	20.800%
OASDI	6.200%
Medicare	1.450%
SUI	0.900%
W/C	1.40%
H&W	\$ 7,272

Employer cost on first \$104,378 of wages

Projected cost per eligible employee

Object	Job Title	FTE	Pay Type	Salary/ Hourly Rate	Total Salary	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System	3101 STRS	3102 PERS	3301 OASDI	3331 Medicare	3401 H&W	3501 SUI	3601 WC	3901 403B	3902 Other Benefits	TOTAL BENEFITS	TOTAL COMPENSATION
1	1100 TEACHER	100%	Salary	2,006	44,125			44,125	STRS	8,000	-	-	640	\$ 7,272	397	618			16,927	61,052
2	1100 TEACHER	100%	Salary	2,483	54,631			54,631	STRS	9,905	-	-	792	\$ 7,272	492	765			19,225	73,857
3	1100 TEACHER	100%	Salary	3,286	72,291			72,291	STRS	13,106	-	-	1,048	\$ 7,272	651	1,012			23,089	95,380
4	1100 TEACHER	100%	Salary	2,006	44,125			44,125	STRS	8,000	-	-	640	\$ 7,272	397	618			16,927	61,052
5	1100 TEACHER	100%	Salary	2,138	47,046			47,046	STRS	8,530	-	-	682	\$ 7,272	423	659			17,566	64,612
6	1100 TEACHER	100%	Salary	2,743	60,343			60,343	STRS	10,940	-	-	875	\$ 7,272	543	845			20,475	80,818
7	1300 DIRECTOR	100%	Salary	5,276	126,618	15,000		141,618	STRS	25,675	-	-	2,053	\$ 7,272	1,275	1,983			38,258	179,876
8	1900 ED SPECIALIST	50%	Daily	200	20,000			20,000	STRS	3,626	-	-	290	\$ -	180	280			4,376	24,376
9	2100 INSTRUCTIONAL AIDE/ASES	50%	Hourly	17	16,320			16,320	PERS	-	3,395	1,012	237	\$ -	147	228			5,018	21,338
10	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	15	19,800			19,800	PERS	-	4,118	1,228	287	\$ -	178	277			6,089	25,889
11	2100 INSTRUCTIONAL AIDE	100%	Salary	1,544	33,959	2,500		36,459	PERS	-	7,583	2,260	529	\$ 7,272	328	510			18,483	54,942
12	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	15	19,800			19,800	PERS	-	4,118	1,228	287	\$ -	178	277			6,089	25,889
13	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	15	19,800			19,800	PERS	-	4,118	1,228	287	\$ -	178	277			6,089	25,889
14	2100 INSTRUCTIONAL AIDE	50%	Hourly	15	19,800			19,800	PERS	-	4,118	1,228	287	\$ -	178	277			6,089	25,889
15	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	15	19,800			19,800	PERS	-	4,118	1,228	287	\$ -	178	277			6,089	25,889
16	2200 CLASSIFIED SUPPORT	50%	Hourly	15	9,900			9,900	PERS	-	2,059	614	144	\$ -	89	139			3,044	12,944
17	2200 CLASSIFIED SUPPORT	50%	Hourly	15	25,410			25,410	PERS	-	5,285	1,575	368	\$ -	229	356			7,814	33,224
18	2400 CLERICAL	100%	Salary	2,550	56,100			56,100	PERS	-	11,669	3,478	813	\$ 7,272	505	785			24,523	80,623
19	1175 TEACHER STIPENDS					3,000.00		3,000	STRS	544	-	-	44		27	42			656	3,656
20								-		-	-	-	-		-	-			-	-

TOTAL SALARIES BY OBJECT	
1110	322,562.20
1120	-
1170	-
1175	18,000.00
1200	-
1300	126,617.70
1900	20,000.00
2100	151,778.66
2200	35,310.00
2300	-
2400	56,100.00
2900	-
TOTAL SALARIES	730,368.56

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TOTAL BENEFITS BY OBJECT	
3101	88,326
3102	50,583
3301	15,078
3331	10,590
3401	65,448
3501	6,573
3601	10,225
3901	-
TOTAL BENEFITS	246,823

HOLLY DRIVE LEADERSHIP ACADEMY  
EMPLOYEE DATA  
2020-21

Budget Year 2020-21

Salary Increase By:  
Expense COLA 2.00%

STRS	19.100%
PERS	23.500%
OASDI	6.200%
Medicare	1.450%
SUI	0.900%
W/C	1.40%
H&W	\$ 7,345

Employer cost on first \$104,378 of wages

Projected cost per eligible employee

Object	Job Title	FTE	Pay Type	Salary/ Hourly Rate	Total Salary	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System	3101 STRS	3102 PERS	3301 OASDI	3331 Medicare	3401 H&W	3501 SUI	3601 WC	3901 403B	3902 Other Benefits	TOTAL BENEFITS	TOTAL COMPENSATION
1	1100 TEACHER	100%	Salary	2,046	45,008			45,008	STRS	8,596	-	-	653	\$ 7,345	405	630			17,629	62,637
2	1100 TEACHER	100%	Salary	2,533	55,724			55,724	STRS	10,643	-	-	808	\$ 7,345	502	780			20,078	75,801
3	1100 TEACHER	100%	Salary	3,352	73,737			73,737	STRS	14,084	-	-	1,069	\$ 7,345	664	1,032			24,194	97,930
4	1100 TEACHER	100%	Salary	2,046	45,008			45,008	STRS	8,596	-	-	653	\$ 7,345	405	630			17,629	62,637
5	1100 TEACHER	100%	Salary	2,181	47,987			47,987	STRS	9,166	-	-	696	\$ 7,345	432	672			18,310	66,297
6	1100 TEACHER	100%	Salary	2,798	61,550			61,550	STRS	11,756	-	-	892	\$ 7,345	554	862			21,409	82,959
7	1300 DIRECTOR	100%	Salary	5,381	129,150	15,000		144,150	STRS	27,533	-	-	2,090	\$ 7,345	1,297	2,018			40,283	184,433
8	1900 ED SPECIALIST	50%	Daily	200	20,000			20,000	STRS	3,820	-	-	290	\$ -	180	280			4,570	24,570
9	2100 INSTRUCTIONAL AIDE/ASES	50%	Hourly	18	17,280			17,280	PERS	-	4,061	1,071	251	\$ -	156	242			5,780	23,060
10	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	4,963	1,309	306	\$ -	190	296			7,065	28,185
11	2100 INSTRUCTIONAL AIDE	100%	Salary	1,574	34,638			34,638	PERS	-	8,140	2,148	502	\$ 7,345	312	485			18,931	53,569
12	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	4,963	1,309	306	\$ -	190	296			7,065	28,185
13	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	4,963	1,309	306	\$ -	190	296			7,065	28,185
14	2100 INSTRUCTIONAL AIDE	50%	Hourly	15	19,800			19,800	PERS	-	4,653	1,228	287	\$ -	178	277			6,623	26,423
15	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	15	19,800			19,800	PERS	-	4,653	1,228	287	\$ -	178	277			6,623	26,423
16	2200 CLASSIFIED SUPPORT	50%	Hourly	16	10,560			10,560	PERS	-	2,482	655	153	\$ -	95	148			3,532	14,092
17	2200 CLASSIFIED SUPPORT	50%	Hourly	16	27,104			27,104	PERS	-	6,369	1,680	393	\$ -	244	379			9,066	36,170
18	2400 CLERICAL	100%	Salary	2,601	57,222			57,222	PERS	-	13,447	3,548	830	\$ 7,345	515	801			26,485	83,707
19	1175 TEACHER STIPENDS					3,000.00		3,000	STRS	573	-	-	44		27	42			686	3,686
20						-		-		-	-	-	-		-	-			-	-

TOTAL SALARIES BY OBJECT	
1110	329,013.44
1120	-
1170	-
1175	18,000.00
1200	-
1300	129,150.05
1900	20,000.00
2100	154,877.83
2200	37,664.00
2300	-
2400	57,222.00
2900	-
TOTAL SALARIES	745,927.33

TOTAL BENEFITS BY OBJECT	
3101	94,767
3102	58,694
3301	15,485
3331	10,816
3401	66,102
3501	6,713
3601	10,443
3901	-
TOTAL BENEFITS	263,022



HOLLY DRIVE LEADERSHIP ACADEMY

EMPLOYEE DATA

2021-22

Budget Year 2021-22

Salary Increase By:  
Expense COLA 2.00%

STRS	18.600%
PERS	24.600%
OASDI	6.200%
Medicare	1.450%
SUI	0.900%
W/C	1.40%
H&W	\$ 7,418

Employer cost on first \$104,378 of wages

Projected cost per eligible employee

Object	Job Title	FTE	Pay Type	Salary/ Hourly Rate	Total Salary	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System	3101 STRS	3102 PERS	3301 OASDI	3331 Medicare	3401 H&W	3501 SUI	3601 WC	3901 403B	3902 Other Benefits	TOTAL BENEFITS	TOTAL COMPENSATION
1	1100 TEACHER	100%	Salary	2,087	45,908			45,908	STRS	8,539	-	-	666	\$ 7,418	413	643			17,679	63,586
2	1100 TEACHER	100%	Salary	2,584	56,838			56,838	STRS	10,572	-	-	824	\$ 7,418	512	796			20,122	76,960
3	1100 TEACHER	100%	Salary	3,419	75,211			75,211	STRS	13,989	-	-	1,091	\$ 7,418	677	1,053			24,228	99,439
4	1100 TEACHER	100%	Salary	2,087	45,908			45,908	STRS	8,539	-	-	666	\$ 7,418	413	643			17,679	63,586
5	1100 TEACHER	100%	Salary	2,225	48,947			48,947	STRS	9,104	-	-	710	\$ 7,418	441	685			18,358	67,305
6	1100 TEACHER	100%	Salary	2,854	62,781			62,781	STRS	11,677	-	-	910	\$ 7,418	565	879			21,450	84,231
7	1300 DIRECTOR	100%	Salary	5,489	131,733	15,000		146,733	STRS	27,292	-	-	2,128	\$ 7,418	1,321	2,054			40,213	186,946
8	1900 ED SPECIALIST	50%	Daily	200	20,000			20,000	STRS	3,720	-	-	290	\$ -	180	280			4,470	24,470
9	2100 INSTRUCTIONAL AIDE/ASES	50%	Hourly	18	17,280			17,280	PERS	-	4,251	1,071	251	\$ -	156	242			5,970	23,250
10	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
11	2100 INSTRUCTIONAL AIDE	100%	Salary	1,606	35,331			35,331	PERS	-	8,691	2,190	512	\$ 7,418	318	495			19,625	54,955
12	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
13	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
14	2100 INSTRUCTIONAL AIDE	50%	Hourly	15	19,800			19,800	PERS	-	4,871	1,228	287	\$ -	178	277			6,841	26,641
15	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	15	19,800			19,800	PERS	-	4,871	1,228	287	\$ -	178	277			6,841	26,641
16	2200 CLASSIFIED SUPPORT	50%	Hourly	16	10,560			10,560	PERS	-	2,598	655	153	\$ -	95	148			3,648	14,208
17	2200 CLASSIFIED SUPPORT	50%	Hourly	16	27,104			27,104	PERS	-	6,668	1,680	393	\$ -	244	379			9,364	36,468
18	2400 CLERICAL	100%	Salary	2,653	58,366			58,366	PERS	-	14,358	3,619	846	\$ 7,418	525	817			27,584	85,950
19	1175 TEACHER STIPENDS					3,000.00		3,000	STRS	558	-	-	44		27	42			671	3,671
20								-		-	-	-	-		-	-			-	-

TOTAL SALARIES BY OBJECT	
1110	335,593.71
1120	-
1170	-
1175	18,000.00
1200	-
1300	131,733.06
1900	20,000.00
2100	155,570.59
2200	37,664.00
2300	-
2400	58,366.44
2900	-
TOTAL SALARIES	756,927.79

TOTAL BENEFITS BY OBJECT	
3101	93,991
3102	61,894
3301	15,599
3331	10,975
3401	66,764
3501	6,812
3601	10,597
3901	-
TOTAL BENEFITS	266,632

HOLLY DRIVE LEADERSHIP ACADEMY

EMPLOYEE DATA

2022-23

Budget Year 2022-23

Salary Increase By:  
Expense COLA 2.00%

STRS	18.600%
PERS	24.600%
OASDI	6.200%
Medicare	1.450%
SUI	0.900%
W/C	1.40%
H&W	\$ 7,492

Employer cost on first \$104,378 of wages

Projected cost per eligible employee

Object	Job Title	FTE	Pay Type	Salary/ Hourly Rate	Total Salary	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System	3101 STRS	3102 PERS	3301 OASDI	3331 Medicare	3401 H&W	3501 SUI	3601 WC	3901 403B	3902 Other Benefits	TOTAL BENEFITS	TOTAL COMPENSATION
1	1100 TEACHER	100%	Salary	2,128	46,826			46,826	STRS	8,710	-	-	679	\$ 7,492	421	656			17,958	64,784
2	1100 TEACHER	100%	Salary	2,635	57,975			57,975	STRS	10,783	-	-	841	\$ 7,492	522	812			20,450	78,425
3	1100 TEACHER	100%	Salary	3,487	76,716			76,716	STRS	14,269	-	-	1,112	\$ 7,492	690	1,074			24,638	101,354
4	1100 TEACHER	100%	Salary	2,128	46,826			46,826	STRS	8,710	-	-	679	\$ 7,492	421	656			17,958	64,784
5	1100 TEACHER	100%	Salary	2,269	49,926			49,926	STRS	9,286	-	-	724	\$ 7,492	449	699			18,651	68,577
6	1100 TEACHER	100%	Salary	2,911	64,037			64,037	STRS	11,911	-	-	929	\$ 7,492	576	897			21,805	85,841
7	1300 DIRECTOR	100%	Salary	5,599	134,368	15,000		149,368	STRS	27,782	-	-	2,166	\$ 7,492	1,344	2,091			40,876	190,244
8	1900 ED SPECIALIST	50%	Daily	200	20,000			20,000	STRS	3,720	-	-	290	\$ -	180	280			4,470	24,470
9	2100 INSTRUCTIONAL AIDE/ASES	50%	Hourly	18	17,280			17,280	PERS	-	4,251	1,071	251	\$ -	156	242			5,970	23,250
10	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
11	2100 INSTRUCTIONAL AIDE	100%	Salary	1,638	36,037			36,037	PERS	-	8,865	2,234	523	\$ 7,492	324	505			19,943	55,980
12	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
13	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
14	2100 INSTRUCTIONAL AIDE	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
15	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
16	2200 CLASSIFIED SUPPORT	50%	Hourly	16	10,560			10,560	PERS	-	2,598	655	153	\$ -	95	148			3,648	14,208
17	2200 CLASSIFIED SUPPORT	50%	Hourly	16	27,104			27,104	PERS	-	6,668	1,680	393	\$ -	244	379			9,364	36,468
18	2400 CLERICAL	100%	Salary	2,706	59,534			59,534	PERS	-	14,645	3,691	863	\$ 7,492	536	833			28,061	87,595
19	1175 TEACHER STIPENDS					3,000.00		3,000	STRS	558	-	-	44		27	42			671	3,671
20								-		-	-	-	-		-	-			-	-

TOTAL SALARIES BY OBJECT	
1110	342,305.59
1120	-
1170	-
1175	18,000.00
1200	-
1300	134,367.72
1900	20,000.00
2100	158,917.20
2200	37,664.00
2300	-
2400	59,533.77
2900	-
TOTAL SALARIES	770,788.27

TOTAL BENEFITS BY OBJECT	
3101	95,729
3102	63,004
3301	15,879
3331	11,176
3401	67,431
3501	6,937
3601	10,791
3901	-
TOTAL BENEFITS	270,948

HOLLY DRIVE LEADERSHIP ACADEMY  
EMPLOYEE DATA  
2023-24

Budget Year 2023-24

Salary Increase By:  
Expense COLA 2.00%

STRS	18.600%
PERS	24.600%
OASDI	6.200%
Medicare	1.450%
SUI	0.900%
W/C	1.40%
H&W	\$ 7,567

Employer cost on first \$104,378 of wages

Projected cost per eligible employee

Object	Job Title	FTE	Pay Type	Salary/ Hourly Rate	Total Salary	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System	3101 STRS	3102 PERS	3301 OASDI	3331 Medicare	3401 H&W	3501 SUI	3601 WC	3901 403B	3902 Other Benefits	TOTAL BENEFITS	TOTAL COMPENSATION
1	1100 TEACHER	100%	Salary	2,171	47,763			47,763	STRS	8,884	-	-	693	\$ 7,567	430	669			18,242	66,005
2	1100 TEACHER	100%	Salary	2,688	59,135			59,135	STRS	10,999	-	-	857	\$ 7,567	532	828			20,784	79,918
3	1100 TEACHER	100%	Salary	3,557	78,250			78,250	STRS	14,555	-	-	1,135	\$ 7,567	704	1,096			25,056	103,306
4	1100 TEACHER	100%	Salary	2,171	47,763			47,763	STRS	8,884	-	-	693	\$ 7,567	430	669			18,242	66,005
5	1100 TEACHER	100%	Salary	2,315	50,925			50,925	STRS	9,472	-	-	738	\$ 7,567	458	713			18,949	69,874
6	1100 TEACHER	100%	Salary	2,969	65,317			65,317	STRS	12,149	-	-	947	\$ 7,567	588	914			22,166	87,483
7	1300 DIRECTOR	100%	Salary	5,711	137,055	15,000		152,055	STRS	28,282	-	-	2,205	\$ 7,567	1,368	2,129			41,552	193,607
8	1900 ED SPECIALIST	50%	Daily	200	20,000			20,000	STRS	3,720	-	-	290	\$ -	180	280			4,470	24,470
9	2100 INSTRUCTIONAL AIDE/ASES	50%	Hourly	18	17,280			17,280	PERS	-	4,251	1,071	251	\$ -	156	242			5,970	23,250
10	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
11	2100 INSTRUCTIONAL AIDE	100%	Salary	1,671	36,758			36,758	PERS	-	9,042	2,279	533	\$ 7,567	331	515			20,267	57,025
12	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
13	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
14	2100 INSTRUCTIONAL AIDE	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
15	2100 INSTRUCTIONAL AIDE/SPED	50%	Hourly	16	21,120			21,120	PERS	-	5,196	1,309	306	\$ -	190	296			7,297	28,417
16	2200 CLASSIFIED SUPPORT	50%	Hourly	16	10,560			10,560	PERS	-	2,598	655	153	\$ -	95	148			3,648	14,208
17	2200 CLASSIFIED SUPPORT	50%	Hourly	16	27,104			27,104	PERS	-	6,668	1,680	393	\$ -	244	379			9,364	36,468
18	2400 CLERICAL	100%	Salary	2,760	60,724			60,724	PERS	-	14,938	3,765	881	\$ 7,567	547	850			28,548	89,272
19	1175 TEACHER STIPENDS					3,000.00		3,000	STRS	558	-	-	44		27	42			671	3,671
20					-			-		-	-	-	-		-	-			-	-

TOTAL SALARIES BY OBJECT	
1110	349,151.70
1120	-
1170	-
1175	18,000.00
1200	-
1300	137,055.07
1900	20,000.00
2100	159,637.94
2200	37,664.00
2300	-
2400	60,724.44
2900	-
TOTAL SALARIES	782,233.15

TOTAL BENEFITS BY OBJECT	
3101	97,502
3102	63,474
3301	15,998
3331	11,342
3401	68,105
3501	7,040
3601	10,951
3901	-
TOTAL BENEFITS	274,414

**HOLLY DRIVE LEADERSHIP ACADEMY  
CASHFLOW PROJECTIONS  
FISCAL YEAR 2019-20**[illegible]

HOLLY DRIVE LEADERSHIP ACADEMY  
CASHFLOW PROJECTIONS  
FISCAL YEAR 2019-20



			12	11	10	9	8	7	6	5	4	3	2	1		
P2 ADA	120.90	130.00														
Enrollment	130	120.9														
Unduplicated Pupil Count %	88%	88%														
	2020	2020	PRIOR YEAR P-2							P-1				P-2		
	BUDGET 2019-20	TREND 2019-20	Forecast Jul-19	Forecast Aug-19	Forecast Sep-19	Forecast Oct-19	Forecast Nov-19	Forecast Dec-19	Forecast Jan-20	Forecast Feb-20	Forecast Mar-20	Forecast Apr-20	Forecast May-20	Forecast Jun-20	Accrual	YTD Actuals
5000 Services and Other Operating Expenditures																
5200 Travel and Conferences	5,400	5,400	450	450	450	450	450	450	450	450	450	450	450	450	-	5,400
5300 Dues and Memberships	2,600	2,600	217	217	217	217	217	217	217	217	217	217	217	217	-	2,600
5450 General Insurance	14,950	14,950	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	-	14,950
5500 Operation and Housekeeping Services	22,200	22,200	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	-	22,200
5610 Rent - Facilities / Buildings / Space	1,500	1,500	125	125	125	125	125	125	125	125	125	125	125	125	-	1,500
5620 Equipment Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5630 Vendor Repairs	2,600	2,600	217	217	217	217	217	217	217	217	217	217	217	217	-	2,600
5812 Field Trips/Pupil Transportation	26,000	26,000	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	-	26,000
5820 Legal Fees	4,120	4,120	343	343	343	343	343	343	343	343	343	343	343	343	-	4,120
5825 Audit Fees	9,270	9,270	773	773	773	773	773	773	773	773	773	773	773	773	-	9,270
5830 Advertisement / Recruitment	3,900	3,900	325	325	325	325	325	325	325	325	325	325	325	325	-	3,900
5850 Non Instructional consultants	6,500	6,500	542	542	542	542	542	542	542	542	542	542	542	542	-	6,500
5851 Instructional consultants	162,700	162,700	13,558	13,558	13,558	13,558	13,558	13,558	13,558	13,558	13,558	13,558	13,558	13,558	-	162,700
5853 Back Office Support	55,129	55,129	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	-	55,129
5860 Software Licenses	25,100	25,100	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	-	25,100
5880 District Oversight Fee	35,668	35,668	-	-	-	-	3,567	3,567	3,567	3,567	3,567	3,567	3,567	3,567	7,134	35,668
5885 El Dorado Admin Fee	3,968	3,968	-	-	-	-	-	-	-	-	-	-	-	-	-	3,968
5890 Other Fees / Bank Charges /Credit Card Fees	12,030	12,030	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	-	12,030
5900 Communications	13,000	13,000	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	13,000
Total 5000 Services and Other Operating Expenditures	\$ 406,635	\$ 406,635	\$ 34,767	\$ 34,767	\$ 34,767	\$ 29,189	\$ 32,756	\$ 32,756	\$ 32,756	\$ 32,756	\$ 32,756	\$ 32,756	\$ 32,756	\$ 36,724	\$ 7,134	406,635
6000 Capital Outlay																
6900 Depreciation Expense	-	-													-	-
Total 6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
TOTAL EXPENSE	\$ 1,468,577	\$ 1,468,577	\$ 137,387	\$ 137,387	\$ 137,387	\$ 112,976	\$ 116,542	\$ 116,542	\$ 116,542	\$ 116,542	\$ 116,542	\$ 116,542	\$ 116,542	\$ 120,510	\$ 7,134	\$ 1,468,577
NET INCOME (LOSS)	\$ 5,297	\$ 5,297	\$ (112,347)	\$ (70,354)	\$ (2,285)	\$ (11,414)	\$ (4,116)	\$ (4,388)	\$ 277	\$ (10,040)	\$ 53,395	\$ 65,701	\$ (17,039)	\$ (5,081)	\$ 82,027	5,297

	PRIOR YEAR P-2								P-1			P-2	
	Forecast Jul-19	Forecast Aug-19	Forecast Sep-19	Forecast Oct-19	Forecast Nov-19	Forecast Dec-19	Forecast Jan-20	Forecast Feb-20	Forecast Mar-20	Forecast Apr-20	Forecast May-20	Forecast Jun-20	Accrual
Beginning Cash Balance	614,436	587,076	516,722	514,437	503,023	498,907	494,519	494,796	484,755	538,151	603,851	586,812	581,731
Cash Flow from Operating Activities													
Net Income (Loss)	(112,347)	(70,354)	(2,285)	(11,414)	(4,116)	(4,388)	277	(10,040)	53,395	65,701	(17,039)	(5,081)	82,027
Change in Prior Year Accounts Receivable	91,958	-	-	-	-	-	-	-	-	-	-	-	(89,160)
Change in Current Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prior Year Accounts Payable	(6,970)	-	-	-	-	-	-	-	-	-	-	-	7,134
Change in Current Year Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Investing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Source- Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-
Use- Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-
Source- Loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Use- Loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	587,076	516,722	514,437	503,023	498,907	494,519	494,796	484,755	538,151	603,851	586,812	581,731	581,731

**HOLLY DRIVE LEADERSHIP ACADEMY  
CASHFLOW PROJECTIONS  
FISCAL YEAR 2020-21**[illegible]

HOLLY DRIVE LEADERSHIP ACADEMY  
CASHFLOW PROJECTIONS  
FISCAL YEAR 2020-21



			12	11	10	9	8	7	6	5	4	3	2	1		
P2 ADA	120.90	130.00														
Enrollment	130	120.9														
Unduplicated Pupil Count %	88%	88%														
	2021	2021	PRIOR YEAR P-2							P-1				P-2		
	BUDGET 2020-21	TREND 2020-21	Forecast Jul-20	Forecast Aug-20	Forecast Sep-20	Forecast Oct-20	Forecast Nov-20	Forecast Dec-20	Forecast Jan-21	Forecast Feb-21	Forecast Mar-21	Forecast Apr-21	Forecast May-21	Forecast Jun-21	Accrual	YTD Actuals
5000 Services and Other Operating Expenditures																
5200 Travel and Conferences	5,400	5,400	450	450	450	450	450	450	450	450	450	450	450	450	-	5,400
5300 Dues and Memberships	2,600	2,600	217	217	217	217	217	217	217	217	217	217	217	217	-	2,600
5450 General Insurance	14,950	14,950	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	-	14,950
5500 Operation and Housekeeping Services	22,200	22,200	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	-	22,200
5610 Rent - Facilities / Buildings / Space	1,500	1,500	125	125	125	125	125	125	125	125	125	125	125	125	-	1,500
5620 Equipment Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5630 Vendor Repairs	2,600	2,600	217	217	217	217	217	217	217	217	217	217	217	217	-	2,600
5812 Field Trips/Pupil Transportation	26,000	26,000	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	-	26,000
5820 Legal Fees	4,120	4,120	343	343	343	343	343	343	343	343	343	343	343	343	-	4,120
5825 Audit Fees	9,548	9,548	796	796	796	796	796	796	796	796	796	796	796	796	-	9,548
5830 Advertisement / Recruitment	3,900	3,900	325	325	325	325	325	325	325	325	325	325	325	325	-	3,900
5850 Non Instructional consultants	6,500	6,500	542	542	542	542	542	542	542	542	542	542	542	542	-	6,500
5851 Instructional consultants	154,700	154,700	12,892	12,892	12,892	12,892	12,892	12,892	12,892	12,892	12,892	12,892	12,892	12,892	-	154,700
5853 Back Office Support	56,783	56,783	4,732	4,732	4,732	4,732	4,732	4,732	4,732	4,732	4,732	4,732	4,732	4,732	-	56,783
5860 Software Licenses	25,100	25,100	6,275	6,275	6,275	697	697	697	697	697	697	697	697	697	-	25,100
5880 District Oversight Fee	36,646	36,646	-	-	-	-	3,665	3,665	3,665	3,665	3,665	3,665	3,665	3,665	7,329	36,646
5885 El Dorado Admin Fee	3,968	3,968	-	-	-	-	-	-	-	-	-	-	-	3,968	-	3,968
5890 Other Fees / Bank Charges /Credit Card Fees	12,046	12,046	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	-	12,046
5900 Communications	13,000	13,000	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	13,000
																-
Total 5000 Services and Other Operating Expenditures	\$ 401,561	\$ 401,561	\$ 34,262	\$ 34,262	\$ 34,262	\$ 28,684	\$ 32,349	\$ 32,349	\$ 32,349	\$ 32,349	\$ 32,349	\$ 32,349	\$ 32,349	\$ 36,317	\$ 7,329	401,561
6000 Capital Outlay																-
6900 Depreciation Expense	-	-													-	-
Total 6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
TOTAL EXPENSE	\$ 1,495,260	\$ 1,495,260	\$ 139,529	\$ 139,529	\$ 139,529	\$ 115,118	\$ 118,782	\$ 118,782	\$ 118,782	\$ 118,782	\$ 118,782	\$ 118,782	\$ 118,782	\$ 122,750	\$ 7,329	\$ 1,495,260
NET INCOME (LOSS)	\$ 11,252	\$ 11,252	\$ (113,129)	\$ (71,136)	\$ (1,979)	\$ (11,108)	\$ (3,908)	\$ (4,125)	\$ 485	\$ (8,756)	\$ 54,680	\$ 66,985	\$ (15,755)	\$ (3,796)	\$ 81,831	11,252

	PRIOR YEAR P-2								P-1			P-2	
	Forecast Jul-20	Forecast Aug-20	Forecast Sep-20	Forecast Oct-20	Forecast Nov-20	Forecast Dec-20	Forecast Jan-21	Forecast Feb-21	Forecast Mar-21	Forecast Apr-21	Forecast May-21	Forecast Jun-21	Accrual
Beginning Cash Balance	581,731	550,629	479,492	477,514	466,406	462,498	458,372	458,858	450,102	504,782	571,767	556,013	552,216
Cash Flow from Operating Activities													
Net Income (Loss)	(113,129)	(71,136)	(1,979)	(11,108)	(3,908)	(4,125)	485	(8,756)	54,680	66,985	(15,755)	(3,796)	81,831
Change in Accounts Receivable	89,160	-	-	-	-	-	-	-	-	-	-	-	(89,160)
Change in Accounts Payable	(7,134)	-	-	-	-	-	-	-	-	-	-	-	7,329
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Investing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Source- Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-
Use- Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-
Source- Loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Use- Loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	550,629	479,492	477,514	466,406	462,498	458,372	458,858	450,102	504,782	571,767	556,013	552,216	552,216

**HOLLY DRIVE LEADERSHIP ACADEMY  
CASHFLOW PROJECTIONS  
FISCAL YEAR 2021-22**[illegible]



HOLLY DRIVE LEADERSHIP ACADEMY  
CASHFLOW PROJECTIONS  
FISCAL YEAR 2021-22



			12	11	10	9	8	7	6	5	4	3	2	1		
P2 ADA	120.90	130.00														
Enrollment	130	120.9														
Unduplicated Pupil Count %	88%	88%														
	2022	2022	PRIOR YEAR P-2							P-1				P-2		
	BUDGET 2021-22	TREND 2021-22	Forecast Jul-21	Forecast Aug-21	Forecast Sep-21	Forecast Oct-21	Forecast Nov-21	Forecast Dec-21	Forecast Jan-22	Forecast Feb-22	Forecast Mar-22	Forecast Apr-22	Forecast May-22	Forecast Jun-22	Accrual	YTD Actuals
5000 Services and Other Operating Expenditures																
5200 Travel and Conferences	5,400	5,400	450	450	450	450	450	450	450	450	450	450	450	450	-	5,400
5300 Dues and Memberships	2,600	2,600	217	217	217	217	217	217	217	217	217	217	217	217	-	2,600
5450 General Insurance	14,950	14,950	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	-	14,950
5500 Operation and Housekeeping Services	22,200	22,200	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	-	22,200
5610 Rent - Facilities / Buildings / Space	1,500	1,500	125	125	125	125	125	125	125	125	125	125	125	125	-	1,500
5620 Equipment Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5630 Vendor Repairs	2,600	2,600	217	217	217	217	217	217	217	217	217	217	217	217	-	2,600
5812 Field Trips/Pupil Transportation	26,000	26,000	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	-	26,000
5820 Legal Fees	4,244	4,244	354	354	354	354	354	354	354	354	354	354	354	354	-	4,244
5825 Audit Fees	9,835	9,835	820	820	820	820	820	820	820	820	820	820	820	820	-	9,835
5830 Advertisement / Recruitment	3,900	3,900	325	325	325	325	325	325	325	325	325	325	325	325	-	3,900
5850 Non Instructional consultants	6,500	6,500	542	542	542	542	542	542	542	542	542	542	542	542	-	6,500
5851 Instructional consultants	154,700	154,700	12,892	12,892	12,892	12,892	12,892	12,892	12,892	12,892	12,892	12,892	12,892	12,892	-	154,700
5853 Back Office Support	58,486	58,486	4,874	4,874	4,874	4,874	4,874	4,874	4,874	4,874	4,874	4,874	4,874	4,874	-	58,486
5860 Software Licenses	25,100	25,100	6,275	6,275	6,275	697	697	697	697	697	697	697	697	697	-	25,100
5880 District Oversight Fee	37,901	37,901	-	-	-	-	3,790	3,790	3,790	3,790	3,790	3,790	3,790	3,790	7,580	37,901
5885 El Dorado Admin Fee	3,968	3,968	-	-	-	-	-	-	-	-	-	-	-	3,968	-	3,968
5890 Other Fees / Bank Charges /Credit Card Fees	12,063	12,063	1,005	1,005	1,005	1,005	1,005	1,005	1,005	1,005	1,005	1,005	1,005	1,005	-	12,063
5900 Communications	13,000	13,000	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	13,000
Total 5000 Services and Other Operating Expenditures	\$ 404,946	\$ 404,946	\$ 34,440	\$ 34,440	\$ 34,440	\$ 28,862	\$ 32,652	\$ 32,652	\$ 32,652	\$ 32,652	\$ 32,652	\$ 32,652	\$ 32,652	\$ 36,620	\$ 7,580	404,946
6000 Capital Outlay																-
6900 Depreciation Expense	-	-													-	-
Total 6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
TOTAL EXPENSE	\$ 1,513,256	\$ 1,513,256	\$ 140,924	\$ 140,924	\$ 140,924	\$ 116,513	\$ 120,303	\$ 120,303	\$ 120,303	\$ 120,303	\$ 120,303	\$ 120,303	\$ 120,303	\$ 124,271	\$ 7,580	\$ 1,513,256
NET INCOME (LOSS)	\$ 35,155	\$ 35,155	\$ (112,895)	\$ (70,902)	\$ (441)	\$ (9,570)	\$ (2,496)	\$ (2,642)	\$ 1,897	\$ (5,495)	\$ 57,941	\$ 70,246	\$ (12,494)	\$ (536)	\$ 81,580	35,155

	PRIOR YEAR P-2								P-1			P-2	
	Forecast Jul-21	Forecast Aug-21	Forecast Sep-21	Forecast Oct-21	Forecast Nov-21	Forecast Dec-21	Forecast Jan-22	Forecast Feb-22	Forecast Mar-22	Forecast Apr-22	Forecast May-22	Forecast Jun-22	Accrual
Beginning Cash Balance	552,216	521,152	450,250	449,809	440,238	437,742	435,100	436,997	431,502	489,443	559,689	547,195	546,659
Cash Flow from Operating Activities													
Net Income (Loss)	(112,895)	(70,902)	(441)	(9,570)	(2,496)	(2,642)	1,897	(5,495)	57,941	70,246	(12,494)	(536)	81,580
Change in Accounts Receivable	89,160	-	-	-	-	-	-	-	-	-	-	-	(89,160)
Change in Accounts Payable	(7,329)	-	-	-	-	-	-	-	-	-	-	-	7,580
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Investing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Source- Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-
Use- Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-
Source- Loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Use- Loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	521,152	450,250	449,809	440,238	437,742	435,100	436,997	431,502	489,443	559,689	547,195	546,659	546,659

# **Holly Drive Leadership Academy 2018 Charter Renewal Achievement Analysis**

**October 22, 2018**



# Holly Drive's Achievement Analysis

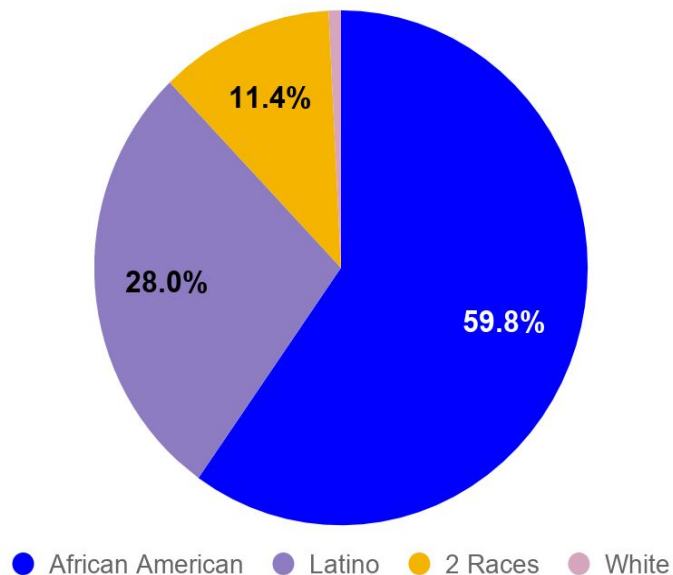
- Holly Drive's Performance Summary
- Holly Drive's Demographic Context
- Holly Drive's 2015-2018 SBAC ME Growth Comparisons
- Holly Drive's SBAC ME Growth
- Holly Drive's District School ME Comparisons
- Strategies to Address Math and Suspension Challenges

# Holly Drive's Performance Summary

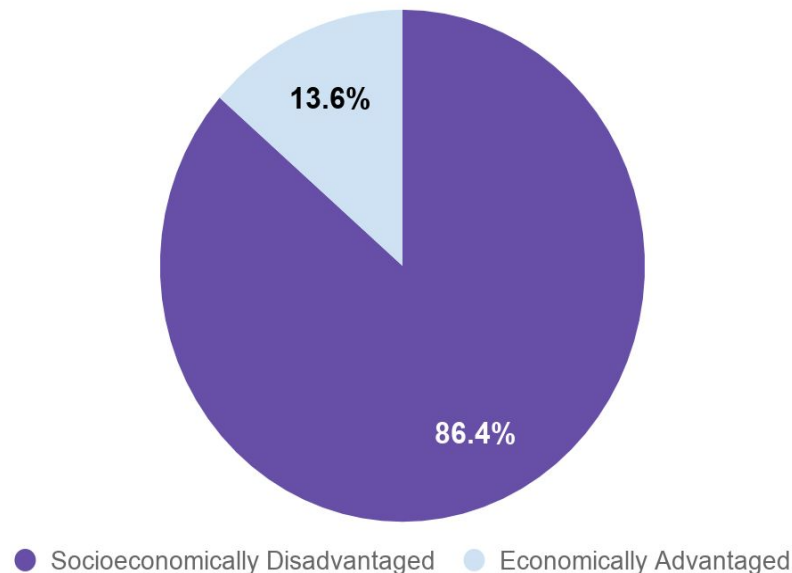
- Holly Drive is a small safe learning community serving a primarily African American and low income student population.
- The school has demonstrated improvement based on both the Met/Exceed and Difference from 3 metrics. It has shown particularly impressive gains in ELA.
- Holly Drive's outperformed all but one of its district comparison schools in ELA % Met/Exceed and is near the middle of its peers in math.
- Holly Drive exceeded the CCSA's Similar School and Growth metrics and has its support for renewal.
- Holly Drive is implementing strategies to accelerate its students' math performance and reduce conflict and suspensions.

**Holly Drive is a small safe K-8 learning community serving a primarily African American and Latino low income student population.**

**Holly Drive's 17-18 Ethnic Breakdown\***

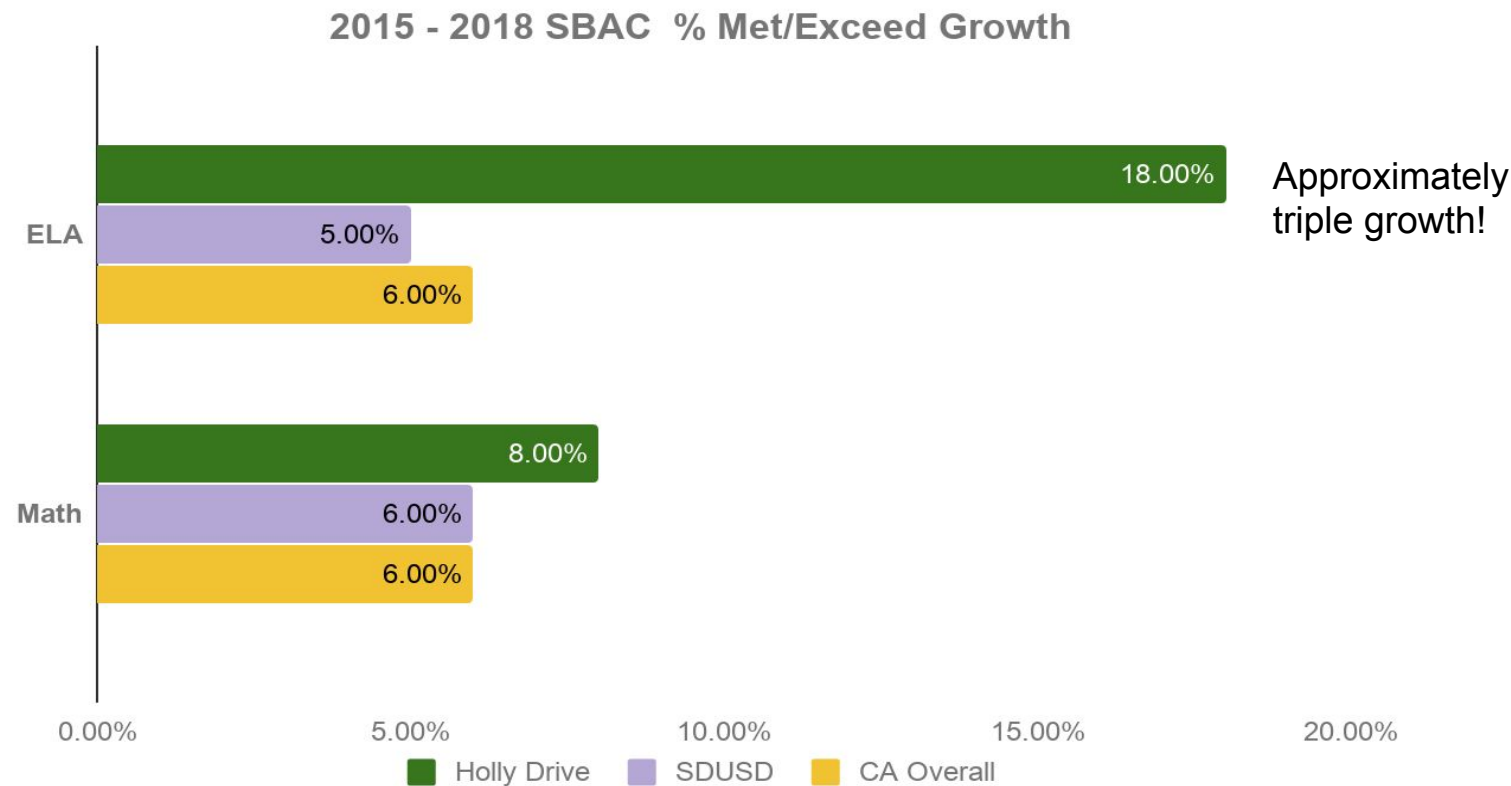


**Holly Drive's 17-18 Economic Status Breakdown\***

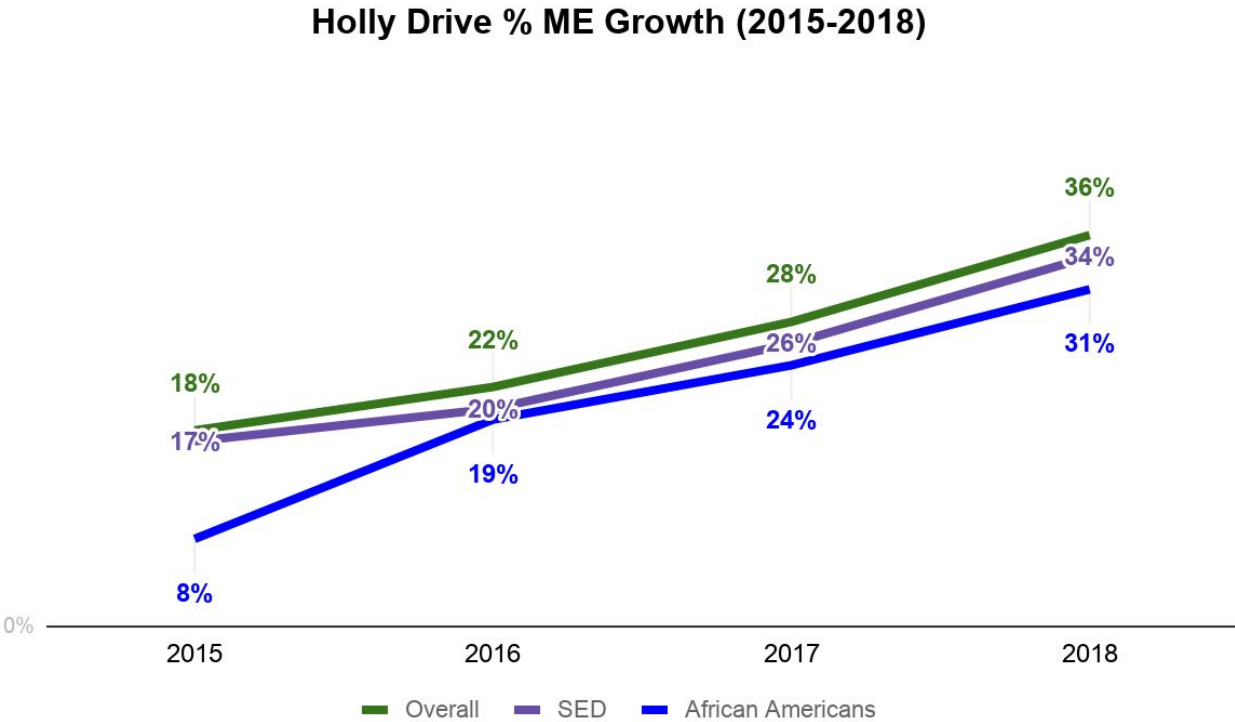


\*Holly Drive served 132 students in 17-18. 17% of the students were English Learners and 16% qualified for Special Education. Approximately 2% were homeless.

In the last 4 years, Holly Drive increased the proportion of its students scoring Met/Exceed more than both SDUSD and CA overall. It's growth was approximately 3 times its comparisons in ELA!

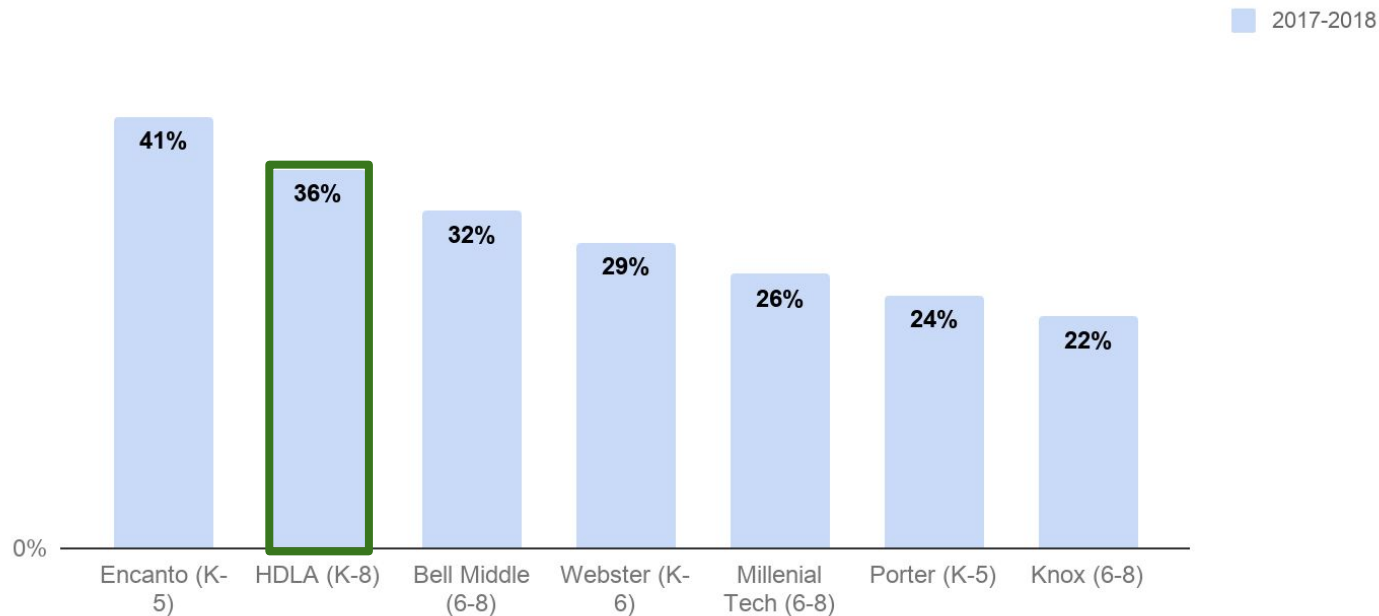


Holly Drive has demonstrated sustained ELA growth overall and across subgroups. The proportion scoring Met/Exceed at least doubled in the last 4 years.



**Holly Drive outperformed all but one of its district comparison schools in ELA last year.**

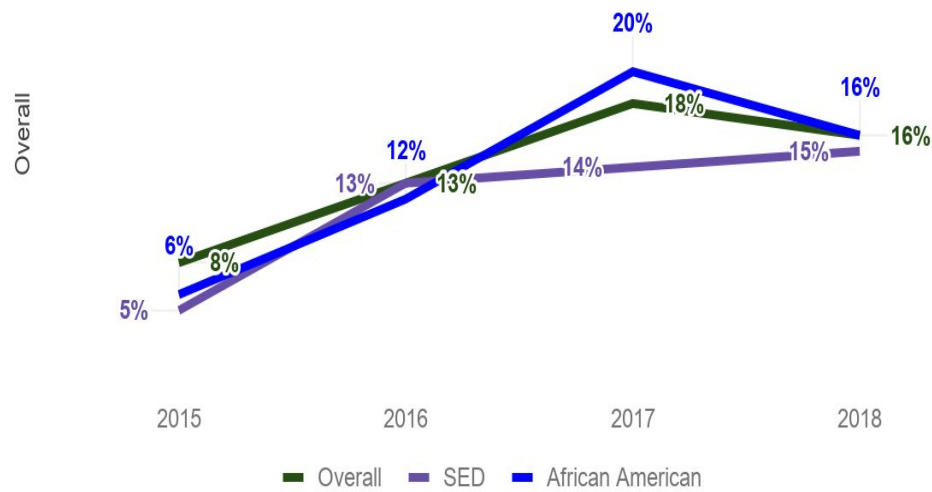
### **Holly Drive and Comparison District Schools' 2018 ELA Performance**





In math, Holly Drive has doubled the proportion of its students scoring Met/Exceed overall and in key subgroups. It is focused on accelerating its students math performance to mirror its ELA success.

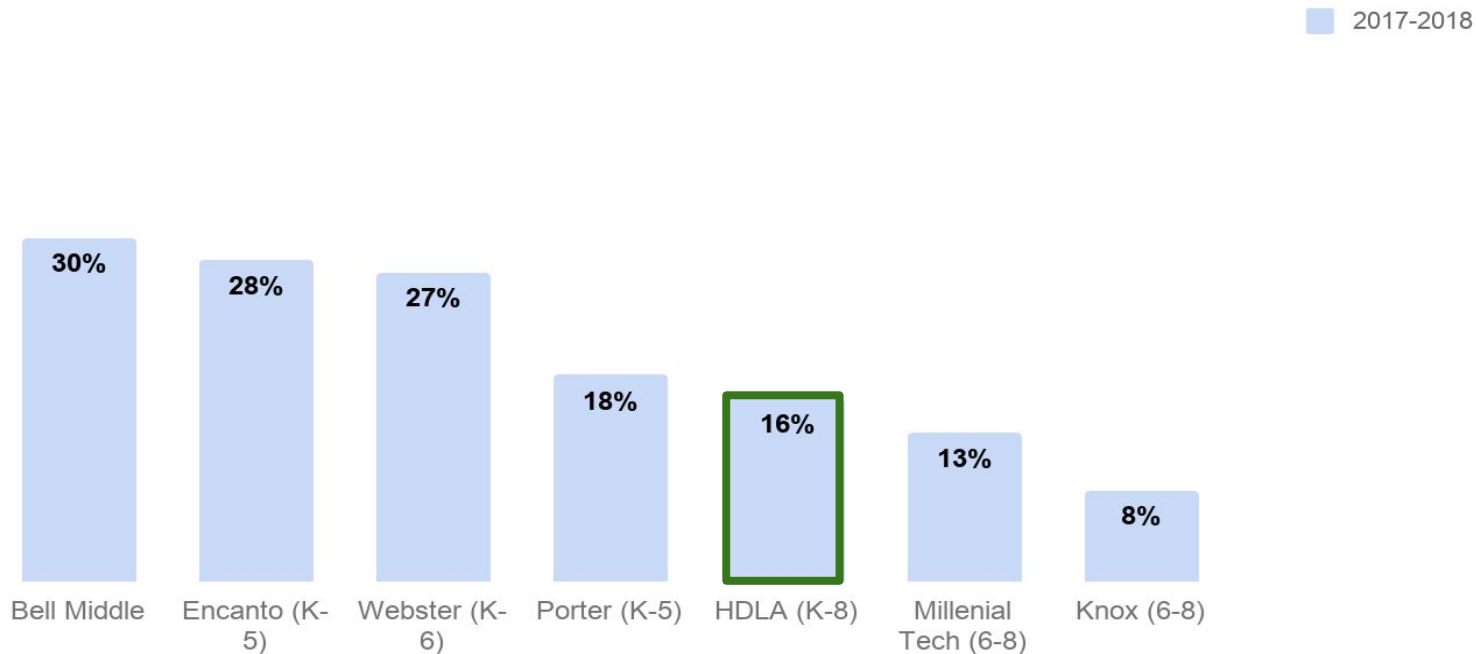
Holly Drive Math % ME Growth (2015-2018)



\*Note math performance is more challenging than language art on the SBAC tests across the state and in SDUSD.

**Holly Drive's 2018 math results rank it near the middle of its comparison schools.**

### **Holly Drive and Comparison District Schools' 2018 Math Performance**



Outperforming 70% of the schools in the state with similar demographic characteristics and exceeding its growth targets, Holly Drive has the California Charter School Associations' support for its charter renewal.\*

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.

Above

Above

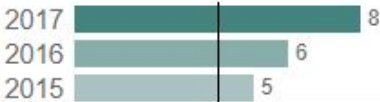
CCSA Academic Accountability Report 2016-2017

Holly Drive Leadership Academy (San Diego Unified)

Charter Renewal Date: June 30, 2019

Above

Similar Students Rank



Target: 4 out of 10

This school was at/above the target

**3 out of 3 year(s),**

meeting the standard for this metric for 2017.

3 Year Growth



This school's DF3 changed by

**23 points,**

meeting the 2017 target of 18 points.

\*Based on the most recent data available..

# Holly Drive Leadership Academy's Math Improvement Strategies

**Holly Drive is focused on increasing its students' math achievement. It is going to take lessons learned from its success in ELA along with best practices in math to accelerate its students' mastery of the common core math standards.**

1. Increase amount of time focused on math instruction to at least 1.5 hours a day
2. Align math program to the rigor of SBAC
  - Teachers will focus on the SBAC Interim Assessment Block questions prior to each unit
  - Students will start taking the IAB assessments in the CAASPP system and use student results to reteach key standards
3. Provide additional academic supports to students struggling in math through teacher and technology support (e.g. I-Ready)
4. Provide additional math training to increase teachers' capacity to teach the Common Core standards (working with the San Diego County Office of Education)
5. Review math curriculum for possible new adoption in 19-20

# Holly Drive's Strategies to Address Suspensions

Holly Drive has exceeded its state suspension targets (ideally no more than 3%) for the last two years. Recognizing students need to be in school in order to learn, the school now reserves out of school suspensions only for the most serious offenses. It has implemented the following strategies.

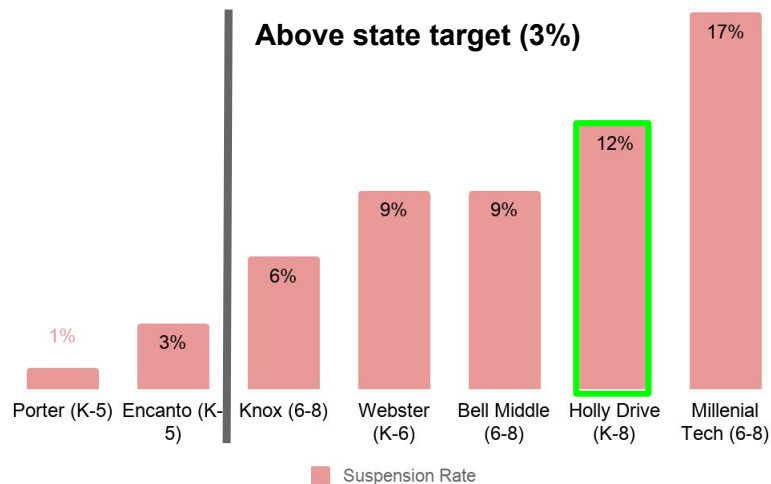
## Minimize Out of School Suspensions

1. Instituted in-school suspension to minimize amount of instruction students miss

## Reduce Conflict

2. Adopted "Positive Playground" to address playground disputes
3. Implemented Conflict Resolution strategies to train students to identify positive alternatives to de-escalate tensions

Holly Drives' District School Suspension Comparisons



Holly Drive's suspension rate was relatively high compared to its district comparisons.

# Appendix

- Difference from 3 Definition
- Difference from 3 2015 - 2018 growth
- Holly Drive State Accountability Performance
- Difference from 3 District Comparisons Overall and for SED and African American Subgroups

## How CA measures performance: Distance from Level 3 (DF3)

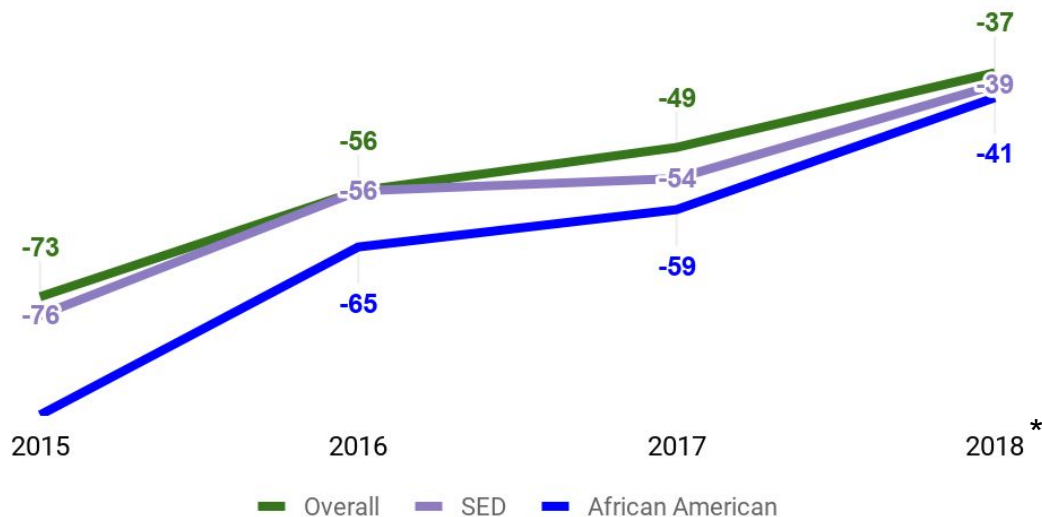
- Students earn a **scale score** on SBAC between 2100 and 2800
  - The exact range is different for each grade and subject, so it's not fair to compare scale scores across grades.
- We standardize scale scores by measuring their **distance above or below the minimum score required to be Level 3** (i.e. "Met" or Proficient)
  - In grade 3 ELA, the minimum score to be Level 3 is 2432. A 3<sup>rd</sup> grader who scores 2400 has a DF3 of -32. A 3<sup>rd</sup> grader who scores 2500 has a DF3 of 68.
- We average those distances to get the **average Distance from Level 3**
  - We can do this for a district, school, subgroup, etc. If a school's ELA DF3 is -49, then its average student scored 49 scale score points below Level 3 in ELA. If a school's Math DF3 is 0, then the average student earned exactly the minimum scale score required to be Level 3 (i.e. "Met").

## Difference from 3

The Difference from 3 is CA's academic accountability metric. It is an indicator of how far a student or school is from the Met proficiency level cut point on SBAC. If a student has a negative score, it indicates their performance was below the Met Level. If positive, the student scored above the Met level. Students' differences from 3 are averaged to create 1 score for the school overall. (See the appendix for more information on calculating the Difference from 3).

**Holly Drive has demonstrated impressive growth in ELA overall and by subgroup over the last 4 years.**

### Holly Drive ELA Difference from 3 Growth (2015-2018)



\*2018 DF3 numbers are projections based on Holly Drive's ORS files.

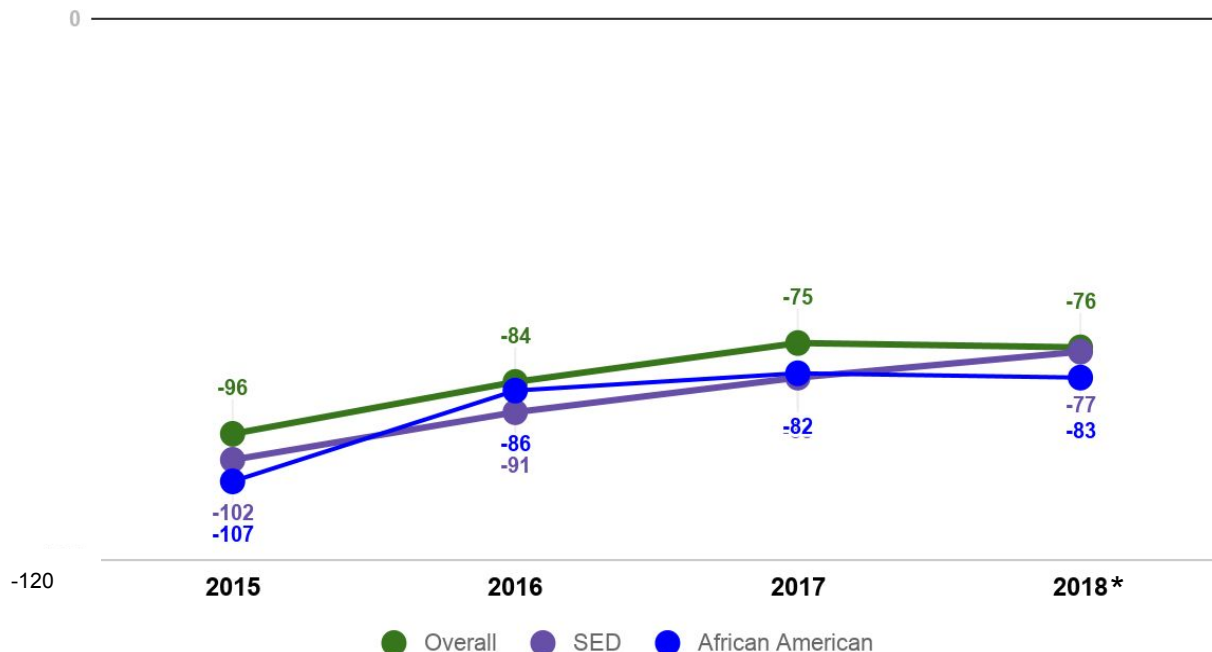


## Difference from 3

The Difference from 3 is CA's academic accountability metric. It is an indicator of how far a student or school is from the Met proficiency level cut point on SBAC. If a student has a negative score, it indicates their performance was below the Met Level. If positive, the student scored above the Met level. Students' differences from 3 are averaged to create 1 score for the school overall. (See the appendix for more information on calculating the Difference from 3).

**Holly Drive's math performance has improved overall and by subgroup over the last three years. The school is focused on increasing its math performance.**

**Holly Drive Math Difference from 3 Growth (2015 - 2018)**



\*2018 DF3 numbers are projections based on Holly Drive's ORS files.

## CA State Accountability

CA's accountability system is comprised of a set of indicators with metrics for growth. Academics are divided into ELA and Math metrics based on SBAC performance. There are 5 proficiency levels (red being the lowest) with the goal of all schools achieving green. Click [here](#) to learn more about how proficiency levels are calculated.

**Based on the most recent accountability data (2017), Holly Drive performs at the Low level with growth for most subgroups in both ELA and Math.**

**State ELA and Math Accountability Indicators (2017)**

	ELA Status		Math Status
<b>Overall</b>	Low + Growth		Low + Growth
<b>SED</b>	Low Maintain*		Low + Growth
<b>African American</b>	Low + Growth		Low + Growth

### Performance Levels:



Red (Lowest Performance)



Orange



Yellow



Green



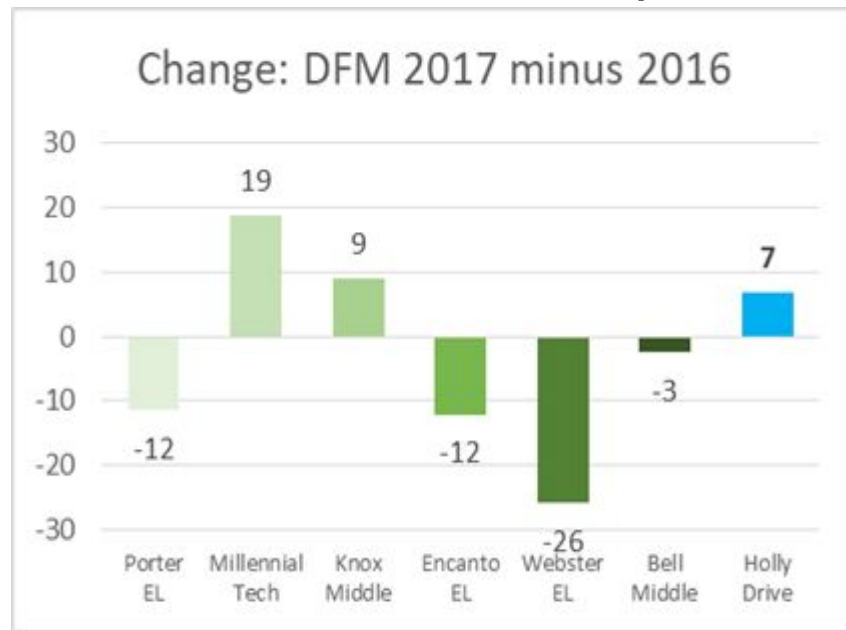
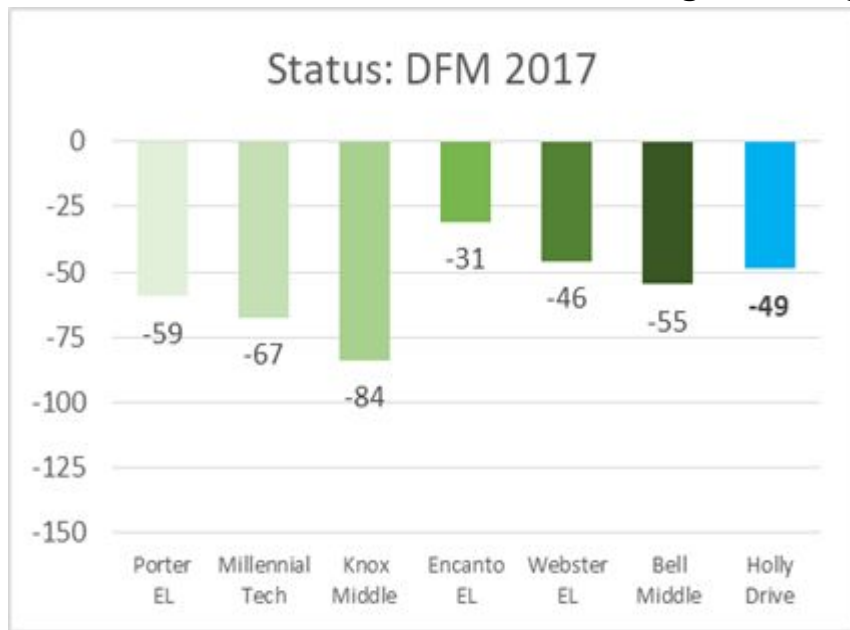
Blue (Highest Performance)

Click [here](#) to see Holly Drive's state accountability dashboard.

\*With this year's ELA growth, this should move to yellow for 2018. With lack of math growth, the math subgroups will be orange.

**In 2017, Holly Drive ranked near the top of its SDUSD comparison schools in ELA** (3rd out of 7 in both performance and growth).\*

### 2017 Difference from 3 Overall English Language Arts Performance and Growth Comparisons

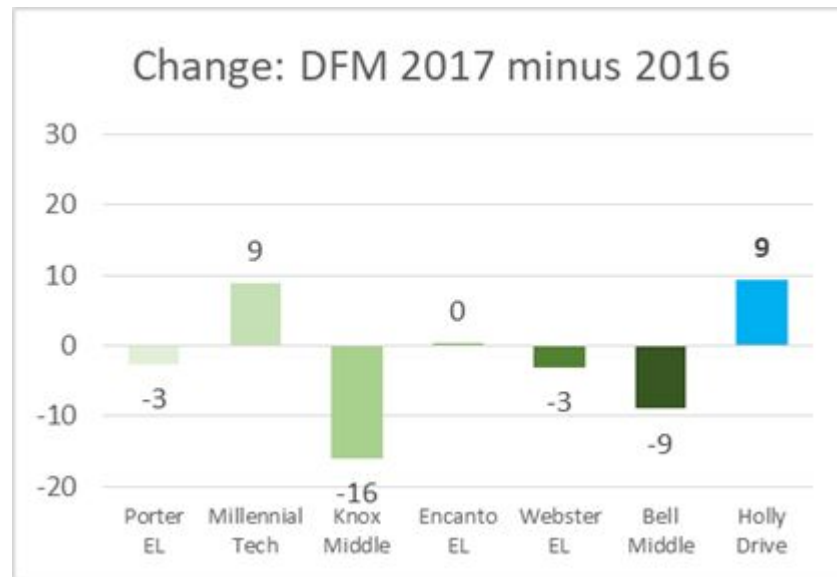
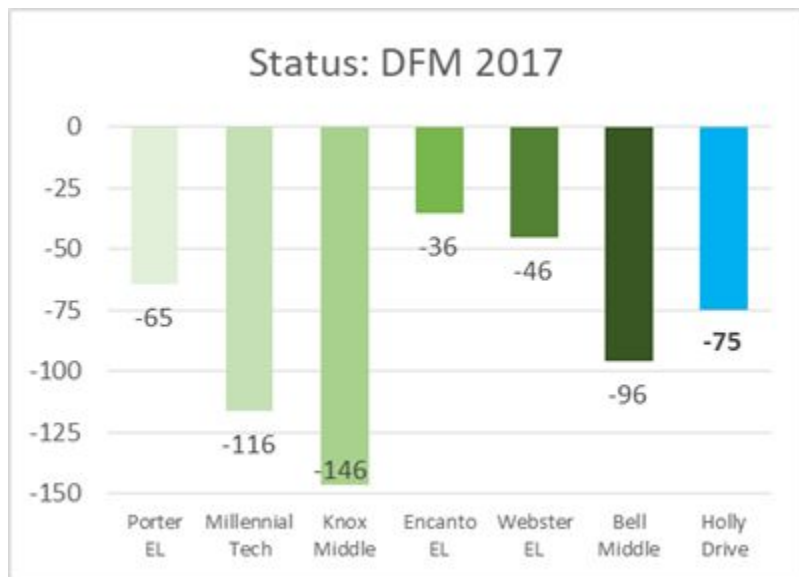


Note: A smaller number on the status visual represents better performance. An average of 0 indicates students on average scored at the Met level. A positive number on the change visual represents improvement.

\*2017 is the most recent year DF3 data is available at this point.

**In math, Holly Drive ranked in the middle of its comparison schools for performance (4/7) and at the top in growth (tied for first).**

### 2017 Overall Difference from 3 Math Performance and Growth Comparisons

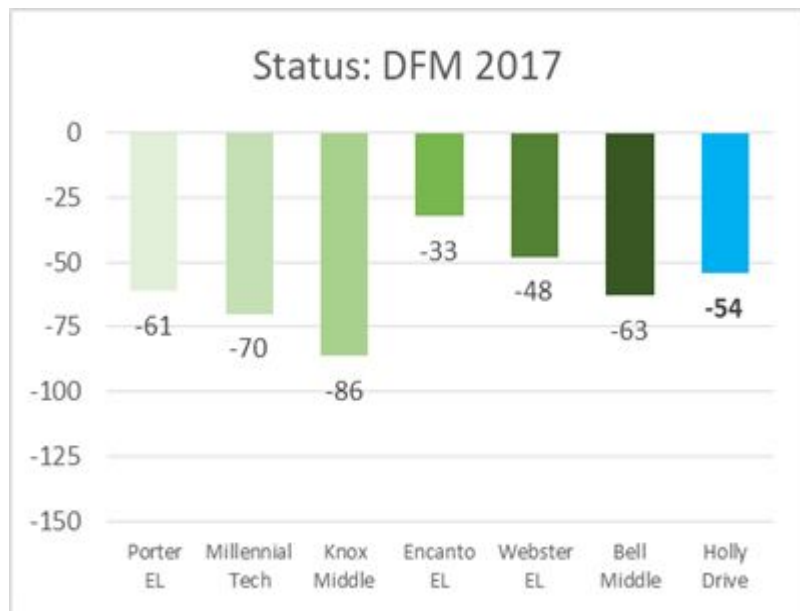


Note: A smaller number on the status visual represents better performance. An average of 0 indicates students on average scored at the Met level. A positive number on the change visual represents improvement.

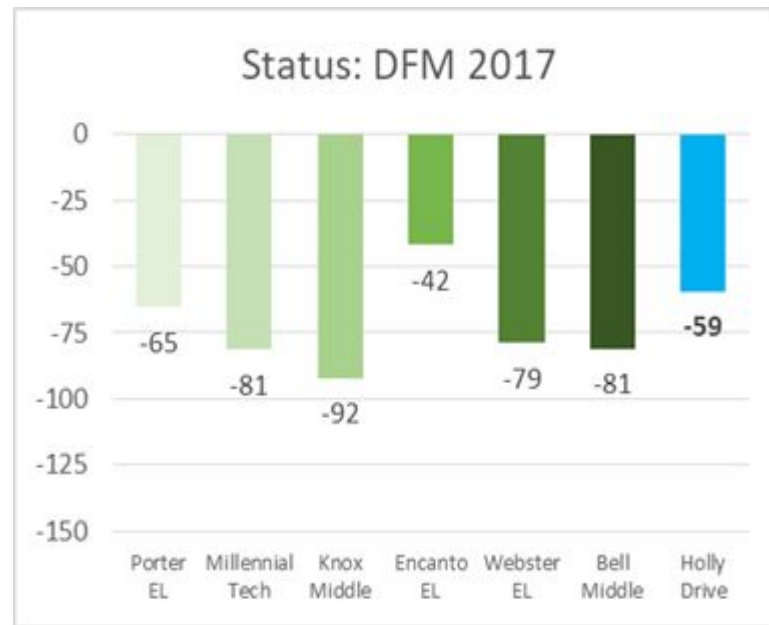
\*2017 is the most recent year DF3 data is available at this point.

Holly Drive's Socioeconomically Disadvantaged (3 of 7) and African American students (2 of 7) performed near the top of its district comparison schools in ELA.

Socioeconomically Disadvantaged Students  
DF3 Performance



African American Student DF3 Performance

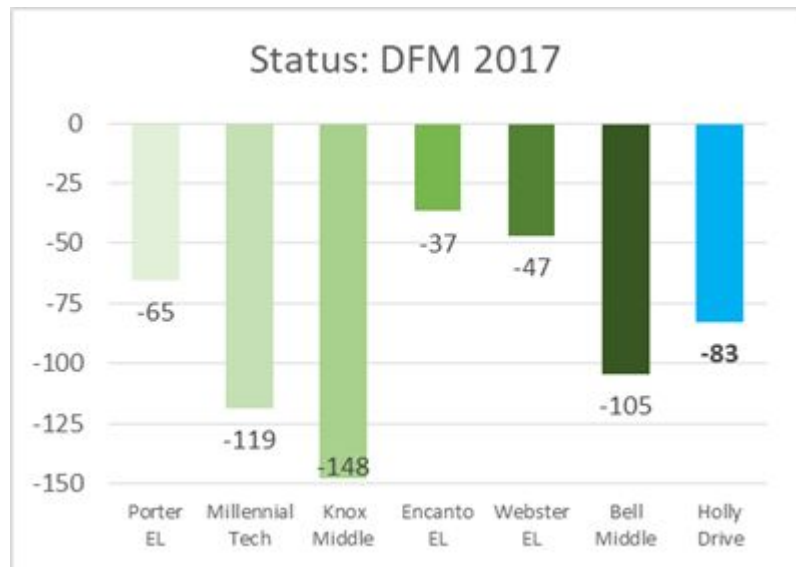


Note: A smaller number on the status visual represents better performance. An average of 0 indicates students on average scored at the Met level.

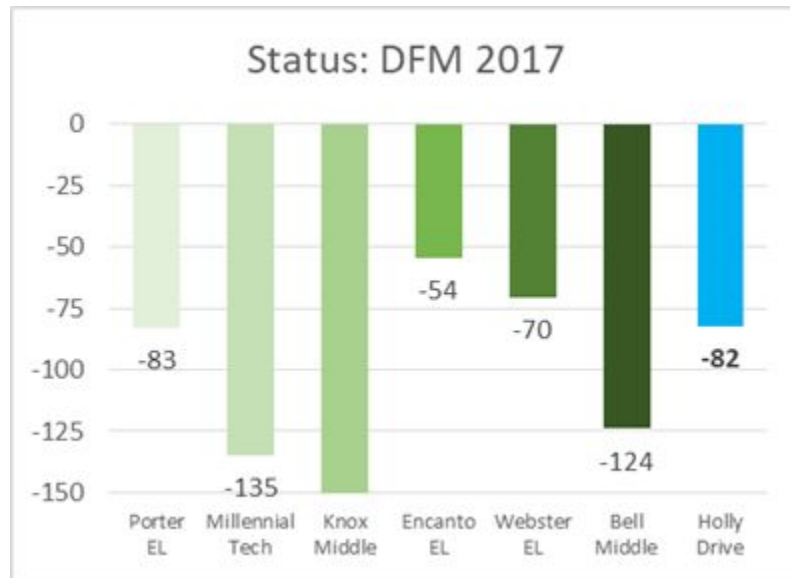
\*2017 is the most recent year DF3 data is available at this point.

Holly Drive's Socioeconomically Disadvantaged (4 of 7) and African American students (3 of 7) performed near the middle of its district comparison schools in Math.

Socioeconomically Disadvantaged Students  
DF3 Performance



African American Student DF3 Performance



Note: A smaller number on the status visual represents better performance. An average of 0 indicates students on average scored at the Met level.

\*2017 is the most recent year DF3 data is available at this point.

STATE CAPITOL  
P.O. BOX 942849  
SACRAMENTO, CA 94249-0079  
(916) 319-2079  
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DISTRICT OFFICE  
1350 FRONT STREET, SUITE 6046  
SAN DIEGO, CA 92101  
(619) 531-7913  
FAX (619) 531-7924

# Assembly California Legislature



**SHIRLEY N. WEBER**  
ASSEMBLY MEMBER, SEVENTY-NINTH DISTRICT

**COMMITTEES**  
BANKING AND FINANCE  
BUDGET  
EDUCATION  
ELECTIONS AND REDISTRICTING  
HIGHER EDUCATION

**SUBCOMMITTEES**  
CHAIR: BUDGET SUBCOMMITTEE NO. 5  
ON PUBLIC SAFETY  
BUDGET SUBCOMMITTEE NO. 6 ON  
BUDGET PROCESS OVERSIGHT AND  
PROGRAM EVALUATION

**SELECT COMMITTEE**  
CHAIR: CAMPUS CLIMATE

November 2, 2018

San Diego Unified School District  
4100 Normal Street  
San Diego, CA 92103

**Re: Holly Drive Leadership Academy - 4801 Elm Street, San Diego, CA 92102**

Members of the Board of Education:

Providing parents with good options for educating their children is extremely important in the 79<sup>th</sup> Assembly District. Charter Schools have become a necessary element in the fabric of public schools among communities of color. When properly administered and supported by local school boards, Charter Schools are able to compete with traditional schools. This is a winning combination.

My support for charter schools is no secret. However, my desire for charter schools and traditional public schools to be equally accountable is also no secret. I have been asked to support the renewal of the Holly Drive Leadership Academy. While I have not been involved with the Academy, I am familiar with its leadership and mission which I believe are satisfactory. I am also familiar with some of the families that have chosen to enroll their children in this school because they believe Holly Drive is the best choice for their children.

In fact, as long as Holly Drive Academy Charter is reputable and competitive with the surrounding schools in that area, I support its existence. If Holly Drive is not renewed, then I highly suggest you engage in a similar process of evaluation and change for schools that display the same type of academic and social performances. Otherwise, I am highly concerned that the outcome will condemn these parents to unacceptable options that have lifelong consequences.

Members of the Board of Education

Page 2

If there is a need for additional information, please do not hesitate to contact me directly at (619) 531-7913.

Sincerely,

A handwritten signature in blue ink, appearing to read 'S. N. Weber', with a large, stylized flourish at the end.

SHIRLEY N. WEBER, PH.D.

Assemblymember, 79<sup>th</sup> District

cc:

Board President Kevin Beiser, SDUSD B

Board Vice President Sharon Whitehurst-Payne, SDUSD E

Board Trustee John Lee Evans, SDUSD A

Board Trustee Michael McQuary, SDUSD C

Board Trustee Richard Barrera, SDUSD D





To Whom It May Concern,

I am writing this letter in the strongest support of the K-8 school Holly Drive Leadership Academy.

I run the science education nonprofit Science Delivered; we provide science education with a focus on grades K-5. The 2018-2019 school year will be my 4<sup>th</sup> year of working with Holly Drive.

Holly Drive Leadership Academy is an amazing environment for the students and is one of my favorite schools to work with. Students are very clearly supported, both academically and emotionally at Holly Drive. In the labs I run, the students are excited, engaged, and motivated to learn. It's always a joy to teach there.

The principal, Ms. Alysia Smith, is an absolutely incredible leader who personally interacts with the students everyday. It's clear that she cares deeply about the school and the students.

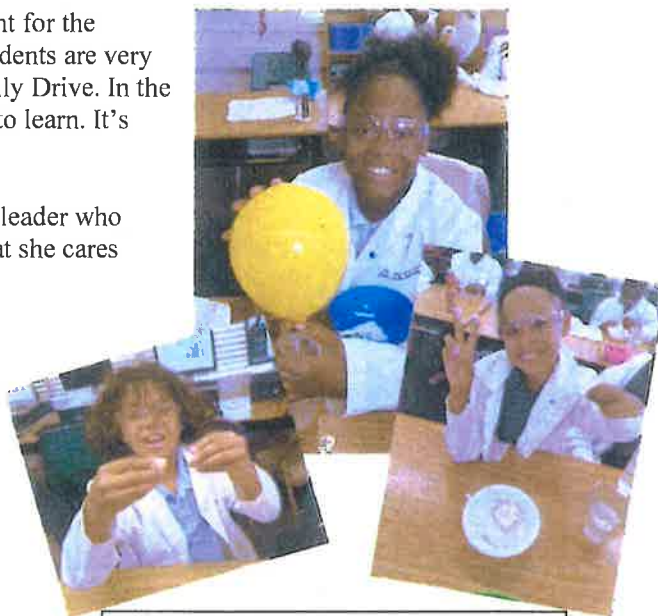
Ms. Smith is interested in providing the students with as much enrichment as possible and I often see the students engaged in dance, photography, or another activity when I am on campus. They also have coding workshops/after-school programs from the ThoughtSTEM, have field trips to "BizTown" through Junior Achievement, and have the Salk outreach group come to explore DNA with the middle schoolers. As part of the STEM education community, I know the enrichment opportunities that they have cultivated for their students are some of the best San Diego has to offer.

The environment at Holly Drive Leadership Academy is special and unique, and provides a safe and loving learning environment for its students. The students respect each other and themselves. I look forward to continuing the partnership between Science Delivered and Holly Drive for years to come.

Thank you,

*Olivia June Mullins*

Dr. Olivia Mullins  
Founder and Executive Director  
Science Delivered



Top: A 5<sup>th</sup> grade student blowing up a balloon from the products of a baking soda and vinegar reaction. Bottom: 4th graders studying the similarities and differences of white and whole wheat flour.



To whom it may concern:

My name is Arshauna Candler, a junior double majoring in Sports Management and Mass Communications at Grambling State University. I attended Holly Drive Leadership Academy from Kindergarten through the 8th-grade. I can definitely say it has shaped me as a person. The impact that this school has made on my life is almost unexplainable. Since my first day as a small Kindergartner, I gained a second family. They instilled so much knowledge, not only through academics but life skills as well. In the 4th grade, my father passed away. I specifically remember my teacher, Ms. Pinkard, coming to my house with a huge brown bag. I was so confused as to why she was at my home and what was in the bag. She came in and expressed her condolences, then proceeded to open the brown bag. There were several handwritten letters from students and staff showing their loves and condolences. This small gesture meant everything to my family and I. We knew that even in a time of huge loss, we still have a huge family behind us.

There have been countless staff members who have made an impact on me through my years at Holly Drive. From my two Kindergarten teachers Mrs. Murrell and Ms. Margarita to Ms. Angie in the front office to my 8th-grade teacher, Mr. Abdul - Mu. Even through these great influencers, there are a number of staff members who are still in my life and are my family. Ms. Smith, the principal, has been a constant positive and extremely strong female role model. Ms. Deidre Brooks, the after-school program leader, is definitely family. She to this day is my second mother. She has shown so much love and support for over 15 years to myself and my family. She was the shoulder to cry on, the voice of reason and the mother away from my own. Lastly but most certainly not least, Dan Falconer. In the passing of my biological father, he filled that place. He was the father I was missing out on. He instilled so many moral values and knowledge into me. One of his famous sayings he instilled in me was "Excuses are tools of the incompetent. They build bridges to nowhere, monuments to nothing, and those who use them are bound to do the same". That saying has carried me through many hard times, times when I wanted to give up. He not only provided me with love and support but he was also someone I could truly depend on. He stepped in place of my

late father for my debutant's father and daughter dance. This action within itself speaks volumes!

As one can probably tell, the family dynamics of Holly Drive is truly unique. However, this is not all they equipped me with. Throughout the years, I have been extremely prepared academically because of Holly Drive. With the knowledge I learned there, I was able to get into honors classes and dual-enrollment in high school. They not only met the curriculum, but they went over and beyond it. I still am able to use the information they taught me now even in my college years.

In closing, Holly Drive Leadership Academy is more than an academic institution. Holly Drive Leadership Academy is a second home, a safe haven and a family.

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To Whom It May Concern,

My name is Daisy Day and I have been a teacher at Holly Drive Leadership Academy for nine years. It is very hard to put into words what Holly Drive means to me, the community and most of all, our students. For me, Holly Drive has been more than just a job. Coming to work with my colleagues and my principal is a privilege. We work together as a family and our students have become our kids. We fight for them and we love them like they are our own. I feel very lucky that I get to work at a school that provides so much for our kids.

The community has always been part of Holly Drive. When former students from Holly Drive bring their own kids, you know you have made an impact in the community. You know that they remember who you are and what you have deposited into their lives.

Students also get to see what is outside of their community. From field trips to afterschool activities, students are exposed to more than just the classroom setting. I have former students who now attend UCSD, UC Santa Barbara, UCLA as well as many other well-known universities. Students who were never exposed to college campuses until Holly Drive took them there. Students who never even thought about college, saying I will go to college. Students getting a chance to go to these colleges and see these campuses makes it real for them. I am very proud that Holly Drive makes leaders from exposing them to so much more than what is in front of them.

The main thing that Holly Drive provides for me, the community and students is a safe learning environment. I can say that when students and parents come onto our campus they feel secure. Students who come from all walks of life feel safe because they know they are protected by the teachers and staff. Parents feeling at ease leaving their children with us knowing they are safe. As a parent myself, there is no greater joy than knowing our kids are safe.

On a side note, I want to say that my daughter went to Holly Drive from 2<sup>nd</sup> grade to 8<sup>th</sup> grade. I was a single mom trying to raise a daughter by myself. Holly Drive helped me raise her. I didn't feel like a single mother anymore. From her teachers, to Alysia Smith, our school principal, my daughter always had a community surrounding her. I always had a community surrounding me. She is now in 10<sup>th</sup> grade and attends The San Diego Met Highschool where she is a 4.0 student, taking trigonometry, and college courses.

Sincerely,

A handwritten signature in dark ink, appearing to be 'Daisy Day', with a stylized, flowing script.

Daisy Day



Thursday, October 19, 2018

Ms. Elitza Gergova, 1<sup>st</sup> and 2<sup>nd</sup> grade Teacher  
Holly Drive Leadership Academy  
1647 47<sup>th</sup> Street  
San Diego, CA 92102  
Ms.ellygergova@gmail.com

To Whom It May Concern,

I am writing this letter to express my support for Holly Drive Leadership Academy. I am a 1<sup>st</sup> and 2<sup>nd</sup> grade teacher here, and I believe that Holly Drive Leadership Academy has a big impact on, and is a great asset to the community. Here at Holly Drive Leadership Academy, we are establishing a learning environment that assist students in understanding the purpose and value of a good school education.

The Academy provides an educational choice to families who desire a rigorous academic curriculum, while instilling the core values of safety, community, diversity, fun, and personal growth. The school aims to develop in its students a dedication to community service and the motivation and skills necessary for continuous successful lifelong learning. We believe that learning should be fun and exciting and that youth should be actively involved in their education.

Hand in hand with the common core subject curriculum, we are providing many hands-on activities, such as photography classes, coding classes, access to a science lab to conduct experiments, art classes, dance classes, and basketball classes. We are able to integrate the school and community to create an authentic education experience.

The development of character, leadership skills, and community responsibility is at the heart of our whole-child approach and ensures students to have the knowledge and skills to become contributing members of our society.

In addition, I strongly believe that this Holly Drive Leadership Academy provides a great, solid educational foundation through effective support for struggling students. We provide numerous accommodations for these students socially and academically by providing support teachers and paraprofessionals who are involved in the learning process for each child. Parents are encouraged to join with the staff in providing educational support for their child. Everyone, from the students and their families, as well as members of our community has one primary focus, and that is on providing the opportunities and supports necessary to ensure that students receive the best education possible, and are successful in this endeavor.

Communication between teachers and parents is excellent and both parties are working towards achieving the yearly educational goals for each child. The leadership at this

school is amazing, from the principal, to the teachers, to the students, and to the parents.

This school effectively deals with bullying. We have a No Bullying Policy that I personally love and find to be effective. I see that all of the students really try to demonstrate respect one another. I recommend Holly Drive Leadership Academy to parents who want a school setting that feels like family.

The staff here do not just come to work and do what they have been hired to do – they come here and invest all their knowledge and heart in the children and in their educational success. The support, the understanding and the love here is overwhelming. I choose to work at Holly Drive Leadership Academy because it feels like family and I am dedicated to seeing students becoming successful in learning and becoming leaders in their community.

I whole-heartedly support the renewal of Holly Drive Leadership Academy as a charter school to serve students in our district. I value the mission and approach of the Academy and I would be pleased to see it remain a school of choice in the community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elitza Gergova', written in a cursive style.

Elitza Gergova