

Holly Drive Leadership Academy's

Open House:

November 13, 2014

6:00pm – 7:00pm



Come here about academic requirements and see all the great work your child has been doing!

November 1, 2014

Dear Holly Drive Families,

HDLA will continue in Program Improvement for the 2014-2015 school year. This is due to the state's implementation of the common core. Public schools in California did not test in the spring of 2014 and did not receive a new API or AYP score for the 2013-2014 school year and continued to keep its Program Improvement status for the 2014-2015 school year.

Please do not hesitate to contact me directly should you have any questions or concerns.

Sincerely,

Alysia Smith, Principal

What is Program Improvement?

Program Improvement is part of the No Child Left Behind Act that identifies struggling schools and provides a detailed course of action on how to bring the school back to the target State Standards.

All Title I funded schools that do not make Adequate Yearly Progress (AYP) as set forth by the Elementary and Secondary Education Act (ESEA) (also known as the No Child Left Behind Act), are identified for Program Improvement (PI). In California, schools that fail to meet AYP goals for two consecutive years are placed in this program

The components of AYP are:

- Meeting the targeted student participation rate on state-wide tests;
- Meeting the targeted percentage of students scoring at proficient level or above in ELA and mathematics;
- Meeting the targeted growth API; and
- Meeting the targeted graduation rate.

What are your options?

All parents/guardians of students attending a PI school have the right to request a transfer of their children to a non-PI district school with district-paid transportation.

For parents who select this option, the district will provide transportation to the non-PI school for as long as the home school continues to be identified as a PI school. If the home school exits PI by making AYP for two consecutive years, the student can remain at the school; however, transportation will no longer be district-paid. If the demand for choice exceeds funds available, priority will be given to lowest achieving, low-income students.

If you are interested in transferring your child or children to a non-PI school in the district for the 2014-2015 school year, please select from the schools in San Diego Unified that are not in Program Improvement. Your preference of a non-PI school will be taken into consideration.

Parental Notification Letter about School Choice in Year 1 of Program Improvement

November 1, 2014

To the Parents/Guardians of students at Holly Drive Leadership Academy

The purpose of this letter is to inform you that our school has been identified as a Year 1 Program Improvement (PI) school under the federal No Child Left Behind (NCLB) Act of 2001.

What is PI?

NCLB requires the state and district to review annually the academic progress of federally funded Title I schools and to identify schools in need of improvement. These schools are identified as PI schools after two consecutive years of not making adequate yearly progress (AYP). California determines AYP by considering the following four measures:

- The percentage of students scoring at the “proficient” or “advanced” level on the California Standards Tests for English-language arts and mathematics
- The percentage of students participating in those tests
- The graduation rate for high schools
- California’s own accountability measurement of progress, the Academic Performance Index (API)

Why is our school identified as PI?

The reason for this identification is that our school did not achieve AYP for two consecutive years 2011-2012 and 2012-2013. The AYP area(s) that caused the identification are attached:

- English-language arts
- Mathematics
- Test Participation Rate
- Graduation Rate
- Academic Performance Index

The school’s 2011-2012 and 2012-2013 Accountability Progress Reports may be obtained from the school or on the California Department of Education (CDE) AYP Web

page at <http://www.cde.ca.gov/ta/ac/ay/>. For your convenience, a power point report has been created.

Public school choice: What right does a parent have to request a transfer to a school that is not in PI?

All parents/guardians of students attending a PI school have the right to request a transfer of their children to a non-PI district school with district-paid transportation.

For parents who select this option, the district will provide transportation to the non-PI school for as long as the home school continues to be identified as a PI school. If the home school exits PI by making AYP for two consecutive years, the student can remain at the school; however, transportation will no longer be district-paid. If the demand for choice exceeds funds available, priority will be given to lowest achieving, low-income students.

If you are interested in transferring your child or children to a non-PI school in the district for the 2014-2015 school year, please select from the following schools. Your preference of a non-PI school will be taken into consideration.

Closest non-Program Improvement School

Name of School	API Scores *	Location	
Holly Drive Academy	737	4801 Elm Street San Diego, CA 92102	
Name of Non-PI School-King Chavez Primary Academy	851	415 31 st Street San Diego, CA 92102	
Name of Non-PI School- Baker Elementary	825	4041 T Street (619) 264-3139	

* 800 on the API = Meeting the state’s percent proficient target for schools on the Academic Performance Index

** Percentage targets vary by grade level span

For more information about any of these schools, please contact the district at 619-725-8000. You may also go to the district’s Web site at www.sandi.net to obtain information on the number of students who are eligible for and the number of students who participated in public school choice beginning with data from 2007-08.

To apply for a public school choice transfer from a PI school, please contact the school office for an application form and return it to SDUSD.

What will the school do to address the problem of low achievement?

We are working closely with staff to revise our school plan to include:

- Strategies, policies, and practices that utilize scientifically-based research and have the greatest likelihood of ensuring that all groups of students will meet the state's achievement standards
- High quality professional development for school staff that will lead to removing the school from PI status
- Strategies to promote effective parental involvement in the school

What are the district and state doing to support schools in Year 1 (School Improvement)?

Our School is working diligently to improve curriculum, instruction, and student performance. The CDE provides information, special help, and access to resources for PI schools. PI schools will receive district and/or state technical assistance in:

- Analyzing various data reports for revising the school plan
- Strengthening core academic instruction
- Collaborating with parents to increase student academic achievement

How can parents become involved?

Research shows that strong parental involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact the school for additional information regarding:

- Parental involvement policies
- School-parent compact
- Ongoing parent/community meetings
- Parent volunteer opportunities

We will keep you updated and informed about opportunities to discuss plans for our school. If you have questions, need additional information on how you can get involved in our school improvement efforts, or would like to discuss the school's instructional program and PI status, please feel free to call me and/or visit the school.

Sincerely,

Alysia Smith, Principal

SCHOOL-PARENT COMPACT

The Holly Drive Leadership Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) and all students enrolled at this Charter School, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2014-2015.

School Responsibilities

Holly Drive Leadership Academy will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Monthly pacing guides will be sent home listing all objectives for the month.

The LEA plan has been revised to include a new strategy to assist students in mastery of all skills taught by implementing a Demonstration of Mastery Program in the school. At the end of all math units and themes (grades 4 – 8) students are required to take a comprehensive written exam and then present an oral presentation demonstrating they can perform all tasks taught in the previous unit. Each student must get up in front of a teacher other than their self-contained teacher and are asked to perform tasks from the completed unit. All students who do not pass the oral presentation of a theme are placed in enrichment for a month and take a second written exam demonstrating they have mastered the skills. This process has been paramount in helping students take responsibility for their education and not being able to “hide” in class and pretend to be learning. The oral presentations have added a positive amount of “pressure” to help the students prepare and want to take the skills taught to mastery. As well as, allow the educators an opportunity to see where each student's area of weakness lies and how to utilize the struggles they have with any skill to drive instruction.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
 - *Three Times during the first semester and three times during the second semester. Dates and times will be sent home as a flyer in our monthly newsletter.*
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Monthly progress reports will be sent home on the last day of each month. Monthly pacing guides will be sent home the first day of each month outlining the objectives for the month.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Parents may request to meet with their child's teacher at any time. However, the school has parent teacher conferences twice a year; once in the fall and again in the spring.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

Parents are part of our team and may visit the school to observe at any time after checking into the front office. Should a parent want to be a volunteer they may do so by obtaining a volunteer application in the office

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed and Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, as a parent representative on the school's School Improvement Team, or other school advisory or policy groups.*



Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when needed.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Holly Drive Leadership Academy will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

