

**Holly Drive Leadership Academy  
CA Dashboard 24-25 Local Indicator Reporting**

**Priority 1. Basics: Teachers, Instructional Materials, and Facilities**

Metric	#/%
<b>Materials:</b> Percentage of Students without access to their own copies of standards-aligned instructional materials for use at school and home	<b>0%</b>
<b>Facilities:</b> Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies). <i>*Note Holly Drive is in a San Diego Unified district owned building.</i>	<b>3</b>

**Priority 2. Implementation of State Academic Standards**

Holly Drive Leadership Academy’s academic program (K-8) is guided by the approved Common Core State Standards for ELA, ELD standards, Common Core State Standards for Math, and Next Generation Science standards. All students have access to standards-aligned curriculum in their core subjects and we provide professional development in both the CA state standards and the aligned curriculum we are using.

HDLA purchased the highly rated (based on Ed Reports) i-Ready Classroom Mathematics curriculum and professional development in 22/23 and purchased the highly rated Magnetic Reading program in 24-25.

**Priority 3. Parent and Family Engagement**

**Section 1: Building Relationships Between School Staff and Families**

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



2. Rate the LEA's progress in creating welcoming environments for all families in the community. \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



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**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.\***

Holly Drive Leadership Academy views parents as partners in the education process. We are a small school and strive to create a welcoming environment where parents can actively participate in the school, help celebrate our cultural diversity, and be part of the decision-making process. More specifically, parents are involved in their student's learning by volunteering in student classrooms, acting as a resource for projects, joining field trips, presenting during career day, and attending SSTs when applicable. We communicate with parents specifically about their student's progress with monthly, sometimes weekly, updates, parent conferences, and report cards/progress reports throughout the year.

We celebrate the cultures of our mostly African American and Latino students through our educational program and invite parents to participate in our culminating cultural celebration. In addition, we also bring parents together for fun family events (e.g., trunk a treat, winter wonderland, and boxcar movie nights). We had three fun family engagement activities in 24-25.

We ask for parent feedback and receive that informally as well as formally through our parent-teacher organization and school committees. We are proud to say 95% of our families gave HDLA an A or a B on our spring 24-25 LCAP survey. 95% of parents agreed or strongly agreed that the school keeps parents informed of pupil progress and school activities.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.\***

Based on our parent feedback at the events and in our annual parent and community survey, parents are big fans of the school's three family fun nights (e.g. trunk a treat, winter wonderland, cultural celebrations, and boxcar movie nights). We have included the metric of having at least 3 yearly family fun nights in our LCAP.

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**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.\***

Almost all of Holly Drive's students are non-white and qualify for free or reduced-price lunch. As a result, our engagement efforts are the same for everyone. We celebrate the cultures of our mostly African American and Latino students through our educational program and invite parents to participate in our culminating black history and Hispanic heritage events. In addition, we also bring parents together for fun family events (e.g., trunk a treat, winter wonderland, boxcar movie, and family game nights).

## Section 2: Building Partnerships for Student Outcomes

**5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



**7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



**8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

2 – Beginning Development



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**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.\***

Parents are involved in their student's learning by volunteering in student classrooms, acting as a resource for projects, joining field trips, presenting during career day, and attending SSTs when applicable. We communicate with parents specifically about their student's progress with monthly, sometimes weekly, updates, parent conferences, and report cards/progress reports throughout the year.

Holly Drive Leadership Academy focused on improving its ELA performance in the 24-25 school year. We implemented a new ELA curriculum in 24-25 and worked to make sure parents understood our new curriculum.

95% of parents agreed or strongly agreed that Holly Drive keeps parents informed of pupil progress and school activities.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.\***

Holly Drive will continue to educate parents about its relatively new i-Ready Magnetic reading program to ensure they understand not only what their students are doing in language arts, but also why they are doing it.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.\***

All of Holly Drive's students are non-white and almost all qualify for free or reduced-price lunch. As a result, our engagement efforts are the same for everyone.

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### Section 3: Seeking Input for Decision-Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.\*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation



10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.\*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation



11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.\*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation



12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.\*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation



#### 1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.\*

Given its small size, Holly Drive does an excellent job engaging its teachers in decision-making. Two years ago, the school created a teacher-driven CSI improvement plan where they set the priorities, and the strategies were primarily based on their input. Teachers will help monitor the implementation and provide feedback on the school's improvement strategies over the next three years.

#### 2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.\*

Parents are very active in the school and their children's education at Holly Drive. The school has several teachers who are also parents of students who attend the school. The school has found it challenging to get non-teachers to participate regularly in the school's decision-making bodies. In 25-26 the school will continue to provide advanced notice and proactively communicate when key decision-making bodies are meeting.

#### 3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.\*

Almost all of Holly Drive's students are non-white and qualify for free or reduced-price lunch. As a result, our engagement efforts are focused on improving the engagement of "underrepresented families".

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**Priority 6. School Climate**

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Holly Drive Leadership Academy administers a school climate survey to students every spring. Students not only have an opportunity to answer questions about the school's climate and quality of instruction but also open-ended questions where they can state what they like best about the school and what they would like to improve. Historically the school's climate survey has been anonymous and has not collected race data. Moving forward, we will collect race so we can disaggregate the results. (Note there are only around 100 students at Holly Drive and most of them are African American).

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall students at Holly Drive rate their school relatively highly, feel connected to adults, and feel safe. There are however some grade outliers that merit more investigation.

78% students at Holly Drive rated it an A or a B. This jumps to 88% of students in 4 grades.

Overall, 84% of students report their teacher or another adult care about them and want the to do their best. This jumps to at least 89% in 5 grades.

83% of students feel safe overall. This jumps to at least 86% in 4 grades.

Students' favorite things about Holly Drive are reading, math and the field trips. They would most like to improve the buildings/grounds (in their campus of portables).

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

As a result of student feedback, we have added metrics about school safety and campus cleanliness into the school's LCAP. In addition, we have added strategies (e.g. Positive Playground and a custodian) to help reach our metrics.

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**Priority 7. Access to a Broad Course of Study**

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

Holly Drive Leadership Academy is a small K-8 school where all students receive the same high-quality course of study. We emphasize experiential learning and focus on ensuring our students link what they are learning in class to the outside world. We both take students out to experience our community (e.g. Elementary Science Institute, San Diego Zoo, etc.) as well as bring folks to our school for enrichment activities (e.g., robotics, dance, sign language, etc.).

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to and are enrolled in a broad course of study.**

Given we are a single school LEA, all of our students have access to the same broad course of study.

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

We have no barriers to offering a broad course of study.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

HDLA is a K-8 single-school LEA. This question is not applicable.