Holly Drive Leadership Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Holly Drive Leadership Academy
Street	4801 Elm Street
City, State, Zip	San Diego
Phone Number	16192667333
Principal	Alysia Smth
Email Address	principal@hdla.org
School Website	www.hdla.org
County-District-School (CDS) Code	California

2023-24 District Contact Information

District Name	Holly Drive Leadership Academy
Phone Number	16192667333
Superintendent	Alysia Smith
Email Address	principal@hdla.org
District Website	4801 Elm Street

2023-24 School Description and Mission Statement

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

We have had many accomplishments and are committed to improving, growing, and implementing programs, policies, and procedures that enrich, inspire, educate, and advance the students we so deeply love and seek to serve. We use multiple measures to assess student achievement, grow their creativity, and inspire them for greatness. We are proud to be the leaders in teacher efficacy for at-risk youth and proud to do our part to undergird and pass the baton to SDUSD's high schools by sending our students back to their 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 whom have been with Holly Drive Leadership Academy since its inception. Our "classrooms without walls" approach has been the cornerstone of our program. By producing high morale, positive peer relationships, community partnerships, and lifelong inspiration. This approach has increased attendance, lowered suspension rates, increased school spirit and morale, and advanced learning. We further believe this approach is also increasing graduation rates.

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

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

Respectively,
Alysia Smith, Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	12
Grade 1	15
Grade 2	22
Grade 3	20
Grade 4	8
Grade 5	8
Grade 6	6
Grade 7	6
Grade 8	8
Total Enrollment	99

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.5%
Male	46.5%
Black or African American	51.5%
Hispanic or Latino	39.4%
Two or More Races	9.1%
English Learners	10.1%
Homeless	3%
Socioeconomically Disadvantaged	90.9%
Students with Disabilities	19.2%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	77.90	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	7.95	194.90	3.25	12115.80	4.41
Unknown	0.90	14.31	243.90	4.07	18854.30	6.86
Total Teaching Positions	6.20	100.00	5994.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.70	93.14	5336.60	88.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	66.90	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	219.20	3.64	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	6.86	219.20	3.63	11953.10	4.28
Unknown	0.00	0.00	189.70	3.15	15831.90	5.67
Total Teaching Positions	7.20	100.00	6031.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.50
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	27.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys, California I-Ready, Achieve 3000,	Yes	0
Mathematics	Go Math, California I-Ready	Yes	0

Science	Science Weekly and Mystery Doug	Yes	0
History-Social Science	Social Studies Weekly	Yes	0
Foreign Language	0		
Health	0		
Visual and Performing Arts	0		

School Facility Conditions and Planned Improvements

HDLA repaired many of the facility concerns. The campus is older so normal wear and tear is to be expected. Overall the campus looks good and there are no health life safety concerns.

Year and month of the most recent FIT report	September 2023

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No leaks found
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Deep cleaning over Winter break
Electrical	X			All lights have been replaced that needed replacing, breakers have been covered per last FIT report
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Have been addressed
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	**Good**	**Fair**	**Poor**
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	18	29	51	52	47	46
Mathematics (grades 3-8 and 11)	3	16	39	40	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	52	51	98.08	1.92	29.41
Female	23	23	100.00	0.00	30.43
Male	29	28	96.55	3.45	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	27	26	96.30	3.70	15.38
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100.00	0.00	38.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	44	97.78	2.22	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	11.11

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	52	51	98.08	1.92	15.69
Female	23	23	100.00	0.00	13.04
Male	29	28	96.55	3.45	17.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	27	26	96.30	3.70	15.38
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100.00	0.00	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	44	97.78	2.22	15.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	11.11

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	4.55	0.00	35.99	38.07	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	15	93.75	6.25	0.00
Female	--	--	--	--	--
Male	11	10	90.91	9.09	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	12	92.31	7.69	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

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

To ensure significant parent involvement, the Charter School has Parent Teacher Organization meetings, family and community events and hosts numerous fun for all programs such as trunk a treat, black history culminating events, Hispanic heritage culminating event, winter wonderland, boxcar movie night, and family game nights.
Parents are encouraged to become active in supporting their child in their academic journey and being involved in all campus events. Our goal is to create and
maintain a school where parents know they are an integral part of the team.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	112	110	42	38.2
Female	57	57	15	26.3
Male	55	53	27	50.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	59	58	14	24.1
Filipino	0	0	0	0.0
Hispanic or Latino	43	42	24	57.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	4	40.0
White	0	0	0	0.0
English Learners	14	14	9	64.3
Foster Youth	0	0	0	0.0
Homeless	11	10	5	50.0
Socioeconomically Disadvantaged	103	101	39	38.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	21	8	38.1

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.72	6.25	0.06	2.51	2.70	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.25	0
Female	5.26	0
Male	7.27	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.08	0
Filipino	0	0
Hispanic or Latino	4.65	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	7.14	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	6.8	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.76	0

2023-24 School Safety Plan

Holly Drive Leadership Academy shares a campus with Webster Elementary. HDLA will adopt the School Safety Plan for Webster Elementary and implement it within our school as well.

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

2023-24 School Safety Plan

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 teaching and learning

the rules and procedures on Charter School discipline

procedures for conducting tactical responses to criminal incidents

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	2		
1	12	1		
2	10	1		
3	14	1		
4	13	1		
5	16	1		
6	18	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	2		
1	17	1		
2	8	1		
3	10	1		
4	11	1		
5	11	1		
6	12	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	2	0	0
1	15	1	0	0
2	22	0	1	0
3	9	1	0	0
4	8	1	0	0
5	8	1	0	0
6	12	1	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,470.72	5,255.05	9,622.75	58,372
District	N/A	N/A		$90,641
Percent Difference - School Site and District	N/A	N/A		-43.3
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	23.4	-40.4

Fiscal Year 2022-23 Types of Services Funded

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, online platforms, and support to the general education

- Special Education—programs offering appropriate, individualized instruction to students with special needs

- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or off campus learning opportunities

- Maintenance and operations

- School administration

In addition to the educational programs offered during the school day, Holly Drive Leadership Academy offers a robust before and after-school program., where we offer things like tutoring, homework assistance, cooperative activities, outdoor games, and writer's workshop.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,743	$55,550
Mid-Range Teacher Salary	$77,105	$80,703
Highest Teacher Salary	$107,402	$109,418
Average Principal Salary (Elementary)	$145,885	$137,703
Average Principal Salary (Middle)	$151,051	$143,760
Average Principal Salary (High)	$164,119	$159,021
Superintendent Salary	$375,000	$319,443
Percent of Budget for Teacher Salaries	32.34%	30.35%
Percent of Budget for Administrative Salaries	4.66%	4.87%

Professional Development

Professional Development at HDLA is done the two weeks prior to school opening in the fall. Both online and in person. We also have curriculum training for the teachers throughout the school year. Team building activities and workshops keep morale up and make us a cohesive team. Many of the following year mandated renewal compliance trainings are done in June of each year for the following year.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	18