School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

This chart shows the total general purpose revenue Holly Drive Leadership Academy expects to receive in the coming year from all sources.

The total revenue projected for Holly Drive Leadership Academy is $1,603,912.00, of which $1,290,530.00 is Local Control Funding Formula (LCFF), $220,577.00 is other state funds, $5,831.00 is local funds, and $86,974.00 is federal funds. Of the $1,290,530.00 in LCFF Funds, $221,688.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.
Holly Drive Leadership Academy plans to spend $1,594,379.00 for the 2019-20 school year. Of that amount, $1,346,862.00 is tied to actions/services in the LCAP and $247,517.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: 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.

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, Holly Drive Leadership Academy is projecting it will receive $221,688.00 based on the enrollment of foster youth, English learner, and low-income students. Holly Drive Leadership Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Holly Drive Leadership Academy plans to spend $256,280.00 on actions to meet this requirement.
This chart compares what Holly Drive Leadership Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Holly Drive Leadership Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Holly Drive Leadership Academy's LCAP budgeted $205,089.00 for planned actions to increase or improve services for high needs students. Holly Drive Leadership Academy estimates that it will actually spend $247,972.00 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name | Contact Name and Title | Email and Phone
---|---|---
Holly Drive Leadership Academy | Alysia Smith, Principal | hdlaprincipal@msn.com, 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 theme of 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 classroom learning.

Note the Fall 2019 accountability metrics have not been published yet. As a result this plan reflects the 17-18 metrics supplemented with 18-19 school data as relevant.

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 scoring ME increased approximately 8% points overall and for SED and African American students for the 17-18 school year. Based on the state dashboard, the school overall and in its SED and African American subgroups all grew at least 16 points. 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 online 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 greatest needs are to reduce its suspension rate, reduce its chronic absenteeism rates, and improve its math performance. The school’s suspension rate has been classified as Very High for the last two years. Overall the rate slightly declined based on the state dashboard to 11.5%, while the rate for Hispanic students increased in 17-18. 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. Demonstrating great improvement, we estimate only 5% of students were suspended in the 18-19 school year!

HDLA’s chronic absence rate is very high and got worse in 17-18. Overall 24.5% of the schools students were chronically absent and this jumped to 26.9% for Socioeconomically Disadvantaged students. For the 18-19 school year HDLA increased attendance incentives and started to track chronic absence data. HDLA estimates its chronic absence rate 18-19 will only decrease to 24%—still far too high. To decrease its chronic absenteeism rate 19-20, HDLA will reach out to the families of students who were chronically absent this year and work to develop strategies that would help ensure their children are in school (including bus passes, health referrals, and mentors for students severely chronically absent will have mentors), stress the link of attendance to achievement throughout the year, and implement a system for monitoring and following up with students who are chronically absent in 19-20.

Holly Drive’s ‘math performance at the ME levels dipped slightly in 17-18 and it demonstrated small difference from 3 growth (achieving a maintained status). Due to the lack of improvement its Math dashboard status dropped to low (orange). In 18-19 the school addressed this by increasing the time spent on math, providing additional academic supports focused on math, and planning for the 19-20 school year.

In order to improve its math performance in 19-20, HDLA will adopt new math curriculum, get teachers trained on the common core math frameworks and new curriculum, provide on-going coaching for improvement, and train teachers specifically on increasing rigor in their math instruction. In addition HDLA will continue devoting more time to math and providing additional academic supports to students performing below grade levels.

Performance Gaps

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?

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

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

## Budget Summary

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures For LCAP Year</td>
<td>$1,594,379</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year</td>
<td>$1,346,862</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Projected LCFF Revenues for LCAP Year</td>
<td>$1,290,530</td>
</tr>
</tbody>
</table>
Annual Update

LCAP Year Reviewed: 2018-19 (17-18 for state dashboard data)

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

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math &amp; 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 growth)</td>
<td>In 17-18, the school’s students overall and its African American and SED subgroups all grew at least 16 points and increased in ELA. In math in 17-18, HDLA’s SED students increased slightly, but only “maintained” overall and for its African American subgroup. Note: HDLA exceeded its former ME goals in ELA in 17-18. It fell 1-2% short of meeting its former Math ME goals (goal 17% and it scored 16% overall/African American students and 15% for SED students).</td>
</tr>
<tr>
<td>100% of Teachers will be fully credentialed and appropriately assigned</td>
<td>All teachers were fully credentialed and appropriately assigned.</td>
</tr>
<tr>
<td>School will have a director with over 15 years of experience</td>
<td>The school director has over 15 years of experience.</td>
</tr>
<tr>
<td>100% of students will be enrolled in core classes</td>
<td>100% students were enrolled in core classes.</td>
</tr>
</tbody>
</table>
*100% of students will have access to common core aligned materials | 100%

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 (For 17-18 ??% of students scored at least moderately developed).

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire/Retain Highly Qualified Teachers and Qualified Director/Principal</td>
<td>Hire/Retain Highly Qualified Teachers and Qualified Director/Principal</td>
<td>$584,675</td>
<td>$591,377</td>
</tr>
</tbody>
</table>

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Holly Drive hired and retained a part time Ed Specialist in 2018-19 to assist in identifying special needs and creating comprehensive IEPs to provide them with the skills they need to succeed.</td>
<td>$32,400</td>
<td>$30,764</td>
</tr>
</tbody>
</table>

#### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assure all students are provided with textbooks, supplies, and technology necessary to excel.</td>
<td>All students are provided with textbooks, supplies, and technology necessary to excel.</td>
<td>$68,000</td>
<td>$22,877</td>
</tr>
</tbody>
</table>

#### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Provide professional development opportunities for certificated staff to enhance teaching skills. | School provided professional development opportunities for certificated staff to enhance teaching skills. | $19,400 | $8,940

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lease and Maintain a copy machine for use by teachers in classroom instruction and office staff for the benefit of the students</td>
<td>Holly Drive got its own copier so only had to pay for upkeep in 18-19.</td>
<td>$6,500</td>
<td>$500</td>
</tr>
</tbody>
</table>

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Holly Drive hired consultants to teach dance, art, chess and basketball workshops.</td>
<td>$22,700</td>
<td>$43,253</td>
</tr>
</tbody>
</table>

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire Special Education consultants to provide services as specified in IEPs</td>
<td>Holly Drive hired Special Education consultants through Specialized Therapy to provide services as specified in IEPS</td>
<td>$52,000</td>
<td>$49,688</td>
</tr>
</tbody>
</table>

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field trips to local museums and nature centers, specialized learning labs, college</td>
<td>Field trips were taken to water conservation gardens, U.S.S. Midway,</td>
<td>$27,950</td>
<td>$29,046</td>
</tr>
</tbody>
</table>
tours and 8th grade annual trip. Includes bus transportation, entry fees, and workshop fees

universities, fashion show luncheons/teas, Nixon library, and the 8th grade annual trip. Transportation costs, entry fees and workshop fees were paid for by Holly Drive.

<table>
<thead>
<tr>
<th>Action 9</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase software license for “Books that Grow” to assist ELL students</td>
<td>Purchased California I-ready software and achieve 3000 software</td>
<td>$1,025</td>
<td>See Strategy 10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 10</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase software licenses for online learning programs such as I-Ready Math and Reading and Renaissance Learning to assist students which are not performing at grade level.</td>
<td>Holly Drive purchased Achieve 3000, California I-Ready licenses, Renaissance Learning, and Jupiter Ed licenses.</td>
<td>$19,000</td>
<td>$16,280</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 11</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire math consultant to provide coaching and assist on adoption of new math curriculum for 19-20</td>
<td>County did not have suggestions on specific curriculum or coach.</td>
<td>$8,000</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 12</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
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 HEAT Program to provide a safe and instructional environment for children before and after school

| 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 HEAT Program to provide a safe and instructional environment for children before and after school | $99,418 | $179,710 |

### 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**

Overall, HDLA implemented almost all of its strategies focused on increasing student achievement. The school added some new strategies last fall to focus on math and most were implemented (increased time on math, increased supports for low performing students, leadership training in the new frameworks, and planning for 19-20), the school was not able to adopt new math curriculum (will happen this summer), get the whole staff trained in the new frameworks (that will happen this summer) or get coaching support.

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

HDLA has had consistent performance growth in ELA and recognizes far too many of its students are performing below grade level in math. HDLA has a veteran staff used to working with its student population. It has not received substantial training in the common core standards in math and consequently the schools focus for 19-20 will be on increasing the alignment and rigor of its math instruction to meet the needs of the common core.

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.**
HDLA’s did not spend all of its budgeted expenditures on textbooks/classroom materials, professional development and coaching in 18-19. This was due in part due to capacity with the school’s charter renewal. HDLA is planning on adopting new math curriculum, offering math professional development in the common core math frameworks as well as pd on its new math adoption in 19-20. The money allocated to coaching was spent on a cart and classroom set of chrome books. This will make it much more efficient for classrooms to take online assessments like the IABs and SBAC moving forward.

Instructional consultant fees increased in 18-19 due to the addition of language classes through language door and a coding program for students through Thought Stem.

Holly Drive hired another Special Ed IA this year as well as Instructional aide interns and increased instructional aide salaries which resulted in exceeding its original budget expenditures for aides and the after school program.

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.

**Updates** in the fall for 18-19 include: added goals around inclusion of all students in courses, curricula, and enrichments 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 redesignation requirements is so small the rate will vary significantly from year to year.

**19-20:** In order to improve its math performance in 19-20, HDLA will adopt new math curriculum, get teachers trained on the common core math frameworks and new curriculum, provide on-going coaching to improve math instruction, with an emphasis on rigor. In addition HDLA will continue devoting more time to math and providing additional academic supports to students performing below grade levels (including a new summer school math acceleration program). The school is also planning on adopting a new NGSS aligned Science program.
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:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5% suspended overall with no one subgroup over 15.0%</td>
<td>Approx 5%</td>
</tr>
<tr>
<td>Less than 3% of students will be expelled</td>
<td>0% of students were expelled</td>
</tr>
<tr>
<td>An attendance rate in excess of 95% will be maintained</td>
<td>18-19 Attendance Rate was 93.22%</td>
</tr>
<tr>
<td>Less than 20% of students will be Chronically Absent</td>
<td>Approx. 24% (down from 24.5%-expected to remain red)</td>
</tr>
<tr>
<td>The proportion of respondents will increase every year until at least 90% feel the school has a positive climate and is safe.</td>
<td>Overall 89.5% of respondents agree or strongly agree with this statement. 87% of students agree or strongly agree.</td>
</tr>
<tr>
<td>The proportion of respondents will increase every year until at least 80% feel the school is clean.</td>
<td>Overall 89.6% of respondents agreed or strongly agreed the school was clean. 82% of students agreed or strongly agreed the school was clean.</td>
</tr>
</tbody>
</table>

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 |
**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute In-School Suspensions and conflict resolution strategies (including Positive Playground) to reduce suspension rates. Explore restorative justice practice</td>
<td>Institute In-School Suspensions and conflict resolution strategies (including Positive Playground) to reduce suspension rates. Explore restorative justice practice</td>
<td>$2,500</td>
<td>$3,750</td>
</tr>
<tr>
<td>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 and outdoor science lab experience for the students</td>
<td>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.</td>
<td>$47,116</td>
<td>$38,399</td>
</tr>
</tbody>
</table>

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire/Retain Office Staff to 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</td>
<td>Hire/Retain Office Staff to assist students and parents as needed, maintain SIS data is PowerSchool, follow up on student absences/tardies thereby promoting student engagement/attendance</td>
<td>$78,486</td>
<td>$76,837</td>
</tr>
</tbody>
</table>

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide CPR and training to all staff</td>
<td>CPR training was provided to all staff through Do it Right.</td>
<td>$2,225</td>
<td>$1,045</td>
</tr>
</tbody>
</table>
### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide cleaning supplies, bathroom supplies, and paper products necessary to maintain a clean and safe campus</td>
<td>Holly Drive purchased cleaning supplies, bathroom supplies, and paper products throughout the year to maintain a clean and safe campus.</td>
<td>$7,000</td>
<td>$7,000</td>
</tr>
</tbody>
</table>

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper insurance will be carried for the facilities, staff, and students at levels equal to or exceeding state requirements</td>
<td>General insurance was purchased at the beginning of the year through CharterSafe that equaled or exceeded the state requirements.</td>
<td>$14,950</td>
<td>$15,760</td>
</tr>
</tbody>
</table>

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>$35,500</td>
<td>$40,680</td>
</tr>
</tbody>
</table>

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase PowerSchool SIS license to track attendance and discipline. Use the data to identify students that need counseling</td>
<td>Purchased PowerSchool SIS license to track attendance and discipline. Use the data to identify students that need counseling</td>
<td>$6,100</td>
<td>$6,247</td>
</tr>
</tbody>
</table>
**Action 9**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate the importance of attendance to parents, investigate causes of chronic absences, provide incentives for attendance.</td>
<td>Communicate the importance of attendance to parents, investigate causes of chronic absences, provide incentives for attendance.</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**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.

HDLA made great progress in implementing its strategies to reduce its suspension rate in 18-19. It instituted a new program to increase student cohesion while at recess (historically a key time for student altercations), the whole staff got trained in restorative justice techniques, and it changed its suspension policy.

HDLA has provided informal supports to students who are chronically absent. In 18-19 it began the work of setting up a system to track and address the needs of students who were at-risk of being chronically absent or were chronically absent. The school is going to build on this work to provide more systematic supports in 19-20. It will continue to offer incentives to help meet its daily attendance targets.

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

Demonstrating the effectiveness of its strategies, HDLA’s suspension rate dropped to approximately 5% in 18-19!!
Overall HDLA’s students reported feeling that HDLA is like a close knit family where the teachers and staff care and the students know each other well. Based on these survey results, HDLA has made great progress in addressing its previous safety/cleanliness concerns.

HDLA began focusing in on the extent and causes of its high chronic absenteeism rate in 18-19. The school estimates its chronic absenteeism rate declined slightly in 18-19 but remains far too high. It looks forward to implementing new strategies to address its chronic absences in 19-20. Its strategies focused on reducing chronic absences will inherently, help increase its attendance rate.

Note: There were multiple students who reported the physical climate at the school could be improved with air conditioning—which the district will address this summer.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Maintenance was less expensive than projected, most likely because our bathroom was remodeled so required fewer repair expenses.

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 holding students accountable for their actions and being a leadership school, our school has had a high suspension rate. We are implementing alternative answers in holding students accountable for their actions and extinguishing the negative behavior.

Fall ‘19 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 attendance incentives, and investigate causes. Moving forward we are going to change our survey goals to focus on the positive rather than the negative.

19-20: HDLA is going to follow up with students who were chronically absent in 18-19 over the summer to offer its support to help ensure students are in school as well as develop a deeper understanding of the range of causes for chronic absence. The school will start the 19-20 school year with a campaign to promote attendance and make the connection between achievement and attendance clear (you have got to be in it to win it) and implement a plan for monitoring which students are chronically absent. It will provide
incentives for attendance to both students and families and provide health referrals and mentors to students in severe cases. We will develop more specific strategies based on conversations with the families of students who were chronically absent (e.g. bus passes).

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

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 3 parent meetings/events will be held per year</td>
<td>HDLA had 6 parent meetings or family events in 18-19.</td>
</tr>
<tr>
<td>At least 80% of parents give HDLA an A or a B on parent survey</td>
<td>Overall 93.5% of respondents gave the school an A or a B. HDLA was challenged with getting parent feedback on its survey in 18-19. Of those responding 94% gave the school an A or a B. HDLA is focused on increasing its parent response rate in 19-20.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase refreshments and supplies for parent meetings</td>
<td>Purchase refreshments and supplies for parent meetings</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Action 2</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Lease and Maintain a copy machine for the production of monthly newsletters and other communications with parents</td>
<td>[Received a copy machine as a donation] Funds for toner and maintenance.</td>
<td></td>
<td>$2,600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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.</td>
<td></td>
<td>$5,500</td>
<td>$5,752</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail out communications to parents including test scores to keep them apprised of their children’s progress.</td>
<td>Communications sent home with students including test scores to keep them apprised of their children’s progress.</td>
<td></td>
<td>$1,263</td>
<td>$378</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 5</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold 3 events each year to encourage parents to attend and participate in their child’s community, including Movie Night</td>
<td>Held 6 events each year to encourage parents to attend and participate in their child’s community, including Movie Night, trunk and treat, winter show, end of the year award ceremony</td>
<td></td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
</tbody>
</table>
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.

HDLA implemented all of its 18-19 strategies to help parents feel they are partners with the school. It held 6 parent meetings/events with high levels of participation. Families particularly liked the movie night. While not counted as an extra parent event, 8th grade graduation was particularly inspiring this year with a standing room only crowd (much higher than expected) and fantastic student and guest speakers.

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

HDLA exceeded the number parent/community events it originally planned for this year. At over 93%, HDLA handily surpassed its 80% target for receiving an overall rating of A or B (76% of parents gave the school an A).

The school is also very happy with its updated website. Many parents and community members have commented that it looks very professional and is easy to navigate!

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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.

Fall ’18 Update: Given parent volunteering is optional, removing this as a measurable outcome and moving towards parent ratings of the school through parent survey results.
HDLA will continue to implement its planned 2018-2019 strategies.

**Stakeholder Engagement**

**LCAP Year: 2019-20**

**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?

HDLA solicited feedback from students, teachers and parents through its annual LCAP survey. In addition HDLA has an LCAP and overall school program meeting to get feedback from parents on ideas for improvement (including on curriculum, field trips, and extracurricular activities) twice a year. Parents are also encouraged to share their thoughts and concerns at any time throughout the year.

**Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?
HDLA is focusing more on math and providing the training teachers need to make the transition to the common core standards and it is also reflecting on ways it can create more in-school time for training and collaboration. The school is implementing several parent suggestions for extra-curricular activities and field trips (coding, dance, photography, and chess) as well as incentives to increase attendance.
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 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

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Evaluation Rubric Performance Data</td>
<td>Math Assessment: EL &amp; Hispanic Maintained with slight increase, African American Increase</td>
<td>Math &amp; English Language Arts – All subgroups Increase or Increase Significantly, with the</td>
<td>Math &amp; English Language Arts Overall and numerically significant subgroups Diff from 3</td>
<td>Math &amp; English Language Arts – Overall and numerically significant subgroups Diff</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>CAASPP Scores</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>22% of students scored standard met or above, Mathematics 13% of students scored standard met or above</td>
<td>25% of students will score standard met or above, Mathematics 17% of students will score standard met or above</td>
<td>13% of students scored standard met or above</td>
<td>Move focus to Difference from 3</td>
<td></td>
</tr>
</tbody>
</table>

*100% of Teachers 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 |

*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 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*

| 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 |

**Significantly, Students with Disabilities Declined slightly.**

English Language Arts: All subgroups increased or increased significantly except Hispanic, which maintained scores will at least “Increase” from the prior year (i.e. 3 to 15 points of growth) from 3 scores will at least “Increase” from the prior year (i.e. 3 to 15 points of growth).
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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hire/Retain Highly Qualified Teachers and Qualified Director/Principal</td>
<td>New</td>
<td>Unchanged</td>
<td>Unchanged</td>
</tr>
<tr>
<td>New Hire/Retain Highly Qualified Teachers and Qualified Director/Principal</td>
<td>New</td>
<td>Unchanged</td>
<td>[Hire/Retain Highly Qualified Teachers and Qualified Director/Principal]</td>
</tr>
</tbody>
</table>
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$523,500</td>
<td>$584,675</td>
<td>$669,903</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base, LCFF Supplemental/Concentration, EPA, Title I</td>
<td>LCFF Base, LCFF Supplemental/Concentration, EPA, Title I</td>
<td>LCFF Base, EPA, Title I</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000, 3000</td>
<td>1000, 3000</td>
<td>1000, 3000</td>
</tr>
</tbody>
</table>

## 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)

- Students with Disabilities

**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, Schoolwide, 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

2017-18 Actions/Services

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

- Unchanged

2018-19 Actions/Services

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

- Unchanged

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 | 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 | 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 |

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$42,795</td>
<td>$32,400</td>
<td>$32,400</td>
</tr>
<tr>
<td>Source</td>
<td>Special Ed State &amp; Federal Funding, LCFF Base</td>
<td>Special Ed State &amp; Federal Funding, LCFF Base</td>
<td>Special Ed State &amp; Federal Funding, LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000, 3000</td>
<td>1000, 3000</td>
<td>1000, 3000</td>
</tr>
</tbody>
</table>

### 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):

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, Schoolwide, 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
2017-18 Actions/Services
Assure all students are provided with the common core aligned textbooks, supplies, and technology necessary to excel

2018-19 Actions/Services
Assure all students are provided with textbooks, supplies, and technology necessary to excel

2019-20 Actions/Services
Assure all students are provided with textbooks, supplies, and technology necessary to excel

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$90,850</td>
<td>$68,000</td>
<td>$81,090</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000</td>
<td>4000</td>
<td>4000</td>
</tr>
</tbody>
</table>

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

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, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide professional development opportunities for certificated staff to enhance teaching skills</td>
<td>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)</td>
<td>Provide professional development opportunities for certificated staff to enhance teaching skills</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,225</td>
<td>$19,400</td>
<td>$10,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base, Title II</td>
<td>LCFF Base, Title II</td>
<td>LCFF Base, Title II</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5200</td>
<td>5200</td>
<td>5200</td>
</tr>
</tbody>
</table>

### 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 |

#### 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:

#### Scope of Services:

#### Location(s):
<table>
<thead>
<tr>
<th>(Select from English Learners, Foster Youth, and/or Low Income)</th>
<th>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
<td>2019-20 Actions/Services</td>
</tr>
<tr>
<td>Lease and Maintain a copy machine for use by teachers in classroom instruction and office staff for the benefit of the students</td>
<td>Maintain a copy machine for use by teachers in classroom instruction and office staff for the benefit of the students</td>
<td>Maintain a copy machine for use by teachers in classroom instruction and office staff for the benefit of the students</td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$18,000</td>
<td>$6,500</td>
<td>500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5600</td>
<td>5600</td>
<td>5600</td>
</tr>
<tr>
<td>Action</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| English Learners | LEA Wide | All Schools |

**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Hire outside consultants for alternative learning experiences including dance, photography, music appreciation, basketball, and chess. This allows economically disadvantaged students and ELL to experience a broader academic base</td>
<td>Hire outside consultants for alternative learning experiences including dance, photography, music appreciation, basketball, and chess. This allows economically disadvantaged students and ELL to experience a broader academic base</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>$13,00</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>5800</td>
<td></td>
</tr>
<tr>
<td>$22,700</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>5800</td>
<td></td>
</tr>
<tr>
<td>$18,200</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>5800</td>
<td></td>
</tr>
</tbody>
</table>

**Action** 7

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

*OR*

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Unchanged</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

**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**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$52,000</td>
<td>$52,000</td>
<td>$56,400</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
</tr>
</tbody>
</table>

### Action 8

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### 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

Field trips to local museums and nature centers, specialized learning labs, college tours and 8th 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 8th 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 8th grade annual trip. Includes bus transportation, entry fees, and workshop fees
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$26,000</td>
<td>$27,950</td>
<td>$31,020</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
</tr>
</tbody>
</table>

### 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, Schoolwide, 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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>


### 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, Schoolwide, or Limited to Unduplicated Student Group(s))

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,000</td>
<td>$1,025</td>
<td>$4,600</td>
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<tr>
<td>Source</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
</tr>
</tbody>
</table>

### 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**
### 2017-18 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.

### 2018-19 Actions/Services
Purchase software licenses for online learning programs such as NWEA, I-READY Math and Reading and Renaissance Learning to assist students which are not performing at grade level.

### 2019-20 Actions/Services
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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$19,000</td>
<td>$19,000</td>
<td>$8,300</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
</tr>
</tbody>
</table>

### 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)
- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
- 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, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
</tr>
<tr>
<td>New</td>
<td>Hire math consultant to provide coaching and assist on adoption of new math curriculum for 19-20</td>
<td>Get coaching support to implement new math curriculum</td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$8,000</td>
<td>$8,000</td>
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<tr>
<td>Source</td>
<td>Title IV</td>
<td>Title IV</td>
<td>Title IV</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5851</td>
<td>5851</td>
<td>5851</td>
</tr>
</tbody>
</table>

### Action

12

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)

| English Learners, Foster Youth, Low Income | LEA Wide | All Schools |

### Scope of Services:
(Select from LEA-wide, Schoolwide, 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

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

### 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 HEAT 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 HEAT 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 HEAT Program to provide a safe and instructional environment for children before and after school

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$230,379</td>
<td>$99,418</td>
<td>$190,417</td>
</tr>
<tr>
<td>Source</td>
<td>Title I, ASES, LCFF Supplemental/Concentration</td>
<td>Title I, ASES, LCFF Supplemental/Concentration</td>
<td>Title I, ASES, LCFF Supplemental/Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2000,3000</td>
<td>2000,3000</td>
<td>2000,3000</td>
</tr>
</tbody>
</table>
**Action 13**

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, Schoolwide, or Limited to Unduplicated Student Group(s))

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

<table>
<thead>
<tr>
<th>English Learners, Foster Youth, Low Income</th>
<th>LEA Wide</th>
<th>All Schools</th>
</tr>
</thead>
</table>

**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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>

- **Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

- **Provide summer school program for students performing below grade level in math to accelerate their skills.**
(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**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5% of students will be suspended in all subgroups</td>
<td>9.8% were suspended, with the highest subgroup being Students with Disabilities at 20.7%</td>
<td>Less than 6% suspended overall with no one subgroup over 17.5%</td>
<td>Less than 5% suspended overall with no one subgroup over 15.0%</td>
<td>Less than 4% suspended overall with no one subgroup over 12.5%</td>
</tr>
<tr>
<td>Less than 3% of students will be expelled</td>
<td>No Students were expelled</td>
<td>Less than 3% of students will be expelled</td>
<td>Less than 3% of students will be expelled</td>
<td>Less than 3% of students will be expelled</td>
</tr>
<tr>
<td>An attendance rate in excess of 95% will be maintained</td>
<td>93.3%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Less than 16% of students will be Chronically Absent</td>
<td>23.1</td>
<td>24.5</td>
<td>20%</td>
<td>16%</td>
</tr>
<tr>
<td>Less than 20% of students of students will be concerned about bullying</td>
<td>20%</td>
<td>Less than 20%</td>
<td>Revised: Improvement every year until at least 90% of respondents feel the school has a positive climate and is safe</td>
<td>Revised: Improvement every year until at least 90% of respondents feel the school has a positive climate and is safe</td>
</tr>
<tr>
<td>Less than 20% will be concerned about facilities</td>
<td>20%</td>
<td>Less than 20%</td>
<td>Revised: Improvement every year until at least 80% of respondents feel the building is clean.</td>
<td>Improvement every year until at least 80% of respondents feel the building is clean.</td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
<td>Institute In-School Suspensions and conflict resolution strategies (including Positive Playground) to reduce suspension rates. Explore restorative justice practices.</td>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
</tr>
<tr>
<td>2018-19 Actions/Services</td>
<td>Institute In-School Suspensions and conflict resolution strategies (including Positive Playground) to reduce suspension rates. Explore restorative justice practices.</td>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
<td>Select from New, Modified, or Unchanged for 2020-21</td>
</tr>
<tr>
<td>2019-20 Actions/Services</td>
<td>Institute In-School Suspensions and conflict resolution strategies (including Positive Playground) to reduce suspension rates. Explore restorative justice practices.</td>
<td>Select from New, Modified, or Unchanged for 2020-21</td>
<td>Select from New, Modified, or Unchanged for 2021-22</td>
</tr>
</tbody>
</table>
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>NA</td>
<td>$2.500 for Positive Playground stipend</td>
<td>$2.500 for Positive Playground stipend</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2100</td>
<td>2100</td>
<td>2100</td>
</tr>
</tbody>
</table>

**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)

| All
| OR

**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, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 and outdoor science experiences 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 and outdoor science experiences 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 and outdoor science experiences for the students**

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$42,245</td>
<td>$47,116</td>
<td>$41,078</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2000,3000</td>
<td>2000,3000</td>
<td>2000,3000</td>
</tr>
</tbody>
</table>

### 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

**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, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$76,272</td>
<td>$78,486</td>
<td>$77,859</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2000,3000</td>
<td>2000,3000</td>
<td>2000,3000</td>
</tr>
</tbody>
</table>

**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)  

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
<td>OR</td>
</tr>
</tbody>
</table>

**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, Schoolwide, 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**

- Provide CPR and training to all staff

**2018-19 Actions/Services**

- Provide CPR and training to all staff

**2019-20 Actions/Services**

- Provide CPR and training to all staff

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,425</td>
<td>$2,225</td>
<td>$2,225</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5200</td>
<td>5200</td>
<td>5200</td>
</tr>
</tbody>
</table>
**Action 5**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
</tr>
<tr>
<td>Unchanged</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$10,000</td>
<td>$7,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
</tbody>
</table>
### Action 6

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper insurance will be carried for the facilities, staff, and students at levels equal to or exceeding state requirements</td>
<td>Proper insurance will be carried for the facilities, staff, and students at levels equal to or exceeding state requirements</td>
<td>Proper insurance will be carried for the facilities, staff, and students at levels equal to or exceeding state requirements</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$13,000</td>
<td>$14,950</td>
<td>$17,298</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5400</td>
<td>5400</td>
<td>5400</td>
</tr>
</tbody>
</table>

**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)

- All

**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, Schoolwide, 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**

Utilities, including power, gas, water and telephone, will be maintained at a level to insure the students have a comfortable

**2018-19 Actions/Services**

Utilities, including power, gas, water and telephone, will be maintained at a level to insure the students have a comfortable

**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.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$26,500</td>
<td>$35,500</td>
<td>$41,250</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5500, 5900</td>
<td>5500, 5900</td>
<td>5500, 5900</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**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, Schoolwide, 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

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$15,000</td>
<td>$6,100</td>
<td>$6,300</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
</tr>
</tbody>
</table>

### 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, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Communicate the importance of attendance to parents, investigate causes of chronic absences, provide incentives, hold SARBS</td>
<td>Implement strategies to address chronic absenteeism (e.g. provide bus passes, parent incentives, and mentoring resources). In addition communicate link between attendance and achievement, personally follow up with families of students who are chronically absent, and regularly monitor chronically absent students throughout the year.</td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>NA</td>
<td>$7,000</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td>LCFF Base</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td>4000’s, 5000’s</td>
<td></td>
</tr>
</tbody>
</table>
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:

Identified Need:

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 3 parent meetings/events will be held per year</td>
<td>3 parent meetings/events were held</td>
<td>3 parent meetings/events will be held</td>
<td>3 parent meetings/events will be held</td>
<td>3 parent meetings/events will be held</td>
</tr>
<tr>
<td>Parents will rate school an A or a B</td>
<td></td>
<td></td>
<td>New at least 80% of parents give the school an A or a B</td>
<td>At least 80% of parents give the school an A or a B</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase refreshments and supplies for parent meetings</td>
<td>Purchase refreshments and supplies for parent meetings</td>
<td>Purchase refreshments and supplies for parent meetings</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$3,000</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
</tbody>
</table>
## 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, Schoolwide, or Limited to Unduplicated Student Group(s))

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

<table>
<thead>
<tr>
<th>English Learners, Foster Youth, Low Income</th>
<th>LEA-Wide</th>
<th>All Schools</th>
</tr>
</thead>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lease and Maintain a copy machine to produce monthly newsletters and other communications with parents</td>
<td>Maintain a copy machine to produce monthly newsletters and other communications with parents</td>
<td>Maintain a copy machine to produce monthly newsletters and other communications with parents</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<p>| Budget Reference | 4300 | 4350 | 4350 |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,500</td>
<td>$2,600</td>
<td>$2,600</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base, LCFF Supplemental/Concentration</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5600</td>
<td>5630</td>
<td>5630</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Action</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))

<table>
<thead>
<tr>
<th>Location(s)</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Unchanged</td>
<td>Unchanged</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

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.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$6,500</td>
<td>$5,500</td>
<td>$5,500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
</tr>
</tbody>
</table>

## 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, Schoolwide, or Limited to Unduplicated Student Group(s))

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$2,600</td>
<td>$1,263</td>
<td>$1,263</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>5900</td>
<td>5900</td>
<td>5900</td>
</tr>
</tbody>
</table>

### 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, Schoolwide, or Limited to Unduplicated Student Group(s))

| |
---|---|

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

| |
---|---|
### Actions/Services

<table>
<thead>
<tr>
<th></th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold 3 events each year to encourage parents to attend and participate in their child’s community, including Movie Night.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
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<tr>
<td>Budget Reference</td>
<td>5800</td>
<td>4300/5800</td>
<td>4300/5800</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-2020

Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
--- | ---
$221,668 | 20.74%

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 schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions). Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

Last year Holly Drive had an unduplicated count of 89% and continues to operate a schoolwide Title I program. The school’s supplemental and concentration funds apply to almost all students in the school. HDLA uses LCFF Supplemental and Concentration funds to increase the quality/quantity of additional supports to help accelerate the learning for unduplicated students. Funding is used to purchase software to allow students to focus on and master their individual skill gaps, provide supplemental materials to help them accelerate their skills, provide additional aides for individual and small group instruction, have a better after school program, add a summer school program, and provide greater enrichment opportunities for students to apply lessons learned in school to the real world.
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.
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 limits. 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 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”, “Schoolwide”, 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 “schoolwide”.

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 “Schoolwide” 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 “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” 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 district wide 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 schoolwide 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 its 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 schoolwide basis, and include the required description supporting the use of the funds on a schoolwide 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 schoolwide 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. A 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 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
Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum Template

LEA name:
Holly Drive Leadership Academy

CDS code:
37-68338-6117279

Link to the LCAP:
optional
[Provide link.]

For which ESSA programs will your LEA apply?
Choose from:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

(Note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A
Title II, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.
Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA’s LCAP, as it demonstrates the LEA’s efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.
California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

HDLA is focused on accelerating the achievement of its African American/Latino low-income (86% qualify for free or reduced price lunch) student population. Its federal funds (approximately $87,000) will be used to support the school's major improvement initiatives (including additional support for non duplicated students performing below grade level and increased training and coaching for teachers to effectively teach the common core math standards). The school’s federal funds compliment its state resources and allow the school to provide better services for its students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

HDLA has analyzed its state accountability dashboard results and identified key areas in which it needs to improve. Academically far too many of the school's students are scoring at the Not Met Level in math. As a result, improving math performance is a key focus of its LCAP and school improvement efforts in 19-20. Strategies to improve math performance include: providing training and coaching for teachers in the common core math standards, adopting a new curriculum, providing training and coaching to teachers in the new math curriculum, maintaining increased time during the school day focused on math, and providing additional academic supports and time for students performing below grade level. HDLA is using federal funding in combination with state funding to support a set of comprehensive strategies to address the school's math challenges.
ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
</tr>
</tbody>
</table>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
</tr>
</tbody>
</table>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
</tr>
</tbody>
</table>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
Title II, Part A Activities

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
</tr>
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</table>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

Title III, Part A

Parent, Family, and Community Engagement

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
</tr>
</tbody>
</table>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

Title I, Part A

Poverty Criteria

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.
ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. Each provision for each program provided on the following pages must be addressed, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within this addendum.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - School is a single school charter.

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA SECTIONS 1112(b)(3) = NA This is a single school charter and not in CSI or TSI.

Holly Drive Leadership Academy only enrolls around 130 students in grades K-8. It is purposely designed to be small so that all students and families are known. The school’s parent involvement policy actively encourages families to not only be engaged in the children's education but also the school itself. Teachers are encouraged to develop a dialogue with the parents of students in their class and the school offers formal parent-teacher meetings twice a year. The school has created formal opportunities for parents to provide feedback on school improvement through meetings in January and September as well as an annual stakeholder survey (this year 93.5% of respondents graded the school an A or a B). Parents are actively encouraged to volunteer at the school and participate in family fun nights (e.g. movie night). In 18-19 HDLA hosted six parent/family events. The school actively communicates with parents and just updated its website to make it easier to navigate
and access key information. Parents have given the new website positive reviews. The school also translates relevant materials in Spanish as necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Holly Drive is a small single school K-8 charter that serves a predominantly low-income student body (86% of students qualify for reduced or free lunch). It operates as a Title I schoolwide program focused on ensuring all students with below grade level skills get the differentiated instruction and additional academic supports to accelerate their learning. HDLA operates common core aligned instructional programs (although it has found its current math program GO Math to be insufficiently aligned and is in the process of adopting a new math program). The school offers its students multiple enrichment opportunities as well as additional time to focus on completing schoolwork in its after-school program.

Holly Drive does not operate a targeted assistance school program

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Holly Drive is a close small knit community. If any of the school's students are homeless, it will provide additional resources to help the student be successful in class. These resources range from the basics (e.g. uniforms, shoes, backpacks, and supplies) to transportation (bus passes) to emotional support in a comprehensive school program in a small school environment where everyone knows each other well.
Student Transitions
ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA - Holly Drive is a single school K-8 charter.

Holly Drive is a small single K-8 charter that serves a predominantly low-income student body (86% of students qualify for reduced or free lunch). It specifically focuses on ensuring its students are ready for high school through its academic program and 8th grade exhibition process. It also actively counsels students on what high school options are available to them. For example, they talk about the differences between traditional public schools, charter schools, vocational schools, and private schools. They also tour High Tech High and E3 Civic High. To get students exposed to college they also tour San Diego State and Point Loma Nazarene.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)
Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title I, Part D

Formal Agreements
ESSA SECTION 1423(2)
Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved
with the juvenile justice system, including such facilities operated by the Secretary of the
Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title I, Part D

Comparable Education Program
ESSA SECTION 1423(3)
As appropriate, provide a description of how participating schools will coordinate with facilities
working with delinquent children and youth to ensure that such children and youth are participating in
an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title I, Part D

Successful Transitions
ESSA SECTION 1423(4)
Provide a description of the program operated by participating schools to facilitate the successful
transition of children and youth returning from correctional facilities and, as appropriate, the types of
services that such schools will provide such children and youth and other at-risk children and youth.
THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title I, Part D

Educational Needs
ESSA SECTION 1423(5)
Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)
As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title I, Part D

Social, Health, and Other Services
ESSA SECTION 1423(6)
As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title I, Part D
Parent and Family Involvement
ESSA SECTION 1423(8)
As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Program Coordination
ESSA SECTION 1423(9–10)
Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.
Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

Probation Officer Coordination
ESSA SECTION 1423(11)
As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.
Individualized Education Program Awareness
ESSA SECTION 1423(12)
Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title I, Part D

Alternative Placements
ESSA SECTIONS 1423(13)
As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title I, Part D

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)
Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HDLA is a single site charter school and provides professional development in a variety of areas for its principal, lead teacher, and teachers. HDLA has time set up at the beginning of the year for in-depth professional development and uses after-school time (from 2:30 to 4:00) to provide follow up training and teacher collaboration time. HDLA has a BTSA coach and all new teachers receive BTSA training. Professional development is used to increase staff skills to address areas with demonstrated student need. The school uses data to identify the area of most need and continues to use data to analyze the effectiveness of its professional development. More specifically, it analyzes its teacher surveys to determine the effectiveness of the professional development, observations to ensure the training is being implemented, and achievement results to ensure students are mastering the relevant skills. HDLA has identified math as a crucial area for improvement. In 18-19 the principal and lead
teacher got extensive training from the San Diego County Office of Education on the new math frameworks. They used this training as a basis for planning for the 19-20 school year. In 19-20, Title II funding will be used to support the training of all math teachers in the CA/Common Core framework and the new common core curriculum the school plans to adopt.

**Prioritizing Funding**  
ESSA SECTION 2102(b)(2)(C)  
Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Note: LEA is a single site charter school.

**Data and Ongoing Consultation to Support Continuous Improvement**  
ESSA SECTION 2102(b)(2)(D)  
Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

HDLA analyzes its data on an on-going basis to identify areas of strength, improvement, and challenge. The school reviews classroom tests as well as student work as well as school required (e.g. Achieve 3000 reading results), and state summative tests (e.g. SBAC and ELPAC). HDLA uses data to set its yearly focus of improvement. This data includes feedback from school leaders, teachers, aides, and parents as well as achievement data. The school has twice-yearly formal meetings to discuss its improvement plans and teachers and parents attend and provide recommendations. In addition, teachers and parents talk with school leadership in informal settings to discuss key areas of school improvement and consequent areas of professional development need.

**TITLE III, PART A**

**Title III Professional Development**  
ESSA SECTION 3115(c)(2)  
Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.
THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title III, Part A

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116
Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title III, Part A

Title III Programs and Activities
ESSA SECTION 3116(b)(1)
Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title III, Part A

English Proficiency and Academic Achievement
ESSA SECTION 3116(b)(2)(A-B)
Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Holly Drive does not receive Title III, Part A
TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HDLA is a small single school charter whose focus is on improving its math program. We would like to use Title IV money in combination with Title II and LCFF funding to support this work. HDLA worked with the San Diego County Office of Education this year to train its principal and lead teacher in the CA/common core math frameworks. HDLA will roll out schoolwide math professional development in 19-20 using Title II and LCFF funds. We would like to supplement this training with coaching for teachers. We know that in order to successful professional development need to be long term and involve specific reflection and guidance on the effective application. We plan to work with the SDCOE or a private math expert to help ensure the successful implementation of our new common core aligned conceptual understanding and new curriculum implementation.

As with our professional development, we will evaluate our Title IV funded coaching work by getting qualitative feedback from the coach and teachers and as well as quantitative feedback on the effective implementation of specific strategies, quiz results, and SBAC results. This analysis will start with some diagnostic assessment and include progress monitoring prior to 19-20 SBAC testing.