School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Flying Hills School of the Arts	37-67991-6037634	May 23, 2019	July 30, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The overall academic performance of students at Flying Hills is at the yellow level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Flying Hills will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum Flying Hills will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions

and in determining our educational programs, professional learning opportunities, and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on May 23, 2019 was the accumulating input meeting for the SPSA development this year.
The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 23, 2019 was the accumulating input meeting when the SPSA was approved.
The SSC meetings provide a focus of overall academic and social emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community, and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:
A. We retain "actions" that show student growth
B. We refine an "action" that shows minimal growth, but progress
C. We eliminate an "action" and replace it with a different way of approaching the need
Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: Our Traditional Leadership Team and MTSS Leadership Team meets multiple times throughout the year, but the meetings on May 9, 2019 and March 21, 2019 was the accumulating input meeting.
The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social emotional welfare for all of our students, as well as site safety, and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Teams strengthen the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our

competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting will held in September of 2019 and information will be shared with SSC as they develop and approve the SPSA in 2020.
This meeting is held to provide a focus of overall academic and social emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.18%	0.18%	1	1	1
African American	7.4%	6.32%	5.95%	42	36	33
Asian	1.8%	1.40%	1.98%	10	8	11
Filipino	%	%	%			
Hispanic/Latino	34.7%	35.09%	36.04%	198	200	200
Pacific Islander	0.9%	0.70%	0.72%	5	4	4
White	45.2%	46.49%	45.05%	258	265	250
Multiple/No Response	5.3%	5.96%	6.67%	30	34	37
			Total Enrollment	571	570	555

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	92	87	83
Grade 1	78	85	72
Grade 2	76	74	80
Grade3	95	77	78
Grade 4	87	90	78
Grade 5	79	89	90
Grade 6	64	68	74
Total Enrollment	571	570	555

Conclusions based on this data:

1. Our demographics have remained steady over the past three years.

2. In 2019-20 our school will be expanding to 7th grade and the following year we will add 8th grade to be a TK-8th Grade school.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	108	100	95	18.9%	17.5%	17.1%
Fluent English Proficient (FEP)	42	46	34	7.4%	8.1%	6.1%
Reclassified Fluent English Proficient (RFEP)	22	19	8	17.1%	17.6%	8.0%

Conclusions based on this data:

1. Our English Learners have decreased the last couple of years.

2. We have seen a steady 1% increase in our Fluent English Proficient students for the last three years.

3. Our Reclassified Fluent English Proficient has maintained the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	100		77	93		77	93		77	93		100
Grade 4	87		73	86		72	85		72	98.9		98.6
Grade 5	79		89	75		88	74		88	94.9		98.9
Grade 6	63		68	63		67	63		67	100		98.5
All Grades	329		307	317		304	315		304	96.4		99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	2414.		2398.	25.81		11.69	17.20		23.38	29.03		32.47	27.96		32.47
Grade 4	2435.		2481.	12.94		33.33	25.88		22.22	21.18		16.67	40.00		27.78
Grade 5	2468.		2496.	12.16		19.32	29.73		31.82	16.22		17.05	41.89		31.82
Grade 6	2520.		2509.	14.29		8.96	38.10		38.81	23.81		20.90	23.81		31.34
All Grades	N/A	N/A	N/A	16.83		18.42	26.67		28.95	22.86		21.71	33.65		30.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	24.73		20.78	36.56		42.86	38.71		36.36
Grade 4	17.86		33.33	51.19		43.06	30.95		23.61
Grade 5	13.70		25.00	49.32		47.73	36.99		27.27
Grade 6	30.16		16.42	46.03		47.76	23.81		35.82
All Grades	21.41		24.01	45.37		45.39	33.23		30.59

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	19.35		9.09	53.76		58.44	26.88		32.47
Grade 4	9.52		25.00	50.00		54.17	40.48		20.83
Grade 5	16.44		23.86	53.42		53.41	30.14		22.73
Grade 6	22.22		13.43	46.03		50.75	31.75		35.82
All Grades	16.61		18.09	51.12		54.28	32.27		27.63

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	15.05		11.69	67.74		70.13	17.20		18.18
Grade 4	10.71		20.83	67.86		68.06	21.43		11.11
Grade 5	9.59		13.64	60.27		63.64	30.14		22.73
Grade 6	17.46		10.45	61.90		71.64	20.63		17.91
All Grades	13.10		14.14	64.86		68.09	22.04		17.76

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	21.51		12.99	50.54		51.95	27.96		35.06
Grade 4	14.29		23.61	57.14		54.17	28.57		22.22
Grade 5	16.44		21.59	50.68		48.86	32.88		29.55
Grade 6	15.87		20.90	69.84		55.22	14.29		23.88
All Grades	17.25		19.74	56.23		52.30	26.52		27.96

Conclusions based on this data:

1. Scores reveal that students continue to require additional intervention in the areas of reading. Small group pull-out and in class additional supports/interventions need to be implemented.

2. Fourth grade data shows our students scored lower overall than other grades in all areas of language arts. This group needs additional intensive support and focus.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	100		77	97		77	97		77	97		100
Grade 4	87		73	86		72	85		72	98.9		98.6
Grade 5	79		89	75		87	75		88	94.9		97.8
Grade 6	63		68	63		67	63		67	100		98.5
All Grades	329		307	321		303	320		304	97.6		98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2417.		2415.	13.40		11.69	29.90		31.17	27.84		24.68	28.87		32.47
Grade 4	2461.		2493.	7.06		25.00	35.29		30.56	34.12		27.78	23.53		16.67
Grade 5	2462.		2488.	4.00		9.20	16.00		25.29	36.00		34.48	44.00		31.03
Grade 6	2490.		2481.	6.35		1.49	15.87		23.88	34.92		31.34	42.86		43.28
All Grades	N/A	N/A	N/A	8.13		11.88	25.31		27.72	32.81		29.70	33.75		30.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.87		20.78	36.08		41.56	35.05		37.66
Grade 4	20.00		38.89	42.35		29.17	37.65		31.94
Grade 5	4.00		16.09	41.33		43.68	54.67		40.23
Grade 6	14.29		10.45	36.51		34.33	49.21		55.22
All Grades	17.81		21.45	39.06		37.62	43.13		40.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.56		20.78	52.58		49.35	28.87		29.87
Grade 4	16.47		26.39	51.76		50.00	31.76		23.61
Grade 5	4.00		10.34	53.33		52.87	42.67		36.78
Grade 6	7.94		5.97	49.21		43.28	42.86		50.75
All Grades	12.50		15.84	51.88		49.17	35.63		34.98

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.71		15.58	46.39		50.65	29.90		33.77
Grade 4	17.65		31.94	54.12		51.39	28.24		16.67
Grade 5	2.67		13.79	45.33		54.02	52.00		32.18
Grade 6	15.87		7.46	42.86		56.72	41.27		35.82
All Grades	15.63		17.16	47.50		53.14	36.88		29.70

Conclusions based on this data:

1. Scores reveal that students continue to require additional intervention in the areas of math. In class additional supports/interventions needs to be a priority.

2. Collaboration and data conversations around barriers to address the needs of students and additional supports.

3. Consideration of Professional Development in the area of math utilizing district coaches and facilitators.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1392.2		1403.6		1365.5		20	
Grade 1	1417.9		1413.9		1421.4		19	
Grade 2	1464.7		1474.5		1454.2		19	
Grade 3	1498.8		1492.5		1504.7		13	
Grade 4	1513.0		1497.3		1528.1		12	
Grade 5	*		*		*		*	
Grade 6	1542.5		1546.7		1537.8		11	
All Grades							98	

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*		57.89		*		*		19	
All Grades	30.61		37.76		15.31		16.33		98	

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	43.88		29.59		13.27		13.27		98	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	17.35		28.57		31.63		22.45		98	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	57.89		*		*		19	
All Grades	44.90		40.82		14.29		98	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	68.42		*		*		19	
All Grades	54.08		31.63		14.29		98	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		70.00		*		20	
2	*		57.89		*		19	
All Grades	19.39		52.04		28.57		98	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*		73.68		*		19	
All Grades	27.55		55.10		17.35		98	

Conclusions based on this data:

1. Overall ELPAC Levels show that are students are progressing.

2. When looking at the domains we are stronger in Oral and Listening.

3. Reading and Writings domains should be our focus in supporting our students moving toward reclassification.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Academically our students are in the average range and performing higher than the district overall.

2. Our MTSS Leadership Team is in the process of creating school wide supports and interventions.

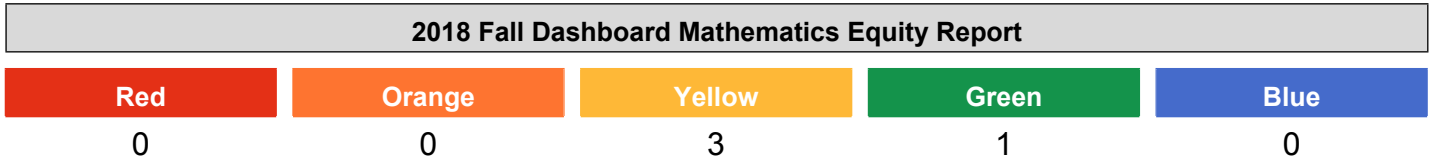**3.** Areas of focus for us are Chronic Absenteeism and Suspension.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
8.3 points below standard	18.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 15.1 points	Increased 10.4 points	
300 students	79 students	2 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	11.8 points below standard	112.2 points below standard
	Increased 25.3 points	Declined -18.9 points
1 students	154 students	31 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
27.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased 24.4 points	1 students	6 students	
15 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
22.1 points below standard	3.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	4.7 points above standard
Increased 18.5 points	Increased 18.2 points	3 students	Increased 8.9 points
106 students	14 students		146 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.4 points below standard	37.5 points above standard	4.9 points below standard
Increased 23.2 points	Increased 16.5 points	Increased 17.3 points
38 students	41 students	219 students

Conclusions based on this data:

1. Overall we have increased performance in all subgroups for English Language Arts.

2. Our Socioeconomically Disadvantaged, African American, and English Learners had a significant increase in performance.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
25.6 points below standard	33.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 11.6 points	Increased 12.6 points	2 students
300 students	79 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	31.2 points below standard	98.2 points below standard
1 students	Increased	Increased 3.8 points
	19.6 points	
	154 students	31 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
53.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased	1 students	6 students	
16.7 points 15 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
42.1 points below standard	0.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	13.2 points below standard
Increased	Increased 13.3 points	3 students	Increased 4 points
15.5 points 106 students	14 students		146 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.8 points below standard	3.5 points above standard	23.4 points below standard
Increased	Increased	Increased 11.6 points
19.5 points 38 students	17 points 41 students	219 students

Conclusions based on this data:

1. Overall we have increased performance in all subgroups for Mathematics.

2. Our English Learners, Socioeconomically Disadvantaged, African American, and Hispanic had significant increase in performance.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
98	30.6%	37.8%	15.3%	16.3%

Conclusions based on this data:

1. Our baseline data shows that we should be focusing on continuing to support our Level 3 EL students with content access.
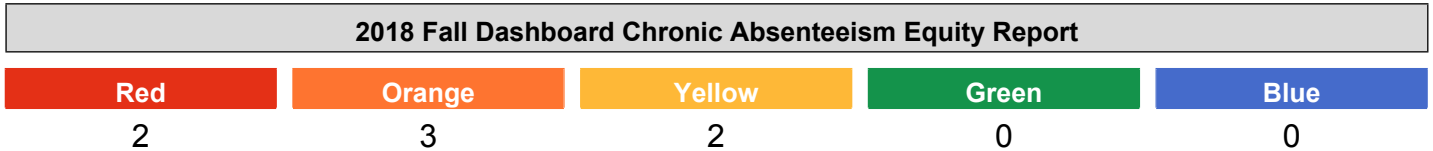
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	2	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
13.3% chronically absent	10.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 3%	Declined 1.7%	
616 students	107 students	2 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	15.8% chronically absent	24.7% chronically absent
	Increased 2.1%	Increased 12.7%
9 students	360 students	97 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
14.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined 4.3%	1 students	9 students	0 students
42 students			

Hispanic	Two or More Races	Pacific Islander	White
Red	Orange	No Performance Color	Orange
19.1% chronically absent	6.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	10% chronically absent
Increased 7.4%	Increased 0.7%	4 students	Increased 1.7%
220 students	61 students		279 students

Conclusions based on this data:

1. Overall this is an area of need school wide.

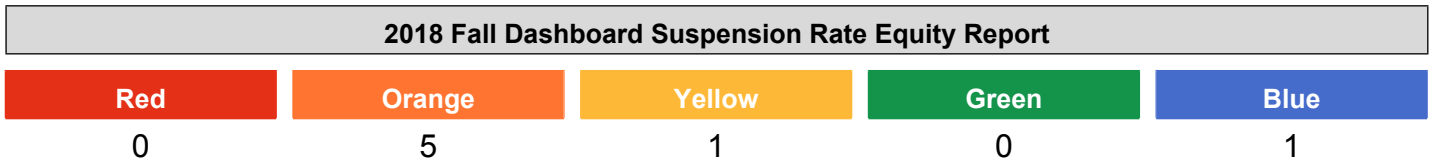**2.** We need to especially focus on our Students with Disabilities and Hispanic students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance   Red   Orange   Yellow   Green   Blue   Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
1.4% suspended at least once	0.9% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.3%	Increased 0.9%	2 students
630 students	108 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	1.1% suspended at least once	3.1% suspended at least once
9 students	Increased 0.8%	Increased 3.1%
	368 students	97 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
2.3% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 2 students	Less than 11 Students - Data Not Displayed for Privacy 9 students	0 Students
Increased 2.3% 44 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Orange
1.3% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 5 students	1.8% suspended at least once
Increased 1.3% 224 students	Declined -1.4% 62 students		Increased 1.8% 284 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.3% suspended at least once	0.2% suspended at least once	1.4% suspended at least once

Conclusions based on this data:

1. We had a slight increase in this area based on a few students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

All students have access to high-quality instruction, including the arts, to help prepare them for college and career success.

Identified Need

Students are scoring in the yellow performance group for both language arts and mathematics. In order to better met the needs of our students Reading intervention will be provided for all students in grades K-6 who are significantly below grade level and teachers need professional development in order to learn support strategies in order to help students move upward in all subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten assessment/s used: Smarty Ants	Percent at grade level: 38% as of April 18, 2019	Percentage proficient goal: 41%
First grade assessment/s used: Smarty Ants	Percent at grade level: 57% as of April 18, 2019	Percentage proficient goal: 60%
Second grade assessment/s used: Smarty Ants	Percent at grade level: 22% as of April 18, 2019	Percentage proficient goal: 25%
3rd Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS	% Below/Near/Above Standard All students (52): 42% / 55% / 1% Hispanic (18): 44% / 55% / 0% African American (4): 50% / 50% / 0% White (26): 42% / 53% / 3% Eng. Learners (10): 60% / 40% / 0% SWD (7): 71% / 28% / 0% Low Income (33): 45% / 51% / 3%	% Below/Near/Above Standard Goal All students: 2% decrease of our Below Students in all subgroups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4th Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard All students (29): 58% / 34% / 6% Hispanic (5): 20% / 60% / 20% African American (2): N/A White (15): 66% / 26% / 6% Eng. Learners (4): 75% / 25% / 0% SWD (5): 60% / 40% / 0% Low Income (21): 71% / 23% / 4%	% Below/Near/Above Standard Goal All students: 5% decrease of our Below Students in all subgroups.
5th Grade Assessment: IAB Geometry MATHEMATICS	% Below/Near/Above Standard All students (83): 38% / 57% / 3% Hispanic (30): 56% / 40% / 3% White (40): 27% / 70% / 2% Two or More Races (5): 40% / 60% / 0% Eng. Learners (11): 72% / 27% / 0% SWD (11): 66% / 33% / 0% Low Income (51): 43% / 54% / 1%	% Below/Near/Above Standard Goal All students: 2% decrease of our Below Students in all subgroups.
6th Grade Assessment: IAB Number Systems MATHEMATICS	% Below/Near/Above Standard All students (67): 47% / 49% / 2% Hispanic (25): 68% / 32% / 0% African American (5): 20% / 80% / 0% White (30): 36% / 56% / 6% Two or More Races (4): 50% / 50% / 0% Eng. Learners (3): 100% / 0% / 0% SWD (6): 66% / 33% / 0%	% Below/Near/Above Standard Goal All students: 3% decrease of our Below Students in all subgroups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Low Income (36): 52% / 47% / 0%	
Reclassification Rate (County 14.9%)	Percent Reclassified: 17.6%	Reclassified Goal: Maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Art instruction and experiences provided to all students on a weekly basis for academic enrichment and creativity development. Teachers will receive planning time, subs, professional development, supplies, materials, visitation teams, and auditorium equipment will be purchased.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,626	Title I 4000-4999: Books And Supplies Instructional Supplies $300 per teacher (12/ K-3 teachers)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Reading intervention will be provided for all students in grades K-6 who are significantly below grade level. (.45 FTE)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
31,247	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary and Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be afforded the opportunity to participate in district professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,837	Title I 1000-1999: Certificated Personnel Salaries Additional Hourly for Observations
2,163	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries Additional Hourly for Parent nights/
15,334	Title I PD 1000-1999: Certificated Personnel Salaries Additional hourly for Professional Learning

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional Music instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,698	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary & Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Printed Materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
619	Supplemental Concentration Funding 5700-5799: Transfers Of Direct Costs Printing for supplemental classroom items /Print Shop

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Flying Hills will continue to promote a positive school climate where students feel safe, valued, respected, and are ready to learn in a healthy environment.

Identified Need

Flying Hills needs to increase positive school climate in the areas of suspension rate and chronic absenteeism. Some of the instruments that are utilized are Gallup Survey, CA Healthy Kids Survey (CHKS), parent surveys, referrals, and counselor logs. Our overall absenteeism and suspensions percentages need to meet or be under the district and state averages, student behavior needs to continue to be a focus to decrease situations warranting a suspension. Student absenteeism continues to be a primary concern.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 94.95%	Increase to at least 95%
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard 2016-2017 N/A	2017-2018: 9.66% 2017-2018: All students: Increased 3% Overall 13.3% Orange English Learners: Yellow Low Income: Orange SWD: Red Homeless: N/A Foster Youth: N/A Hispanic: Red White: Orange Two or More Races: Orange African American: Yellow [add additional sub-group not listed as needed]	Decrease Chronic Absenteeism by 2%
Dashboard: Suspension Rate 2016-2017:	2017-2018:	Decrease Suspensions by .5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students: 0.2% Blue English Learners: Blue Low Income: Blue SWD: Blue Homeless: N/A Foster Youth: N/A Hispanic: Blue White: Blue Two or More Races: N/A African American: Blue	All students: Increased 1.3% Overall 1.4% Orange English Learners: Yellow Low Income: Orange SWD: Orange Homeless: N/A Foster Youth: N/A Hispanic: Orange White: Orange Two or More Races: Blue African American: Orange	
California Healthy Kids Survey (Bi-annual)	N/A coming in 2019-20	
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.35 Hope 4.38 Entrepreneurial 2.78 Career/Financial Literacy 3.23	Maintain
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.26	Increase by .5

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

An appropriate amount of supervision will be provided at breakfast / lunch to ensure student safety and a peaceful breakfast / lunch environment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,217	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Salary & Benefits: Campus Safety Assistant (.117)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Character, Academic, Running Club

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,314	Title I 5800: Professional/Consulting Services And Operating Expenditures Character and Morale

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Multi-Tiered Systems of Support - an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Assistant Principal (.40) due to the addition of 7th

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
64,216	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Salary & Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Health Aide to support students in the health office during high impact times (3hrs)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,592	Title I 2000-2999: Classified Personnel Salaries Classified Salary & Benefits

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Educational Excursions

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,831	Supplemental Concentration Funding 5700-5799: Transfers Of Direct Costs Admission, Educational Excursions

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies.

Goal 3

Students will become proficient readers, speakers, and writers, mastering grade level content standards to prepare them for college and career.

Identified Need

Teachers collect student academic data using the following assessment tools: Achieve 3000, Imagine Learning, GO! Math, ST Math, CAASPP and ELPAC data. Data show that our students need to grow in all subgroups in English language arts and math. Data show that thou our students are making progress we still have a significant number of students not meeting proficiency in English language art and mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten assessment/s used: Smarty Ants	Percent at grade level: 38%	Percentage proficient goal: 41%
First grade assessment/s used: Smarty Ants	Percent at grade level: 57%	Percentage proficient goal: 60%
Second grade assessment/s used: Smarty Ants	Percent at grade level: 22%	Percentage proficient goal: 25%
3rd Grade Assessment: IAB /7th Grade Assessment: IAB MATHEMATICS	% Below/Near/Above Standard All students (52): 42% / 55% / 1% Hispanic (18): 44% / 55% / 0% African American (4): 50% / 50% / 0% White (26): 42% / 53% / 3% Eng. Learners (10): 60% / 40% / 0% SWD (7): 71% / 28% / 0% Low Income (33): 45% / 51% / 3%	% Below/Near/Above Standard Goal All students: 5% increase in all subgroups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4th Grade Assessment: IAB /8th Grade Assessment: IAB MATHEMATICS	% Below/Near/Above Standard All students (29): 58% / 34% / 6% Hispanic (5): 20% / 60% / 20% White (15): 66% / 26% / 6% Eng. Learners (4): 75% / 25% / 0% SWD (5): 60% / 40% / 0% Low Income (21): 71% / 23% / 4%	% Below/Near/Above Standard Goal All students: 5% increase in all subgroups
5th Grade Assessment: IAB /8th Grade Assessment: IAB MATHEMATICS	% Below/Near/Above Standard All students (83): 38% / 57% / 3% Hispanic (30): 56% / 40% / 3% White (40): 27% / 70% / 2% Two or More Races (5): 40% / 60% / 0% Eng. Learners (11): 72% / 27% / 0% SWD (11): 66% / 33% / 0% Low Income (51): 43% / 54% / 1%	% Below/Near/Above Standard Goal All students: 5% increase in all subgroups
6th Grade Assessment: IAB /8th Grade Assessment: IAB MATHEMATICS	% Below/Near/Above Standard All students (67): 47% / 49% / 2% Hispanic (25): 68% / 32% / 0% African American (5): 20% / 80% / 0% White (30): 36% / 56% / 6% Two or More Races (4): 50% / 50% / 0% Eng. Learners (3): 100% / 0% / 0%	% Below/Near/Above Standard Goal All students: 5% increase in all subgroups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD (6): 66% / 33% / 0% Low Income (36): 52% / 47% / 0%	
Reclassification Rate (County 14.9%)	Percent Reclassified: 17.6%	Reclassified Goal: 19%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional ELD instruction will be provided in a pull-out setting Emphasis will be on Reading and Writing with a certificated teacher.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary & Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Language Arts and Math supplemental digital programs will be utilized by students to support learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Supplemental Concentration Funding

	5800: Professional/Consulting Services And Operating Expenditures Contract: Subscription for software
8,000	Title I 4000-4999: Books And Supplies Printers & Headphones

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Travel & Conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I 5000-5999: Services And Other Operating Expenditures Arts Empower, CUE, and other conferences

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

Parents and teachers will work together to create a shared community that makes decisions collaboratively.

Identified Need

Based on our parent needs assessment parents would like training on early literacy, health, and daily hygiene. We need to create a partnership with parents were there is open communication. Together we can work to help their child educationally and show parents how they can help their child at home. Conversations at home that are academic that can build upon their vocabulary and academic development. With more open and available parent engagement opportunities parents and students will be more connected and parents will have more opportunities to collaborate and be a part of the school decision process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Teacher Teams	Family Teacher Teams: 0	Family Teacher Teams: 1 grade level
Parent University Courses	Parent University Classes: 0	Parent University Classes: 1 class / 15 parents
Home Visits	Number of visits: 0	Home Visits: 10
School Site Council Meetings	Number of parents at meetings: 4	Number of parents at meeting: 4
English Learner Advisory Meetings	Number of parents at meetings: 6	ELAC attendance goal: 10

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$193,694.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$94,314.00
Title I Parent Involvement	$2,163.00
Title I PD	$15,334.00

Subtotal of additional federal funds included for this school: $111,811.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Supplemental Concentration Funding	$81,883.00

Subtotal of state or local funds included for this school: $81,883.00

Total of federal, state, and/or local funds for this school: $193,694.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
	0	0.00
Supplemental Concentration Funding	$81,883	0.00
Title I	$94,314	0.00
Title I PD	$15,334	0.00
Title I Parent Involvement	$2,163	0.00

Expenditures by Funding Source

Funding Source	Amount
Supplemental Concentration Funding	81,883.00
Title I	94,314.00
Title I Parent Involvement	2,163.00
Title I PD	15,334.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	147,495.00
2000-2999: Classified Personnel Salaries	16,809.00
4000-4999: Books And Supplies	11,626.00
5000-5999: Services And Other Operating Expenditures	4,000.00
5700-5799: Transfers Of Direct Costs	2,450.00
5800: Professional/Consulting Services And Operating Expenditures	11,314.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	64,216.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	5,217.00
5700-5799: Transfers Of Direct Costs	Supplemental Concentration Funding	2,450.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Concentration Funding	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	65,782.00
2000-2999: Classified Personnel Salaries	Title I	11,592.00
4000-4999: Books And Supplies	Title I	11,626.00
5000-5999: Services And Other Operating Expenditures	Title I	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,314.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	2,163.00
1000-1999: Certificated Personnel Salaries	Title I PD	15,334.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,524.00
Goal 2	84,170.00
Goal 3	35,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Michael Kuhfal	Principal
Valerie Barnes	Classroom Teacher
Melissa Currie	Classroom Teacher
Amy McColl	Classroom Teacher
Gina Francis	Other School Staff
Michelle Hill	Parent or Community Member
April Randle	Parent or Community Member
Josh Hill	Parent or Community Member
Kyle Phillips	Parent or Community Member
Brett Murdock	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.