

# 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 11, 2023	August 8, 2023

## 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
- Additional Targeted Support and Improvement
- Students with Disabilities, Two or More Races

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 low 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.

Parent Square will be utilized as a common tool to communicate with families, provide families with resources, learning opportunities and connections to school. Teachers will use Parent Square to communicate one on one, small groups, and whole class. They will provide support and guidance in meeting students academic, social, and emotional needs. We will further use this tool to promote parent/family involvement through our School Site Council, English Learner Advisory Committee, and Parent Teacher Organization.

To meet the English Language Arts and Mathematics 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, effectively use of technology to enhance instruction, and move towards personalized learning plans. Teachers will be offered high quality professional learning 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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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.

Annual Gallup Student Survey (5th-8th Grade Students)

Annual Gallup Parent Survey

Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys. Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.

Please refer to the sections “Student Performance Data: Annual Gallup Parent Survey Data” and “Student Performance Data: Annual Gallup Student Survey Data” for additional information.

Parent Gallup Poll Survey:

March 2023 Parent Gallup Survey- Total number of Parents Responding to the Gallup Parent Survey was 157

Engaged 44%

Not Engaged 45%

Actively Disengaged 12%

Our lowest performing Q was opportunities to choose how he or she learns (Academic Standards)- 4.01 Mean Score

Our highest performing Q was always treats me with respect (Leadership)- 4.53 Mean Score

Staff Gallup Poll Survey:

Spring 2023 Staff Survey to come

May 2022 Staff Gallup Survey- Total number of Staff Responding to the Gallup Staff Survey was 64

Engaged 58%

Not Engaged 42%

Actively Disengaged %

Our lowest performing Q was Q06 Development

Our highest performing Q was Q01 Knows what is expected of me

Student Gallup Poll Survey

Spring 2023 Student Gallup Survey to come

May 2022 Student Gallup Survey- Total number of students Responding to the Gallup Student Survey was 183

Engagement 57%

Our lowest performing Q was in the last seven days, someone has told me I have done good work at school- 3.41

Our highest performing Q was I have a best friend at school- 4.45

Hope 36%

Our lowest performing Q was I can find my way around problems- 3.84

Our highest performing Q was I know I will graduate from high school- 4.38

Belonging

Our lowest performing Q was my classmates care about me- 3.29

Our highest performing Q was this school is a good place for students like me- 3.88

Social and Emotional Learning

Our lowest performing Q was When I am angry or upset, I am very good at explaining what is bothering me to other people- 2.58

Our highest performing Q was I am very good at listening to my friends when they are angry or upset about something- 4.36

Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.

Based on this data, identified needs are....

- \* Parents - Under Leadership parents feel that they are treated with respect. An area of growth would be providing students opportunities to choose how he or she learns.

- \* Staff - There was a decrease by 0.27 with staff feeling that they have the opportunity to do their best. Staff opinions count had a decrease of 0.28 . Our Mission and Purpose also decreased slightly.

- \* Students - Under Engagement students feel safe at school. There was a drop in their feeling that the adults care about them.

- \* Students- Under Engagement students feel they have a best friend at school. An area of growth would be students in the last seven days had someone tell me I have done well at school.

Under Hope students know that they will graduate from high school. An area of growth would be students can find their way around problems.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Observational Protocol for Teachers of English Learners (OPTTEL) is an observational protocol that is designed to meet the requirements of AB 1808 and will be implemented during the 2023 - 2024 school year.

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:

Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Principal and Assistant Principals conduct informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May 15th

On average, the Principal and Assistant Principals visit classrooms and collect qualitative data on teacher effectiveness at least twice a month. Through these visits, it was observed that teachers use all district approved curriculum plus supplement instruction through the use of technology and other resources. Teachers use iReady as a form of summative assessment.

Based on this data the following needs were identified. Providing teachers collaboration time to integrate priority standards, Beable, World of Work, and Social Emotional Learning into their curriculum while using assessments to drive their instruction. In addition, increasing the use and consistency of small group instruction inside of the classroom and taking advantage of the personalized curriculum provided by iReady.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local Assessments include: iReady ELA, iReady Math, English Language Proficiency, ESGI, ST Math, 100 Book Challenge

State Assessment for the 22-23 School year: iReady ELA and iReady Math, and CAASPP

State Assessments: ELPAC, CAASPP Interim Assessments, CAASPP, CAA, CAST, CAS, Physical Fitness Testing (5th and 7th grade)

\* See the analysis of assessment data in the CAASPP and CA Dashboard developing trend statements in the upcoming pages.

We found a need for a common diagnostic assessment to identify learning loss, and students who are struggling in order to support teachers in personalizing instruction. The goal is to improve student achievement in specific areas of need. We will be using iReady diagnostic data (three times a year) to evaluate student growth as well as program effectiveness. We realize that we need to have a consistent and common diagnostic system TK-8 to follow students across grade levels, thus the assessments noted above. ESGI, 100 Book Challenge, Beable, and ST Math will be used formatively to drive classroom instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

During the 20-21 school year, district priority standards were identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use CAASPP Interim Assessments. All staff are encouraged to also utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements. In addition, we offer BTSA to our new teachers and pair them with a Cajon Valley teacher as a mentor.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. All teachers have access to instructional material training throughout initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher portal, Cajon 365, and academies.



Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional learning opportunities include: Digital badging through Cajon365, Academies, Staff Meetings, release time, and Additional Planning Time

All staff are provided access to our online professional learning platform called Cajon365. This platform allows staff to access professional learning 24-7 on hundreds of topics including district initiatives and core curriculum. All certificated staff members are provided compensation up to six hours of professional learning on Cajon365. Any professional learning that is offered, is converted to this platform so that anyone can access it after it is offered live.

Based on our district wide Professional Learning Survey, staff identified the following needs..

A greater need to understand current instructional resources and standards

How to effectively apply these resources in an online or blended environment.

Differentiation of standards in order to personalize learning for all students

Additional time to plan when initiating new instructional models

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional Coaches and District Level Program Specialists will provide ongoing instructional support in the areas of World of Work, Personal Finance, Presentation Literacy, Student Development, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, and Computer Science.

Based on this data, identified needs includes teacher release time to meet with an Instructional Coach/Admin/ELF as well as with district level content facilitator to be able to meet the needs of our English Learners.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are provided an hour of grade level planning a week during our early dismissal day. One Monday a month is principal directed. The purpose of this time is to allow teachers to collaborate around data, priority standards, and common student needs. This time is also given for grade levels to meet with Admin to discuss data and plan.

Based on professional learning data, staff asked for planning time and professional learning around behavioral needs and personalized learning. Our leadership team provided weekly collaboration this past year for TK-5th grade level time to support this need. Admin will support this need by providing resources for teachers to explore during their planning time and during staff meetings.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development. We have supplemented our current K-5 Science curriculum with Mystery Science in order to provide students with a richer experience with the NGSS standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, SIPPS, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, Heggerty, Fountas and Pinnell Leveled Literacy Intervention, 100 Book Challenge, and ST Math

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated. .

With the new common assessments being implemented (Benchmark Assessment System - BAS) planning time to personalize instruction while focusing on priority standards is an identified need.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

All schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

With the full integration of 6th - 8th grades a need to create a master schedule that will account for the teaching of all content areas was revealed. We will use our computer based system for scheduling to ensure we account for all academic minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

Although the district has identified priority standards by trimester, teachers have the flexibility to teach these standards in any order using board adopted and supplemental curriculum. iReady, Fountas and Pinnell Leveled Literacy Intervention, Heggerty, 100 book Challenge, and Beable give students a personal learning path to meet their needs.

The need to create this flexibility in schedule for interventions in grades 6th - 8th is addressed by using a block scheduling system. This also supports our SEL goal of creating strong bonds with all content area teachers.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards Aligned CVUSD Adopted Curriculum: (TK)  
The InvestiGator Club- Let's Investigate. (ELA/ELD/Math/Science/SocialStudies)

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD	Nat Geo "Reach for Reading"
Spanish Language Arts/ELD	Houghton Mifflin "Wonders/Maravillas"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)

English Language Arts/ELD	McGraw Hill, Study Sync
Mathematics	Houghton Mifflin "Go Math"
Science	Amplify Science
Social Studies	Teacher's Curriculum Institute "History Alive"

Based on this data, identified needs continuing a 60% intervention teacher plus our full time intervention teacher to support our Tier 2 and Tier 3 students. For the 2022-2023 school year we purchased more 100 Book Challenge teacher tool kits and books and the next level of Fountas & Pinnell Leveled Literacy Intervention to support our middle school students.. All teachers and student shave access to standards based curriculum.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Current adoptions for English Language Arts and Mathematics provide instructional supports for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

- iReady ELA
- iReady Math
- Beable
- ST Math
- School Counselor
- Special Education Paraprofessionals
- Instructional Coach
- Intervention Teacher(s)
- Community Liaison

iReady (TK-8th) and Beable (3rd-8th) are currently being used to assess students and personalize instruction. Our students took the iReady Diagnostic Assessment three times this year and all grade levels and sub groups typical growth went down. We will continue to focus on looking at students performance on each domain and provide small group and/or 1:1 instruction in support of the student in the classroom. Staff will focus on personalized learning to support every child's needs. Beable is currently being used in grades 3rd-8th district wide. Beable integrates literacy acceleration, intervention response, academic content mastery ,and English language acquisition with career development, SEL and ACT/SAT prep. Each student has a Lexile level and this corresponds to iReady Lexile scores. Having a common Lexile level will support our students growth. The program has our students take the RIASEC survey so that articles that they read relate to their strengths and interests.

We also increased our Intervention/Support to 2.6 teachers including our LLIT. Students were able to work in small groups and 1:1 on foundational skills, as well as ELD strategies.

Based on data the previous year and the pandemic, it was evident that we needed to have clear interventions for our Tier 1 students. For Tier 2 we have the need for an assessment system that digs deeper into students needs and specific materials for our Intervention/Support Teacher to use. We use Benchmark Assessment System, Heggerty for phonemic awareness, and Leveled Literacy Interventions that provides intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The CORE Program, 6 minute solution will provide our student in Tier 3 interventions.

## Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance  
Teacher Collaboration focused on Data Analysis and Instructional Planning  
Guided Language Acquisition and Design Strategies (GLAD)  
Cognitively Guided Instruction for Mathematics (CGI); Number Talks & Problem Solving  
Small-group Instruction  
Improvement Science (Plan, Do, Study, Act Cycles)  
Needs Assessments (Quantitative Data & Qualitative Data)  
Barton Reading and Spelling System  
Number Talks & Problem Solving

Our goal is that 70% of all students will reach "one year's growth" by the end of the year on iReady Diagnostic #3.

As of Diagnostic #2 (Feb 2023): 57% of all students are "on track" to make their "typical growth" score in Reading.

55% of all students are "on track" to make their "typical growth" score in Math.

Our Multi-Tiered System of Supports for academics continues. We have established curriculum and interventions that would be included in all three tiers as Small Group and 1:1 instruction continues to be a need. Adding materials and resources to each tier will assist us in meeting all of our student needs. Our Principal, Assistant Principals, and Counselors have met on a regular basis to review, analyze, and determine next steps with our data. Our team also met with our district team to use the Plan, Do, Study, and Act process and Thrive Cohorts Data included iReady Diagnostic assessment and ESGI results. We use the Fountas and Pinnell Benchmark Assessment System and the Level Literacy Intervention system (purchased the purple level for middle school), an intensive, small-group, supplementary literacy intervention for students who find reading difficult for our Intervention teacher to use at Tier 2. Logic of Learning was purchased to support our English Learners and Heggerty to support phonemic awareness. At Tier 3 we use CORE Program and the 6 Minute Solution that will go along with the STAR Program we already have. Our Ed specialist went through the Barton training and our utilizing it with our Tier 3 students.

Social Emotional Learning - our two counselors support this year has helped us improve students social emotional needs. Students feels connected, have an outlet to release anxiety, and feel supported. We have purchased PBIS Rewards to improve social emotional needs.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Counselors  
Parent Workshops  
Student Study Team Process (SST)  
Site Needs Assessment (SSC)  
Site Walkthroughs and Program Evaluation  
Title 1 Meeting Data Analysis  
Community Liaison  
ELAC meetings  
FACE Department

More parents and families felt connected and involved with our school this past year based on our Parent Square System, SSC meetings, ELAC meetings and PTO. Positive feedback was provided during our Site Walk Through and evaluation.

Parent Square is a parent communication platform. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members. Zoom has also given us access to parent meetings, town halls, and parent education nights.

We have a FACE (Family And Community Engagement) Department Community Liaison to assist with our ELAC meetings and connecting with our families. Our FACE department Community Liaisons will support our Hispanic and our Arabic families  
Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Coffee with Admin, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Town Hall Meetings, English Learner Advisory Committee (ELAC), and School Site Council (SCC)

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide the following intervention services for under-performing students:

District Instructional Coaches/Facilitators

School Counselors

FACE Department Community/Parent Liaison

District Bilingual Facilitator

Middle School ELD Teacher

Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)

Support Teachers

After-school Tutoring through ELOP

Title 1 Funding

Categorical funds are used to provide the following intervention services for under-performing students:

Intervention Teachers

Adaptive Curriculum: iReady Math, iReady Language Arts, ST Math, Beable

Supplemental and Concentration

Additional Resources needed more Intervention Teacher support as well as intervention materials.

Our Assistant Principals have assisted staff with looking at data, classroom instruction, and interventions. The work closely with our Intervention Support Teachers to meet our student and staff needs. Our Assistant Principals and counselors have supported our families with home visits and making sure that they have what they need to be successful, emotionally and academically. Hiring a full time Campus Safety Lead continues to support student safety and social emotional needs.

## Fiscal support (EPC)

Title I,II,III, IV

Supplemental and Concentration

## **Educational Partner 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. 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. 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 Planning and Logistics Team:

The Planning and Logistics Team meet as needed and is made up of representatives from grade level cohorts (TK-2, 3rd-5th, 6th-8th), Special Education, School Administrative Assistant, Instructional Coach, Counselor, Custodian, Assistant Principals, and Principal 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 Planning and Logistics Team 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 was held in September of 2022 and information will be shared with SSC as they develop and approve the SPSA in 2022-23.

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.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Flying Hills School of the Arts has been identified for ATSI status for the 23-24 school year based on the following student groups and indicators. Our target groups and indicators are Students with Disabilities in the areas of ELA, Math, Chronic Absenteeism, and Suspensions. Also, identified are Students with Two or More Races in ELA, Math, Chronic Absenteeism, and Suspensions. During our needs assessment, we found the following needs:

Students with Disabilities:

Based on our iReady data in ELA and Math, we have found that our Students with Disabilities are consistently performing lower than our other students. We also found that Students with Disabilities are making less growth by Diagnostic #2. For the 23-24 school year, we will be closely monitoring student performance and targeting specific needs based on the Diagnostic Results. We will also have new staff at Flying Hills School of the Arts next year that will need professional learning in the iReady program. Due to high turnover in our SPED department, we will be focusing on supporting our new staff with solid program implementation and data analysis.

Based on our Chronic Absenteeism Rates, We have found that our Students with Disabilities have a higher Chronic Absenteeism rate than other students. For the 23-24 school year, we will be focusing on monitoring our student absenteeism rates and encouraging staff to reach out to the families of the students that are on the verge of being chronically absent to share the importance of how school attendance can affect their child's education and social emotional well being.

Based on our suspension data, we have found that Students with Disabilities have a higher suspension rate than other students. For the 23-24 school year, we will be focusing on using our new PBIS Rewards program to help motivate students to follow the school rules and the vision and code of their classroom. Our Assistant Principals and Counselors will support students social emotional needs and teach and reteach school rules.

Students with Two or More Races:

Based on our Chronic Absenteeism numbers, we have found that our Students with Two or More Races have a higher Chronic Absenteeism rate than our other students. We have also found that these same students have a higher suspension rate than others. For the 23-24 school, year will be focusing on monitoring our student absenteeism rates and encouraging staff to reach out to the families of the students that are on the verge of being chronically absent to share the importance of

how school poor student attendance can affect their child's education and social emotional well being.

Based on our suspension data, we have found Students with Disabilities to have a higher suspension rate than other students. For the 23-24 school year, we will be focusing on using our new PBIS Rewards program to help motivate students to follow the school rules and the vision and code of their classroom. Our Assistant Principals and Counselors will support students social emotional needs and teach and reteach school rules.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.43%	0.41%	2	3	3
African American	5.9%	7.52%	8.67%	40	53	63
Asian	2.2%	1.99%	2.06%	15	14	15
Filipino	0.2%	%	0%	1		0
Hispanic/Latino	39.8%	42.41%	42.09%	268	299	306
Pacific Islander	1.0%	1.28%	1.24%	7	9	9
White	40.1%	36.45%	33.56%	270	257	244
Multiple/No Response	4.9%	4.54%	6.46%	33	32	47
Total Enrollment				674	705	727

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	69	85	95
Grade 1	69	67	75
Grade 2	78	79	76
Grade3	80	76	84
Grade 4	84	86	81
Grade 5	90	79	90
Grade 6	90	90	79
Grade 7	75	73	76
Grade 8	39	70	71
Total Enrollment	674	705	727

### Conclusions based on this data:

1. We continue to be a diverse community of learners with a variety of needs.
2. Our demographics have remained steady over the past three years. Our Hispanic/Latino population has decreased by .32%. Our White population has decreased by 3%.
3. Our population has increased and we are adding more intra and inter district transfer students who have an interest in the arts and being 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	111	120	117	16.50%	17.0%	16.1%
Fluent English Proficient (FEP)	48	43	37	7.10%	6.1%	5.1%
Reclassified Fluent English Proficient (RFEP)	10	6	12	9.0%	5.21%	11.76%

### Conclusions based on this data:

1. Our English Learner enrollment went from 120 to 117. Teachers will continue to participate in data analysis activities during the collaboration for English Learners and then design lessons and units that include effective and engaging strategies for all learners, with special attention given to EL Standards and skills. Our English Learner Facilitator and Administrators will model and provide feedback to teachers related to lesson delivery and student progress on goals.
2. We decreased 1% of our percent of Fluent English Proficient students from last year to this year.
3. The number of students who have reclassified as fluent English proficient has decreased by 6 students. This year 11.76% of students were reclassified. We will continue to focus on English Learner growth by supporting teachers in deepening their practice with instructing English Learners within all content areas.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	70		0	69		0	69		0.0	98.6	
Grade 4	75	80		0	80		0	80		0.0	100.0	
Grade 5	86	76		0	72		0	72		0.0	94.7	
Grade 6	82	79		0	76		0	76		0.0	96.2	
Grade 7	75	65		0	64		0	64		0.0	98.5	
Grade 8	37	70		0	69		0	67		0.0	98.6	
All Grades	433	440		0	430		0	428		0.0	97.7	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2413.			23.19			17.39			31.88			27.54	
Grade 4		2414.			11.25			18.75			25.00			45.00	
Grade 5		2495.			27.78			20.83			16.67			34.72	
Grade 6		2477.			2.63			32.89			30.26			34.21	
Grade 7		2560.			20.31			39.06			18.75			21.88	
Grade 8		2495.			5.97			22.39			20.90			50.75	
All Grades	N/A	N/A	N/A		14.95			25.00			24.07			35.98	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.39			65.22			17.39	
Grade 4		12.50			66.25			21.25	
Grade 5		26.39			56.94			16.67	
Grade 6		5.26			57.89			36.84	
Grade 7		23.44			62.50			14.06	
Grade 8		11.94			47.76			40.30	
All Grades		15.89			59.58			24.53	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.49			52.17			33.33	
Grade 4		6.25			53.75			40.00	
Grade 5		16.67			51.39			31.94	
Grade 6		7.89			53.95			38.16	
Grade 7		20.31			60.94			18.75	
Grade 8		1.49			50.75			47.76	
All Grades		10.98			53.74			35.28	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.59			72.46			15.94	
Grade 4		3.75			72.50			23.75	
Grade 5		16.67			75.00			8.33	
Grade 6		6.58			73.68			19.74	
Grade 7		12.50			81.25			6.25	
Grade 8		5.97			61.19			32.84	
All Grades		9.35			72.66			17.99	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.59			76.81			11.59	
Grade 4		7.50			65.00			27.50	
Grade 5		20.83			58.33			20.83	
Grade 6		6.58			64.47			28.95	
Grade 7		25.00			59.38			15.63	
Grade 8		7.46			74.63			17.91	
All Grades		12.85			66.36			20.79	

#### Conclusions based on this data:

1. Based on COVID-19, school closures, and going to Distance Learning students statewide did not take the CAASPP Assessment. The previous years 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. CAASPP Data from 2019 showed that our Fourth grade students scored lower overall than other grades in all areas of English Language Arts. This group needs additional intensive support and focus.
3. The use of CAASPP Interim Assessments and having diagnostic assessments this year will support our instructional needs.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	70		0	69		0	69		0.0	98.6	
Grade 4	75	80		0	79		0	79		0.0	98.8	
Grade 5	86	76		0	72		0	72		0.0	94.7	
Grade 6	82	79		0	76		0	76		0.0	96.2	
Grade 7	75	65		0	64		0	64		0.0	98.5	
Grade 8	37	70		0	69		0	69		0.0	98.6	
All Grades	433	440		0	429		0	429		0.0	97.5	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2406.			15.94			24.64			27.54			31.88	
Grade 4		2403.			3.80			13.92			27.85			54.43	
Grade 5		2468.			12.50			18.06			16.67			52.78	
Grade 6		2465.			3.95			17.11			31.58			47.37	
Grade 7		2512.			10.94			20.31			29.69			39.06	
Grade 8		2474.			5.80			10.14			24.64			59.42	
All Grades	N/A	N/A	N/A		8.62			17.25			26.34			47.79	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.64			43.48			31.88	
Grade 4		2.53			36.71			60.76	
Grade 5		13.89			40.28			45.83	
Grade 6		1.32			52.63			46.05	
Grade 7		7.81			56.25			35.94	
Grade 8		2.90			52.17			44.93	
All Grades		8.62			46.62			44.76	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.59			53.62			34.78	
Grade 4		6.33			45.57			48.10	
Grade 5		12.50			44.44			43.06	
Grade 6		6.58			43.42			50.00	
Grade 7		15.63			56.25			28.13	
Grade 8		4.35			53.62			42.03	
All Grades		9.32			49.18			41.49	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.19			55.07			21.74	
Grade 4		13.92			43.04			43.04	
Grade 5		8.33			52.78			38.89	
Grade 6		7.89			63.16			28.95	
Grade 7		14.06			57.81			28.13	
Grade 8		1.45			57.97			40.58	
All Grades		11.42			54.78			33.80	

#### Conclusions based on this data:

1. Based on COVID-19, school closures, and going to Distance Learning students statewide did not take the CAASPP Assessment. Past scores reveal that students continue to require additional intervention in the areas of math. In class additional supports/interventions needs to be a priority. iReady adaptive curriculum will help to fill in gaps and provide student growth.
2. Collaboration and data conversations around barriers to address the needs of students and additional supports. The use of iReady diagnostic results will aid in these conversations to determine next steps. It provide support with instructional strategies.
3. Consideration of Professional Development in the area of math utilizing our site Instructional Coach and district 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1374.5	1403.5		1392.9	1419.5		1331.3	1365.7		16	15	
1	1400.8	*		1402.0	*		1399.2	*		11	10	
2	1456.9	1452.0		1464.8	1454.9		1448.3	1448.9		11	15	
3	1434.1	*		1430.0	*		1437.8	*		17	7	
4	1448.7	1475.4		1440.4	1481.6		1456.8	1468.6		17	14	
5	1517.5	1536.8		1523.0	1568.0		1511.3	1505.1		20	11	
6	1489.0	1525.2		1483.4	1538.5		1494.0	1511.5		11	17	
7	*	*		*	*		*	*		8	7	
8	*	*		*	*		*	*		*	10	
All Grades										112	106	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		31.25	20.00		43.75	66.67		25.00	13.33		16	15	
1	0.00	*		36.36	*		9.09	*		54.55	*		11	*	
2	9.09	6.67		36.36	26.67		45.45	40.00		9.09	26.67		11	15	
3	5.88	*		23.53	*		35.29	*		35.29	*		17	*	
4	17.65	7.14		29.41	35.71		29.41	21.43		23.53	35.71		17	14	
5	20.00	27.27		25.00	27.27		40.00	36.36		15.00	9.09		20	11	
6	9.09	11.76		45.45	47.06		27.27	29.41		18.18	11.76		11	17	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	8.93	12.26		33.04	30.19		33.93	36.79		24.11	20.75		112	106	

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.25	6.67		37.50	20.00		37.50	60.00		18.75	13.33		16	15	
<b>1</b>	9.09	*		18.18	*		36.36	*		36.36	*		11	*	
<b>2</b>	27.27	20.00		36.36	33.33		27.27	26.67		9.09	20.00		11	15	
<b>3</b>	11.76	*		47.06	*		11.76	*		29.41	*		17	*	
<b>4</b>	29.41	14.29		23.53	42.86		23.53	28.57		23.53	14.29		17	14	
<b>5</b>	25.00	54.55		50.00	36.36		20.00	0.00		5.00	9.09		20	11	
<b>6</b>	27.27	52.94		54.55	29.41		0.00	17.65		18.18	0.00		11	17	
<b>7</b>	*	*		*	*		*	*		*	*		*	*	
<b>8</b>	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	19.64	30.19		39.29	31.13		23.21	28.30		17.86	10.38		112	106	

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	0.00		6.25	20.00		43.75	46.67		50.00	33.33		16	15	
<b>1</b>	0.00	*		36.36	*		0.00	*		63.64	*		11	*	
<b>2</b>	9.09	0.00		36.36	33.33		18.18	20.00		36.36	46.67		11	15	
<b>3</b>	5.88	*		17.65	*		23.53	*		52.94	*		17	*	
<b>4</b>	11.76	0.00		29.41	21.43		23.53	21.43		35.29	57.14		17	14	
<b>5</b>	0.00	0.00		35.00	18.18		45.00	45.45		20.00	36.36		20	11	
<b>6</b>	0.00	0.00		36.36	17.65		27.27	47.06		36.36	35.29		11	17	
<b>7</b>	*	*		*	*		*	*		*	*		*	*	
<b>8</b>	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	3.57	3.77		27.68	18.87		29.46	34.91		39.29	42.45		112	106	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	18.75	6.67		56.25	80.00		25.00	13.33		16	15	
<b>1</b>	18.18	*		45.45	*		36.36	*		11	*	
<b>2</b>	27.27	6.67		54.55	73.33		18.18	20.00		11	15	
<b>3</b>	23.53	*		41.18	*		35.29	*		17	*	
<b>4</b>	35.29	35.71		41.18	35.71		23.53	28.57		17	14	
<b>5</b>	25.00	27.27		65.00	54.55		10.00	18.18		20	11	
<b>6</b>	9.09	5.88		63.64	70.59		27.27	23.53		11	17	
<b>7</b>	*	*		*	*		*	*		*	*	
<b>8</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	22.32	16.98		54.46	59.43		23.21	23.58		112	106	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	13.33		68.75	53.33		31.25	33.33		16	15	
<b>1</b>	0.00	*		63.64	*		36.36	*		11	*	
<b>2</b>	27.27	28.57		63.64	50.00		9.09	21.43		11	14	
<b>3</b>	17.65	*		52.94	*		29.41	*		17	*	
<b>4</b>	29.41	7.14		47.06	71.43		23.53	21.43		17	14	
<b>5</b>	55.00	90.91		45.00	0.00		0.00	9.09		20	11	
<b>6</b>	45.45	76.47		36.36	23.53		18.18	0.00		11	17	
<b>7</b>	*	*		*	*		*	*		*	*	
<b>8</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	26.79	41.90		54.46	43.81		18.75	14.29		112	105	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	6.67		56.25	73.33		43.75	20.00		16	15	
<b>1</b>	18.18	*		27.27	*		54.55	*		11	*	
<b>2</b>	9.09	13.33		45.45	46.67		45.45	40.00		11	15	
<b>3</b>	0.00	*		41.18	*		58.82	*		17	*	
<b>4</b>	23.53	0.00		47.06	42.86		29.41	57.14		17	14	
<b>5</b>	10.00	9.09		60.00	63.64		30.00	27.27		20	11	
<b>6</b>	0.00	5.88		54.55	47.06		45.45	47.06		11	17	
<b>7</b>	*	*		*	*		*	*		*	*	
<b>8</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	8.93	11.32		48.21	47.17		42.86	41.51		112	106	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.25	13.33		31.25	26.67		62.50	60.00		16	15	
<b>1</b>	0.00	*		36.36	*		63.64	*		11	*	
<b>2</b>	18.18	6.67		63.64	46.67		18.18	46.67		11	15	
<b>3</b>	5.88	*		47.06	*		47.06	*		17	*	
<b>4</b>	11.76	14.29		52.94	28.57		35.29	57.14		17	14	
<b>5</b>	5.00	9.09		70.00	54.55		25.00	36.36		20	11	
<b>6</b>	18.18	5.88		63.64	64.71		18.18	29.41		11	17	
<b>7</b>	*	*		*	*		*	*		*	*	
<b>8</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	8.93	7.55		53.57	50.00		37.50	42.45		112	106	

#### Conclusions based on this data:

1. Within the Overall ELPAC results, our Kindergarten, 1st, 3rd, and 4th graders increased in their Oral Language. Our K, and 4th grade increased in Written Language.
2. Based on only having 2018-19 domain data (with only Baseline scores) it is hard to determine areas of growth and need. We will begin using iReady diagnostic data to guide small group instruction and intervention needs. Our beginning/novice students will use Imagine Learning in TK-5 and Lexia 6th-8th.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
705	44.7	17.0	0.4
Total Number of Students enrolled in Flying Hills School of the Arts.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	17.0
Foster Youth	3	0.4
Homeless	11	1.6
Socioeconomically Disadvantaged	315	44.7
Students with Disabilities	154	21.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	53	7.5
American Indian	3	0.4
Asian	14	2.0
Filipino		
Hispanic	299	42.4
Two or More Races	32	4.5
Pacific Islander	9	1.3
White	257	36.5

**Conclusions based on this data:**

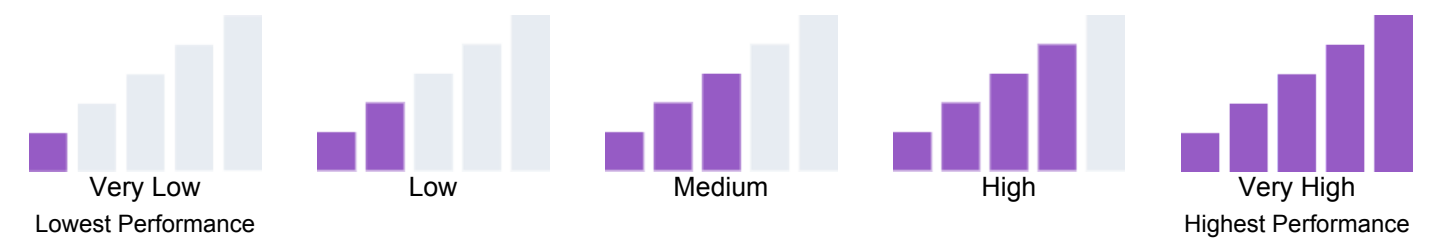
1. With the number of families identified as Socially Economically Disadvantage Child Nutrition Services provides both a Breakfast and Lunch program for our students.
2. Students with disabilities have increased from 17.3% in 2019-20 to 21.8% in 2021-22 of the total enrollment and continue to be a student group that has identified need with academic performance.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>High</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>Medium</div>		

#### Conclusions based on this data:

- Chronic Absenteeism is considered at the “Very High” based on state indicators. 5 status ranges were established in 2022.
- In the Fall 2022 dashboard, suspension rate was High based on students inappropriate behavior and lack of social interactions since the pandemic.

3. Academically our students are in the low level from 2021-22 CAASPP Assessment. Our EL population is in the medium level. We continue to focus on meeting the needs of all subgroups.

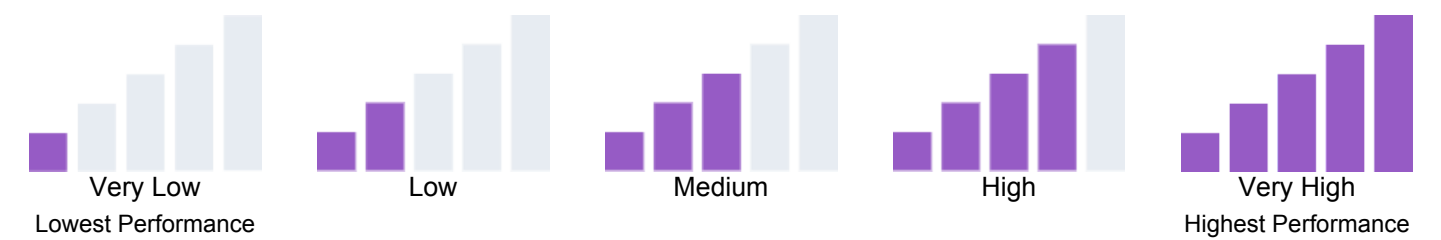


# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



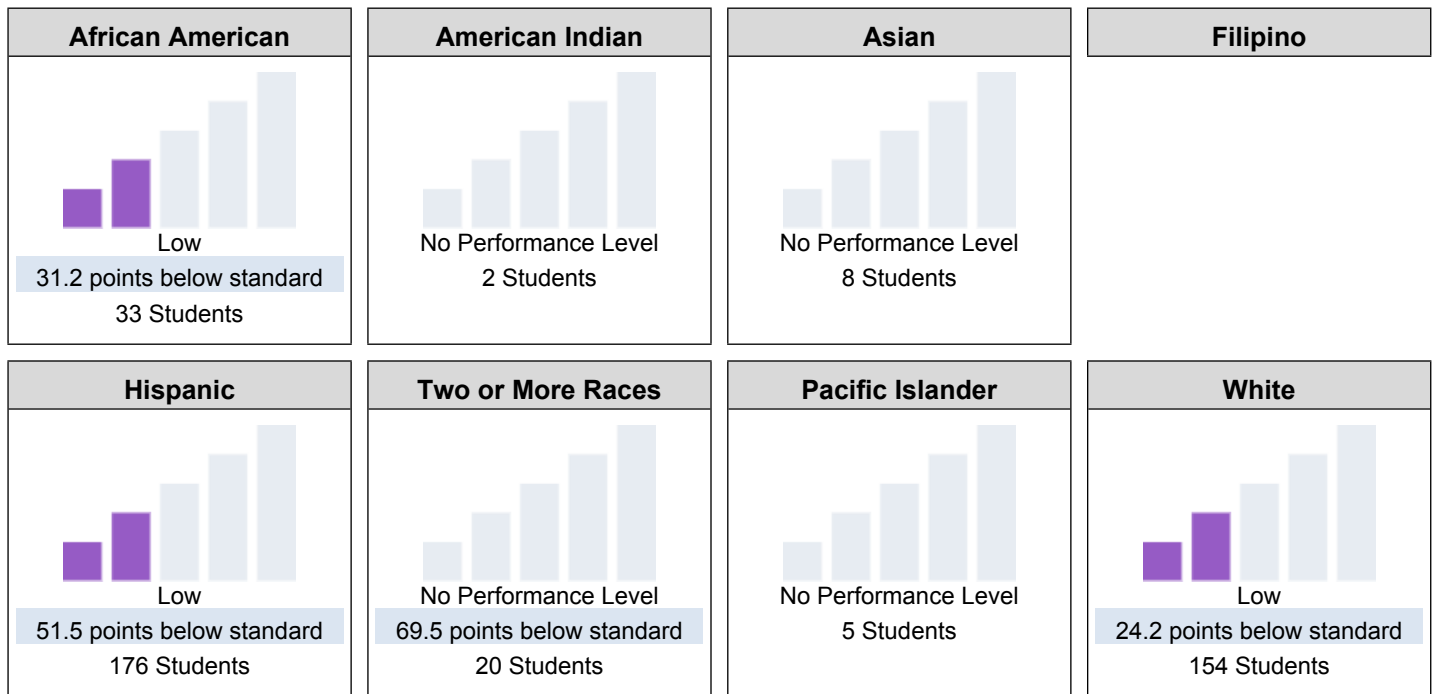
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	5	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div><b>All Students</b></div> <p>Low</p> <p>36.7 points below standard</p> <p>426 Students</p>	<div><b>English Learners</b></div> <p>Low</p> <p>59.0 points below standard</p> <p>87 Students</p>	<div><b>Foster Youth</b></div> <p>No Performance Level</p> <p>2 Students</p>
<div><b>Homeless</b></div> <p>No Performance Level</p> <p>5 Students</p>	<div><b>Socioeconomically Disadvantaged</b></div> <p>Low</p> <p>45.8 points below standard</p> <p>257 Students</p>	<div><b>Students with Disabilities</b></div> <p>Very Low</p> <p>118.8 points below standard</p> <p>99 Students</p>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.3 points below standard 62 Students	23.7 points above standard 25 Students	33.5 points below standard 322 Students

#### Conclusions based on this data:

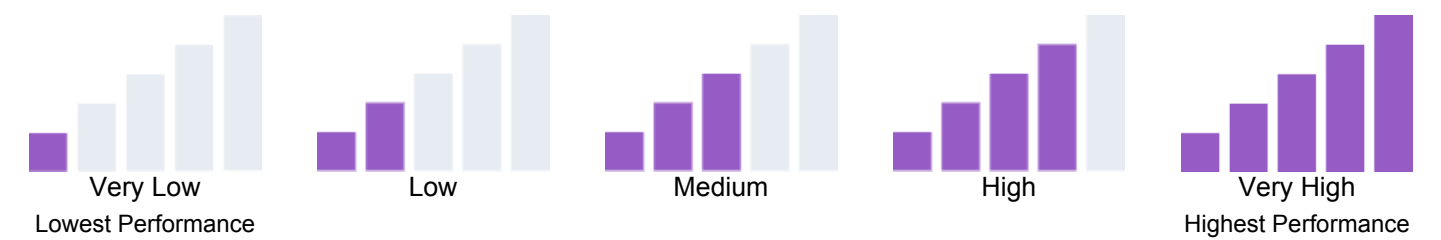
- For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Overall we are in the low level across all categories. We use a local assessment (iReady Diagnostic) to disaggregate data, choose areas to focus on, and provide appropriate intervention strategies.

# School and Student Performance Data

## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



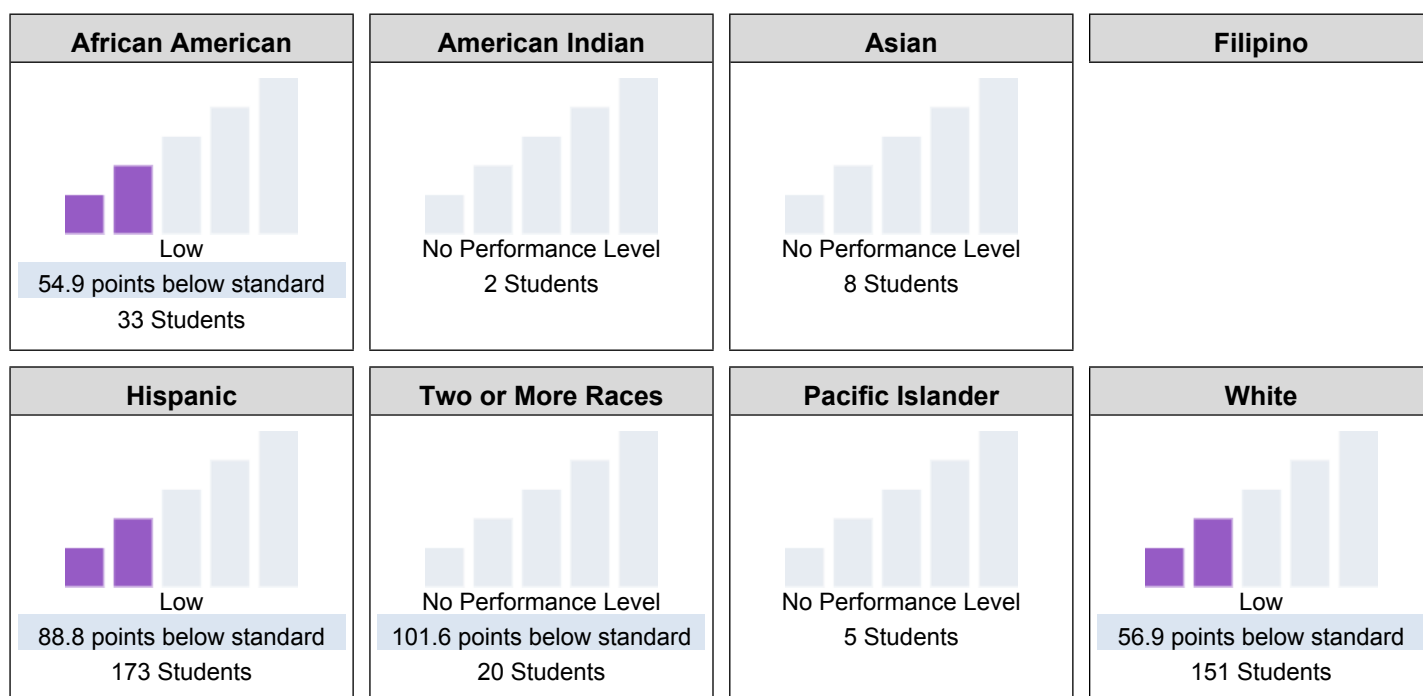
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
2	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<p>Low</p> <p>70.0 points below standard</p> <p>420 Students</p>	<p>Very Low</p> <p>95.6 points below standard</p> <p>85 Students</p>	<p>No Performance Level</p> <p>2 Students</p>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
<p>No Performance Level</p> <p>4 Students</p>	<p>Low</p> <p>80.2 points below standard</p> <p>253 Students</p>	<p>Very Low</p> <p>143.8 points below standard</p> <p>94 Students</p>

## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.5 points below standard 61 Students	19.5 points below standard 24 Students	64.2 points below standard 318 Students

### Conclusions based on this data:

- For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Overall we are in the low level. We are Very Low with our English Learners and Students with Disabilities. We use a local assessment (iReady Diagnostic) to disaggregate data, choose areas to focus on, and provide appropriate intervention strategies.

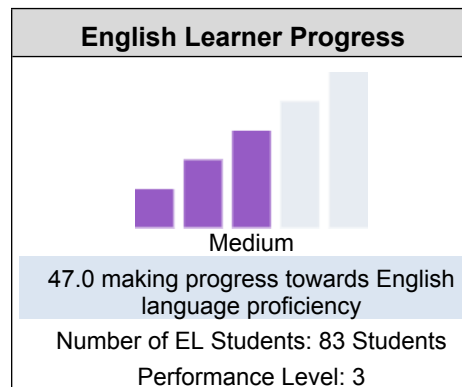
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1%	34.9%	1.2%	45.8%

#### Conclusions based on this data:

1. For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Overall we are in the medium level.
2. 45.8% of our EL students increased at least one ELPI level.
3. Intentional data collection is needed to determine which students are at risk of becoming an LTEL in order to plan effective interventions.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

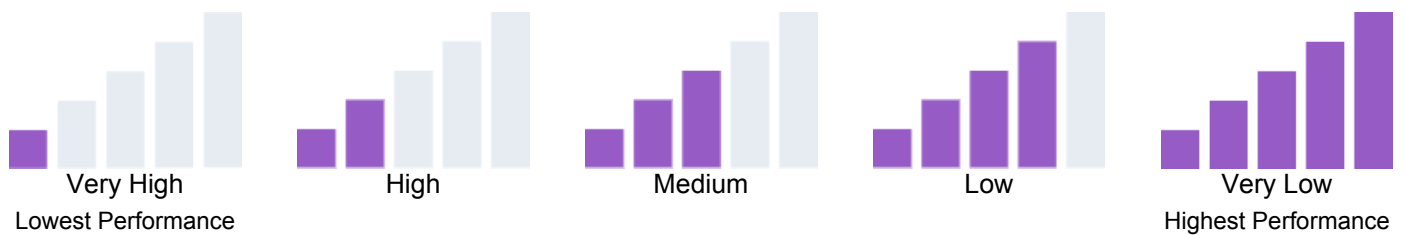
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# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



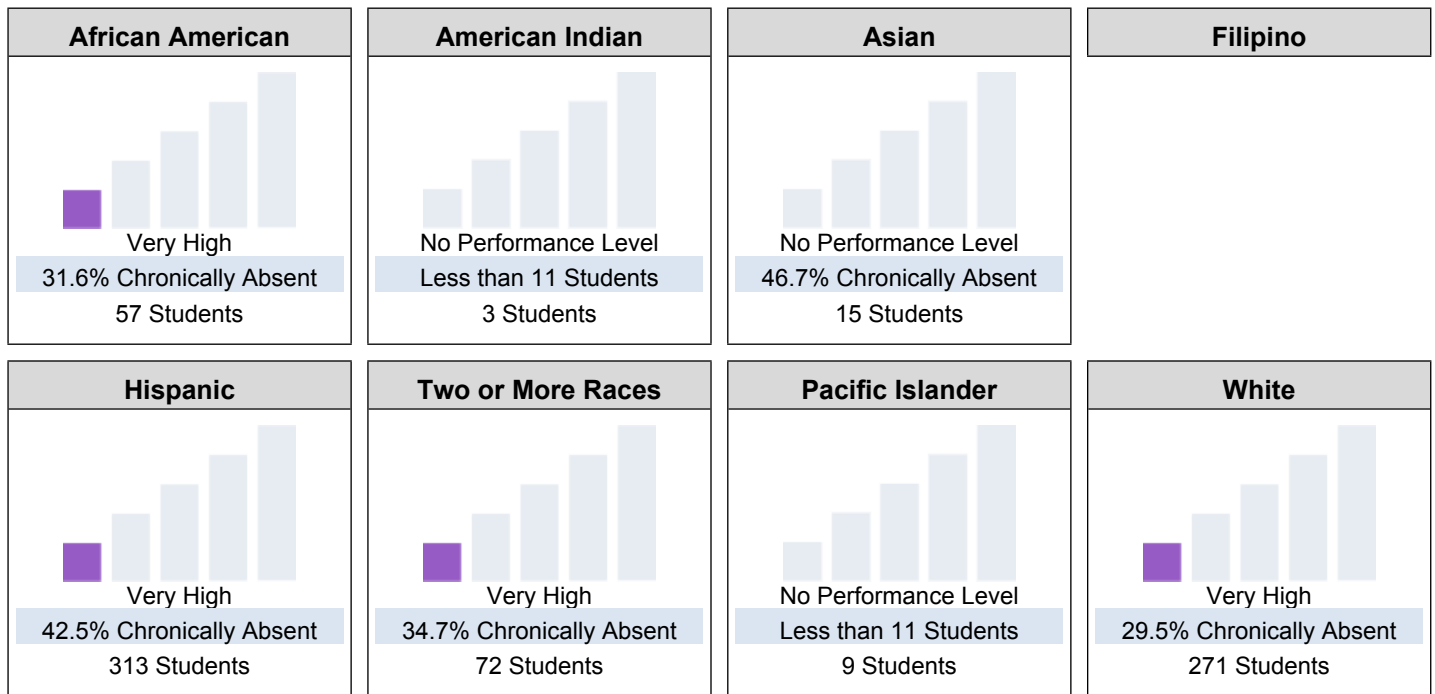
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	0	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>35.8% Chronically Absent</p> <p>740 Students</p>	<p>Very High</p> <p>46.2% Chronically Absent</p> <p>130 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>No Performance Level</p> <p>69.2% Chronically Absent</p> <p>13 Students</p>	<p>Very High</p> <p>36.6% Chronically Absent</p> <p>453 Students</p>	<p>Very High</p> <p>43.6% Chronically Absent</p> <p>179 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. For the 2021-22 school year, we continue to see very high have seen a significant increase in chronic absenteeism across all levels.
2. For the 21-22 school year, the student group with the highest chronic absenteeism is students with disabilities, and identified need based on this data is 43.6%.



# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
--------------------------------	-----	--------	------	----------------------------------

This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

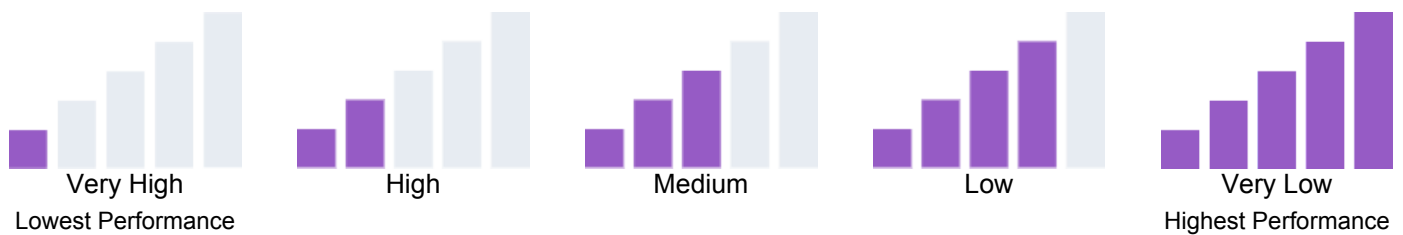
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# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



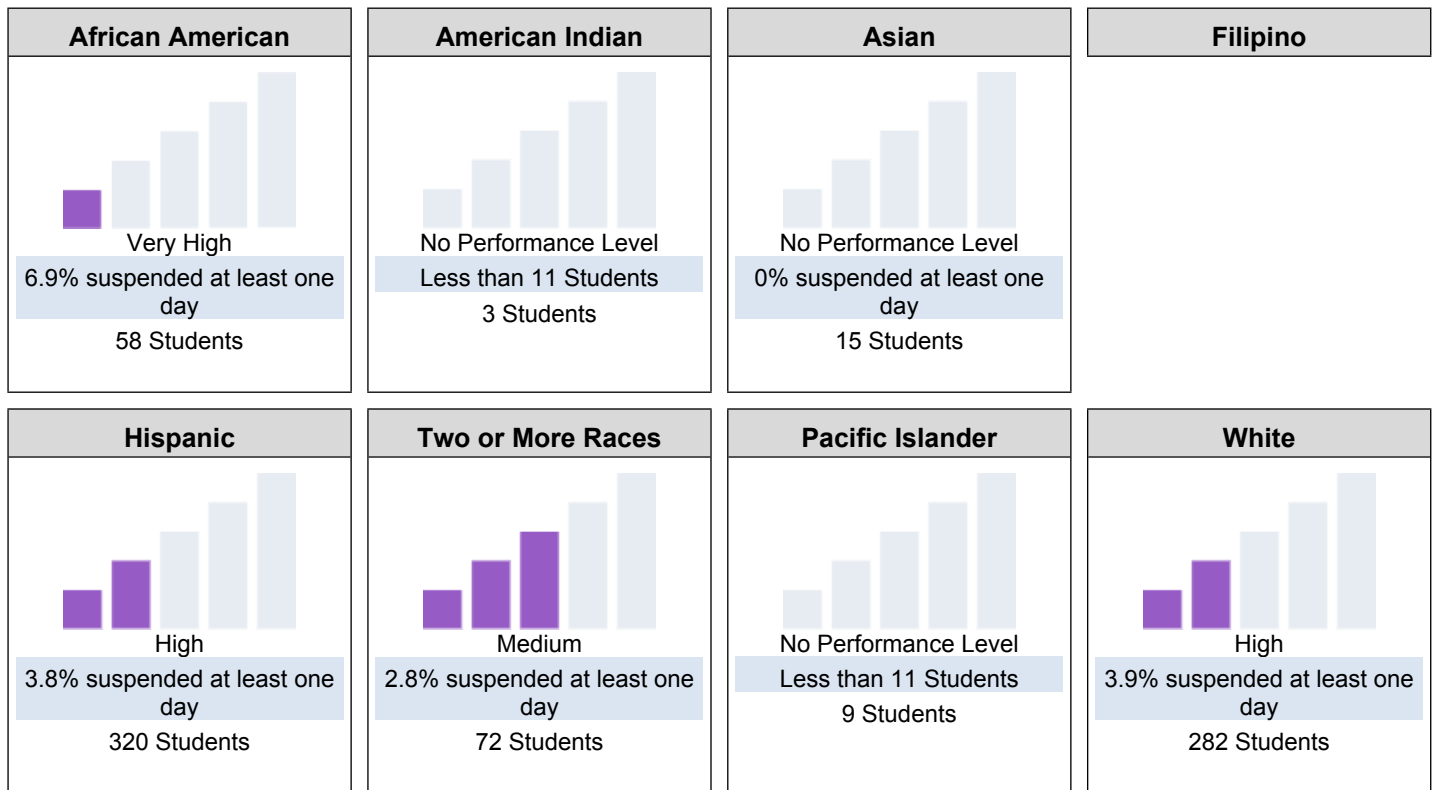
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
2	4	1	0	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b> <p>High</p> <p>4% suspended at least one day</p> <p>759 Students</p>	<b>English Learners</b> <p>High</p> <p>4.3% suspended at least one day</p> <p>138 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>7.7% suspended at least one day</p> <p>13 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>High</p> <p>4.3% suspended at least one day</p> <p>460 Students</p>	<b>Students with Disabilities</b> <p>Very High</p> <p>7.2% suspended at least one day</p> <p>180 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

- For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Overall we are in the high level.
- The highest number of suspensions are among our African American students at 6.9% and Students with Disabilities 7.2%. We need to continue systematically planning for our social emotional learning as a means to support all students.

# School and Student Performance Data

## 22-23 iReady Reading Diagnostic Assessment

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	27	39	34
Tier 3 % of students (Two or More Grade Levels Below)	26	37	30

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	37	20	29
Tier 3 % of students (Two or More Grade Levels Below)	46	72	60

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	30	42	34
Tier 3 % of students (Two or More Grade Levels Below)	30	37	34

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	32	24	29

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	55	69	62

### 22-23 Reading Diagnostic Assessments

**Diagnostic #1 (Fall 2022)**

**Diagnostic #2 (Winter 2022)**

**21-22 Diagnostic #3 (Spring 2022)**

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	50	54	40
	Tier 3 % of students (Two or More Grade Levels Below)	21	38	33
Asian	Tier 2 % of students (One Grade Level Below)	27	47	35
	Tier 3 % of students (Two or More Grade Levels Below)	18	29	24
Black or African American	Tier 2 % of students (One Grade Level Below)	22	42	43
	Tier 3 % of students (Two or More Grade Levels Below)	23	33	22
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	29	40	34
	Tier 3 % of students (Two or More Grade Levels Below)	20	33	25

**Conclusions based on this data:**

1. The number of students that moved into Tier 1 between Diagnostic #1 and Diagnostic #2 was 14%. Based on this data, an identified need is we need to continue this growth pattern with the support of an Instructional Coach to look at the data, guide Professional Learning and supplement with materials based on gaps.
2. Our student group with the highest performance were our English Learners and Socioeconomically Disadvantaged students that improved 13% in tier one. Based on this data, an identified need is students were more successful in tier one, but percentages dropped in tie two and three. Providing an Intervention Teacher(s) allowed more targeted instruction. A continued focus in this area with integrated ELD will be a need for the 2021-22 school year. Additional ELA and Instructional materials where there are gaps.
3. Our student group with the lowest performance were our Students with Disabilities that were at only 15% in tier one. Based on this data, an identified need is specific intervention at the domain level. Providing an Intervention Teacher(s) would allow more targeted instruction.

# School and Student Performance Data

## 22-23 iReady Reading Diagnostic Growth Reports

### 22-23 Reading Diagnostic Assessments

#### Diagnostic #2 (Winter 2021)

#### 21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	49	58
English Learner % of Students On Track to Meet Typical Growth Goal	35	55
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	47	60
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	36	53

### 22-23 Reading Diagnostic Assessments

#### Diagnostic #2 (Winter 2022)

#### 21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	43	69
Asian % of Students On Track to Meet Typical Growth Goal	50	65
Black or African American % of Students On Track to Meet Typical Growth Goal	48	67
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	63
White % of Students On Track to Meet Typical Growth Goal	50	59

#### Conclusions based on this data:

1. On our Diagnostic #2 our annual typical growth score was 63% which is 13% above the target goal of 50%. Our goal for diagnostic #3 is 80%.
2. Our student group with the highest growth was our Socioeconomically Disadvantaged group that made 63% which is 13% above the target goal of 50%. Based on this data, an identified need is to assist our students to meet the goal of 75% growth on diagnostic is continuing to provide specific small group instruction by area of need..
3. Our student group with the lowest growth was Students with Disabilities that only made 49% growth. Based on this data, an identified need is to use intervention strategies and support from our Instructional Coach & Intervention teacher to increase growth for diagnostic 3..





# School and Student Performance Data

## 22-23 iReady Math Diagnostic Assessment

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	38	46	47
Tier 3 % of students (Two or More Grade Levels Below)	24	41	32

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	39	33	37
Tier 3 % of students (Two or More Grade Levels Below)	39	66	58

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	37	45	46
Tier 3 % of students (Two or More Grade Levels Below)	28	45	36

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	38	25	32

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	52	71	61

### 22-23 Math Diagnostic Assessments

**Diagnostic #1 (Fall 2022)**

**Diagnostic #2 (Winter 2022)**

**21-22 Diagnostic #3 (Spring 2022)**

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	43	58	46
	Tier 3 % of students (Two or More Grade Levels Below)	29	42	31
Asian	Tier 2 % of students (One Grade Level Below)	27	59	35
	Tier 3 % of students (Two or More Grade Levels Below)	18	24	24
Black or African American	Tier 2 % of students (One Grade Level Below)	32	48	44
	Tier 3 % of students (Two or More Grade Levels Below)	27	40	32
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	39	50	51
	Tier 3 % of students (Two or More Grade Levels Below)	20	36	27

**Conclusions based on this data:**

1. The number of students that moved into Tier 1 between Diagnostic #1 and Diagnostic #2 was 9%. Based on this data, an identified need is to continue growth for diagnostic 3 by having students work on their pathway and receive intervention lessons when needed.
2. Our student group with the highest performance was Socioeconomically Disadvantaged students that improved 12%. Based on this data, an identified need is we need to give extra support to our English Language learners and our students with disabilities. We can do this by using our support staff for small group instruction and support.
3. Our student group with the lowest performance was our students with disabilities. They improved by 3% in tier 1. Based on this data, an identified need is more time spent on Iready Math and intervention strategies need to take place .

# School and Student Performance Data

## 22-23 iReady Math Diagnostic Growth Reports

### 22-23 Math Diagnostic Assessments

#### Diagnostic #2 (Winter 2021)

#### 21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	42	55
English Learner % of Students On Track to Meet Typical Growth Goal	39	63
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	40	56
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	42	62

### 22-23 Math Diagnostic Assessments

#### Diagnostic #2 (Winter 2022)

#### 21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	43	63
Asian % of Students On Track to Meet Typical Growth Goal	45	59
Black or African American % of Students On Track to Meet Typical Growth Goal	44	54
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	39
White % of Students On Track to Meet Typical Growth Goal	42	53

#### Conclusions based on this data:

1. On diagnostic #2, our annual typical growth score was 45% which is 5% below the goal of 50%. Our goal for diagnostic #3 is to reach 75%.
2. Our student group with the highest growth was our Socioeconomically Disadvantaged group that made 46% which is 4% below the expected growth of 50%. Based on this data, an identified need is to assist our students to meet the goal of 75% growth on diagnostic 3 by purchasing intervention materials and supporting an intervention teacher.
3. Our student group with the lowest growth was Students with Disabilities that only made 35% above/below 50%. Based on this data, an identified need is to use intervention strategies to increase growth for diagnostic 3..



# School and Student Performance Data

## Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	38	52	10
19-20 Parent Survey	42	52	5
20-21 Parent Survey	43	49	8
21-22 Parent Survey	42	47	11

### 21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.33	87	13
I feel proud to be a parent at my child's school.	4.52	89	11
This school is perfect for my child.	4.31	84	16

### Conclusions based on this data:

1. Based on our current Gallup Parent Data, our engagement changed from 38% to 42%. Based on this data, an identified need is to continue to involve parents in their students education.
2. 5% of parents are actively disengaged. An identified need is to conduct empathy interviews with parents to determine why parents feel actively disengaged.
3. Of the three key engagement items, my child's school always delivers on what it promises was our lowest score at 4.34, as a site we need to ask parents what a "5" would look like on this indicator.

# School and Student Performance Data

## Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	80	13	7
19-20 Student Survey	68	21	11
20-21 Student Survey	57	26	17
21-22 Student Survey	57	28	16

### Gallup Student Engagement Items

2021-22 Mean Scores	Flying Hills School of the Arts  Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District  Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.03	3.89
At this school, I get to do what I do best every day	3.66	3.55
My teachers make me feel my schoolwork is important	4.26	4.01
I feel safe in this school.	4.02	3.84
I have fun at school.	3.96	3.77
I have a best friend at school	4.50	4.44
In the last seven days, someone has told me I have done good work at school.	3.64	3.58
In the last seven days, I have learned something interesting at school.	4.04	3.82
The adults at my school care about me.	4.06	3.91
I have at least one teacher who makes me excited about the future.	4.13	4.02

### Flying Hills School of the Arts

#### Conclusions based on this data:

- 11% of students are actively disengaged. An identified need is to conduct empathy interviews with students to determine why students feel actively disengaged.
- Of the engagement items, at this school, I get to do what I do best every day was our lowest score, as a site we need to ask students what a "5" would look like on this indicator.
- Based on our current Gallup Student Data, our engagement changed from 4.35% to 4.15%. Based on this data, an identified need is to make students feel more engaged. This past year was difficult due to the pandemic and distance learning.





# 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

Course Access

## LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

## Goal 1

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. By June 2024, all teachers will receive professional learning through Cajon 365 in modern curriculum (computer science, World of Work, Presentation Literacy, and/or SEL) and will collaborate to integrate modern curriculum into their classroom instruction. Staff will also integrate arts into their daily plans and students will receive music instruction from our music teacher.

By June 2024, 95% of all students in Grades 2-8 will complete the RIASEC interest survey and will complete assigned Beable courses in World of Work. In addition, we will increase our student engagement score by 3%. By June 2024, we will decrease our chronic absenteeism by 3% for our English Learners student group by ensuring each student on campus has an adult mentor.

By June 2024 school year, our goal is to increase reclassification rates for students placing at a Level 4 on ELPAC and reduce from 12 to 9 Long Term English Learner (LTEL) students.

By June 2024, Ed Specialists and General Education teachers will continue to collaborate to ensure all students are gaining access to instructional materials with real-world applications and are participating in strength-based conversations as indicated through monthly meeting notes.

## Identified Need

The percentage of Students that received a level 3 or 4 on ELPAC testing in the [2021-22] school year [increased OR decreased] in the [2022-23] school year based on the CA Dashboard. This indicates if a student is at risk for LTEL status. All our subgroups (EL, SWD, SED) were in the Very High absenteeism level. English Language Arts and Math performance were low, while our EL students were in the medium level. Our Assistant Principals, Intervention Teachers, Community Liaison, and English Learner Facilitator will assist teachers to be looking at data and create plans to support our students that are at risk, EL, and Students with Disabilities.

After analyzing our school's Gallup Student Data, our lowest performing engagement metric was "In the last seven days, someone has told me I have done good work in school."(3.41). An identified need is to create strength based classrooms that celebrates an environment where our students can achieve their best self. Increasing engagement in the classroom will lower chronic absenteeism which currently is at a very high level per the California Accountability Dashboard. In addition, with higher engagement comes higher performance in academic standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Learning Report through Q/Zangle	Currently Professional Learning is offered through Cajon 365. Staff are encouraged to complete professional learning.	By the end of the year all of our staff will participate in Professional Learning using Cajon 365 after reflecting on their areas of need.
Reclassification of our English Learners through Data Quest / CA Dashboard.	5.21%	Increase Reclassification of English Learners to 8%.
Long Term English Learners located in Q/Zangle Report.	12	Decrease the number of LTEL's to 9 students.
Ed Specialists using Monthly SPED / Support Team Notes	Some evidence of Strength Based conversations occur with our students.	3 Meetings that discuss iReady growth data of our Students with Disabilities.
Gallup Student Survey	Spring 2023: 68% of students agree with the statement, "I have at least one teacher that makes me excited about my future." 69% of students agree with the statement, "In the last seven days someone has told me I have done good work at school."	Spring 2024: 74% of students agree with the statement, "I have at least one teacher that makes me excited about my future." 75% of students agree with the statement, "In the last seven days someone has told me I have done good work at school."
Beable RIASEC Completion Rates	May 2023 82% of 2nd-8th students completed the Beable RIASEC survey.	By June 2024, 95% of eligible students will complete the Beable RIASEC survey.
California Dashboard: Chronic Absenteeism	Spring 2023 Dashboard: Current Level is Very High	By June 2024, We will be at the High level on the CA Dashboard.

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 with an emphasis on English Learners, Students with Disabilities, Chronic Absenteeism. and Students with 2 or More Races

#### Strategy/Activity

In order to increase student access to our modern curriculum which will include art, our Assistant Principals will support teachers in their goals and daily planning. Our Assistant principals will collaborate with staff to support teaching and learning through a reflective process, visitations, classroom observations, data review, to name a few. All students, including our EL's, have the opportunity to work at their individual levels as we blend adaptive learning programs as well as non adaptive programs such as Logic of Learning, GLAD Strategies, and small group instruction. Each student has a pathway to meet their needs, increase engagement, use students interests, and provide choices as they develop skills to meet the standards. Our Intervention teacher(s) and EL Facilitator will support EL instruction and ELPAC Testing.

#### 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)

70,655.00

Source(s)

S/C

1000-1999: Certificated Personnel Salaries  
Assistant Principal

30,986.00

Title I

4000-4999: Books And Supplies  
Instructional Materials (including paper)

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

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

All Students with an emphasis on Chronic Absenteeism.and Students with 2 or More Races

#### Strategy/Activity

Providing students with weekly music instruction based on grade level. There is a strong correlation between students that participate in music with academic growth and engagement with learning. Music for English Learners will encourage and provide opportunities to increase language acquisition. In order to increase student access to our Modern Curriculum, which includes the arts, our Arts Facilitator will support teachers with their goals and daily planning for arts instruction. The Arts Facilitator will assist teachers with integrating the arts into all academic areas and increase participation with English Leaners and Students with Disabilities.

#### 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)

23,000.00

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

	Music Teacher
35,000.00	Title I 1000-1999: Certificated Personnel Salaries Arts Facilitator

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students, English Learners, Chronic Absenteeism. and Students with 2 or More Races

#### Strategy/Activity

Additional experiences for our students with an emphasis on Modern Curriculum and the arts

#### 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)
9,000.00	Title I 5000-5999: Services And Other Operating Expenditures Educational Excursions (bussing) - \$1,000 per grade level
10,000.00	Title I 5000-5999: Services And Other Operating Expenditures Offset Field Trip Costs

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students, English Learners, Students with Disabilities

#### Strategy/Activity

In order to support Modern Curriculum implementation into the classroom staff will be provided with Instructional Materials and Professional Learning. Materials are needed to implement Goal 1, Strategy 1 to support students pathways including EL.

#### 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)
9,000.00	Title I 4000-4999: Books And Supplies Print Shop

12,385.00

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Conferences

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All Students, English Learners

### Strategy/Activity

Integrating the World of Work and our Arts Speciality we will provide students with equipment for performances, a student led video team, collaboration for staff.

### 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)

15,000.00

S/C  
4000-4999: Books And Supplies  
Performing Arts Resources to enhance our arts  
program

1,500.00

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Adobe Yearly Subscriptions and Teachers Pay  
Teacher 100 additional licenses

3,500.00

Title I  
1000-1999: Certificated Personnel Salaries  
Collaboration

15,000.00

Title I  
4000-4999: Books And Supplies  
Performing Arts Resources to enhance our arts  
program

500.00

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Teachers Pay Teachers 100 Additional Licenses

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The use of Modern Curriculum based off our students strengths, interests, and values has motivated the students to take part in their learning. iReady supports all of our students through an adaptive diagnostic test that places each student on their own pathway towards their goals in ELA and Math. The data shows that over 50% of our students are at or above the goal. It also supports our EL students through vocabulary development and comprehension.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended budget supported our goal to support students with the use of Modern curriculum, 100 Book Challenge, Logic of Learning, Fountas and Pinnell, and iReady. The instruction helped raise student test scores on the iReady Diagnostic test and ELPAC testing. Our Instructional Coach trained all teachers and helped them to analyze the data to enhance their instruction and support intervention. Our Instructional Coach, Learning Loss Intervention teacher, and Intervention teacher have played a key role in supporting our staff, families, and most of all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to support more of our EL students through the reclassification process by using GLAD strategies and small group instruction to reinforce vocabulary development and comprehension. Staff will integrate the arts into their instruction to support the learning of all students. iReady data and classroom assessment will be used to provide staff materials, direction for instruction, and intervention. An additional 60% intervention teacher will add support for our students that have not yet met their goals in iReady. Continued use of 100 Book Challenge, Fountas and Pinnell, and Logic of Learning curriculum will help with daily instruction and intervention groups.

# 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

Parent involvement, student engagement, school climate, and basic services.

## LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

## Goal 2

Flying Hills School of the Arts will continue to promote a positive school climate where students feel safe, valued, empowered, respected, and are ready to learn in a healthy environment. By May 2024, Flying Hills School of the Arts will increase parent, staff, and student engagement by +0.5% as measured by the annual Gallup surveys. By June 2024, all classrooms will continue to implement social emotional curriculum daily for 15 minutes to support student engagement with a focus that the adults at our school care about them. By June 2024, chronic absenteeism will decrease from Very High Level to High Level with a focus on decreasing chronic absenteeism for English language learners and Socioeconomically Disadvantaged students.

## Identified Need

Based on the Fall 2022 Dashboard, Chronic Absenteeism for all students was at the Very High Level including English Learners, Student with Disabilities, and students with two or more races. Flying Hills needs to increase a positive school climate in the areas of chronic absenteeism and students feeling cared about by the adults at school. Some of the instruments that are utilized are Gallup Survey, CA Healthy Kids Survey, parent/family survey, referrals, and counselor logs.

Based on the Fall 2022 Dashboard, Suspensions for all students with Disabilities was at the Very High Level.

After reviewing our annual Gallup Data, the California Dashboard and local data in our needs assessment there are few areas of need for the 2023-2024 school year:

In the May, 2023 Parent Gallup Survey 44% reported to be Fully Engaged. This left over half of our parent community who reported of being Indifferent or Actively Disengaged. On our March 2023 Student Gallup Survey, only 43% were Fully Engaged again leaving almost half of our student population in the Indifferent or Disengaged category. In the May 2023 Staff Gallup Survey [ ] reported to be Fully Engaged.

In the School and Performance Data section of the California Dashboard, our site scored Very High Level in Chronic Absenteeism in several subgroups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gallup Parent Survey Gallup Student Survey	2022-23 Gallup Parent Results Fully Engaged 44%	2023-24 Parent Engagement 47%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gallup Staff Survey	<p>Treated with Respect (School Environment): 4.13 Mean Score</p> <p>Leadership Creates a Trusting Environment: 4.32 Mean Score</p> <p>My child's school always delivers on what it promises (81% agree/strongly agree)</p> <p>I feel proud to be a parent at my child's school (87% agree/strongly agree)</p> <p>This school is perfect for my child. (80% agree/strongly agree)</p>	<p>My child's school always delivers on what it promises (84% agree/strongly agree)</p> <p>I feel proud to be a parent at my child's school (90% agree/strongly agree)</p> <p>This school is perfect for my child. (83% agree/strongly agree)</p>
California Dashboard: Chronic Absenteeism Indicator SIS Reports: Absences	<p>2022-23 Overall Chronic Absenteeism Rate Very High Overall Chronic Absenteeism Rate for EL Very High</p>	<p>2023-24 Decrease Chronic Absenteeism rate level High Decrease Chronic Absenteeism for EL's level High</p>
Parent Engagement Workshops	<p>2023-24 6 Parent Engagement Workshop were held.</p>	<p>2023-24 Offer at least 1 Parent Engagement Workshop and promote our Family And Community Engagement (FACE) Department Parent workshops in the areas of Google Classroom, Parent Square, Hello ID and more. These will be held through Zoom and in the following languages: Afghani, Arabic, English, and Spanish.</p>
Classroom Schedule Audit - 15 minutes of SEL on Class schedule	<p>2022-23 Staff were encouraged to continue their day using SEL Strategies during advisory and morning meetings.</p>	<p>January 2024, 100% of all teachers will have at least 15 minutes of SEL on their classroom schedule. Classroom observations during</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		these times to support and reinforce these strategies.
Gallup Staff Survey	<p>2022-23 Gallup Staff Results Coming</p> <p>May 2022 Staff Gallup Survey-Baseline-4. Engaged 43% Q3- Opportunity to do my best: 3.96 Mean Score Q7- Opinions Count: 3.37 Mean Score Q8- Mission/Purpose: 3.96 Mean Score</p>	<p>2022-23</p> <ul style="list-style-type: none"> <li>Staff Engagement 50%</li> </ul> <p>Staff Opinions Count: 3.50 Staff has opportunities to do their best 3.98</p>
Gallup Student Survey	<p>2022-23 Student Engagement 43%</p> <p>The adults at my school care about me. (67% agree/strongly agree)</p> <p>This school is a good place for students like me. (53% agree/strongly agree)</p> <p>I feel safe at school (60% agree/strongly agree)</p>	<p>22/23 Student Engagement 60%</p> <p>The adults at my school care about me. (75% agree/strongly agree)</p> <p>This school is a good place for students like me. (70% agree/strongly agree)</p> <p>I feel safe at school (70% agree/strongly agree)</p>

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

An appropriate amount of supervision will be provided before/after school, breakfast, recess, and lunch times 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)
28,000.00	Title I 2000-2999: Classified Personnel Salaries Campus Aide
8,830.46	S/C 2000-2999: Classified Personnel Salaries Campus Aide (additional hours -LM)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students, English Learners, At Risk Students, Chronic Absenteeism. and Students with 2 or More Races

#### Strategy/Activity

In order to increase parent engagement and student engagement, our Counselors, Community Liaison, Facilitator, and Assistant Principals will support bridging the gap between the school and the community. Our Counselors, Community Liaison, and Assistant Principals will support through parent workshops, home visits, parent university, and parent outreach. This team will target our EL students as well as students who are reading at least one year below grade based on ELPAC results, iReady, and Chronic Absenteeism.

#### 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)
28,288.00	Title I 2000-2999: Classified Personnel Salaries Community Liaison
3,324.00	Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Involvement (Community Liaison)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students with an emphasis on Chronic Absenteeism. and Students with 2 or More Races

#### Strategy/Activity

All students, staff, and families feel safe, empowered, and respected. By May 2024, Flying Hills School of the Arts will increase parent, staff and student engagement by 3% as measured by the

annual Gallup surveys. By January 2024, all classrooms will implement social emotional curriculum daily for 15 minutes. Counseling, counseling materials will be provided and our counselors will use trauma-informed practices, teach coping skills, and employ strategies for success in academic and social/emotional domains.

#### **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)
646.24	S/C 4000-4999: Books And Supplies Counseling Materials
3,100.00	Title I 5000-5999: Services And Other Operating Expenditures Positive Behavioral Interventions & Supports Rewards
16,918.00	Title I 1000-1999: Certificated Personnel Salaries 20% Counselor

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

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

English Learners, Chronic Absenteeism. and Students with 2 or More Races

##### **Strategy/Activity**

In order to increase parent engagement and student engagement, our community liaison will support bridging the gap between the school and the community. Our community liaison and staff will support through parent workshops, home visits, parent university, and parent outreach. In order to decrease chronic absenteeism our community liaison will focus on connections between home and school.

#### **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)
266.00	Title I 2000-2999: Classified Personnel Salaries Community Liaison & Resources and Materials
10,000.00	Title I 1000-1999: Certificated Personnel Salaries Home Visits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students, Chronic Absenteeism. and Students with 2 or More Races

Strategy/Activity

Based on student health needs and safety our Health Assistant will support our students with their well being by providing medications to the students who need to take them on site and making sure all health protocols and procedures are being followed. Our health assistant will support student attendance and help us keep students in school when minor health concerns arise. By improving attendance we support student academic achievement.

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)
20,000.00	Title I 2000-2999: Classified Personnel Salaries Additional 3 hours of Health Assistant
1,500.00	Title I 2000-2999: Classified Personnel Salaries On Call Nurse during Outside of School Activities (hourly costs)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Flying Hills School of the Arts has been promoting a positive school climate where students feel safe, valued, empowered, respected, and are ready to learn in a healthy environment. This was achieved by having additional staff like our Assistant Principal, Campus Safety Assistant. Campus Safety Lead, and extra personnel for supervision. Each of them help with behaviors and enforcing rules for safety. Our counselors support our students social emotional growth with playlists, assemblies, class lessons, and school activities. Teachers facilitate morning Social Emotional Learning (SEL) groups to support the well being of all our students. Our Instructional Coach supports teachers with creating a safe and inviting environment for our students. The use of district parent workshops encourage families to be involved in what their child is learning. Community and family connections are occurred with the leadership of our Community Liaison. Social emotional and physical well being were met by by our PE Coaches from Elevo and 549. The additional 3 hour Health Assistant was invaluable with all of the Covid 19 protocols and testing at our site.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Having a full time assistance principal has definitely helped with goal #2. Our Assistant Principal helped with student behaviors, Special Education, English Learners, and our overall campus need based on the increase in the amount of staff, the additional Educational Specialist (Moderate/Severe) and an additional Educational Specialist (Mild/Moderate). Over the past three years we have become a TK-8th Grade school and staff has increased from a little less than 50 to now over 100. The addition of Campus Safety Lead has helped with overall safety for our staff and students. Students were happier and more motivated in the classroom after their daily PE instruction from Elevo and 549.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Being provided or having additional days for our Community Liaison would improve connections with our students and families. An increase in Counseling support over and beyond our 1.6 FTE would be beneficial as we are now providing Educationally Related Mental Health Services through IEPs, supporting our middle school enrollment/schedules, and being able to be proactive in providing our General Education students lessons, groups, and individual counseling.

# 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

State standards, student outcomes, and student achievement

## LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

## Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. By June 2024, Flying Hills School of the Arts will improve academic achievement in ELA from 71% meeting standard to 75% as measured by the iReady Assessment. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 80% of students are making Typical Growth and 65% of students are making their stretch growth goals. By June 2024, All students will improve academic achievement in ELA from 39.95% meeting standard to 50% as measured by the CAASPP Summative Assessment. In addition, 75% of English Language Learners will meet their stretch growth on iReady Diagnostic assessments, and overall ELA performance on CAASPP will increase from 39.95% to 50% meeting standard.

By June 2024, Flying Hills School of the Arts will improve academic achievement in ELA from 44% of students in tier one, on i-Ready Reading Diagnostic #3 to 50% in tier one on i-Ready Diagnostic #3. In addition, 21% of English Language Learners were in tier one, on i-Ready Diagnostic #3, in June 2023 and will improve to 30% of our English Language Learners in tier one, by June 2024. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure growth.

By June 2024, Flying Hills School of the Arts will improve academic achievement in Math from 31% of students in tier one, on i-Ready Reading Diagnostic #3 to 40% in tier one on i-Ready Diagnostic #3. In addition, 18% of English Language Learners were in tier one, on i-Ready Diagnostic #3, in June 2023 and will improve to 25% of our English Language Learners in tier one, by June 2024. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure growth.

## Identified Need

Our Economically Disadvantaged students decreased in Reading from 33% students in tier one in 2022 to 44% in in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 50% of our students in tier one, by June 2024.

Our Students with Disabilities students increased in Reading from 13% in tier one in 2022 to 19% in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 30% of our students in tier one, by June 2024.

Our Hispanic students decreased in Reading from 44% in tier one in 2022 to 37% in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 50% of our students in tier one, by June 2024.

Our English Language learner students decreased in Reading from 17% in tier one in 2022 to 21% in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 50% of our students in tier one, by June 2024.

Our Economically Disadvantaged students decreased in Math from 33% students in tier one in 2022 to 29% in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 40% of our students in tier one, by June 2024.

Our Students with Disabilities students increased in Math from 10% in tier one in 2022 to 11% in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 20% of our students in tier one, by June 2024.

Our Hispanic students decreased in Math from 32% in tier one in 2022 to 26% in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 30% of our students in tier one, by June 2024.

Our English Language learner students decreased in Math from 21% in tier one in 2022 to 18% in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 25% of our students in tier one, by June 2024.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Results (ELA)  iReady Diagnostic Assessment Data: Percentage of students that met their typical growth Percentage of students meeting their individual stretch growth goals	As of Diagnostic #3 (June 2023): All Students Tier 1(On/Above Grade Level): 44% Tier 2(One Grade Level Below): 29% Tier 3(Two or More Grade Levels Below): 26%	On Diagnostic #3 (June 2024), 50% of students will be in Tier 1.
iReady Diagnostic Results (ELA): English Learners	As of Diagnostic #3 (June 2023): EL Tier 1(On/Above Grade Level): 44% Tier 2(One Grade Level Below): 29% Tier 3(Two or More Grade Levels Below): 26%	On Diagnostic #3 (June 2024), 50% of EL students will be in Tier 1.
iReady Diagnostic Results (Math)	As of Diagnostic #3 (June 2023): All Students Tier 1(On/Above Grade Level): 31%	On Diagnostic #3 (June 2024), 40% of students will be in Tier 1.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment Data: Percentage of students that met their typical growth Percentage of students meeting their individual stretch growth	Tier 2(One Grade Level Below): 43% Tier 3(Two or More Grade Levels Below): 24%	
iReady Diagnostic Results (Math): English Learners	As of Diagnostic #3 (June 2023): EL Tier 1(On/Above Grade Level): 18% Tier 2(One Grade Level Below): 35% Tier 3(Two or More Grade Levels Below): 47%	On Diagnostic #3 (June 2024), 25% of EL students will be in Tier 1.
CAASPP ELA Increase average scale score for all students by 5 points each year on CAASPP Summative Assessments. 20.5 points below standard (Increase 5 points)	Data to be reviewed once we get our state results.  On the 20/21 CAASPP Assessment, 39.95% of all students are at or above grade level in ELA.	On the 22/23 CAASPP Assessment, 50%]of all students are at or above grade level in ELA.
CAASPP Math Increase average scale score for all students by 5 points each year on CAASPP Summative Assessments. 20.5 points below standard (Increase 5 points)	Data to be reviewed once we get our state results.  On the 20/21 CAASPP Assessment, 25.87%]of all students are at or above grade level in Math.	On the 22/23 CAASPP Assessment, 40%]of all students are at or above grade level in Math.

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 specifically for Hispanic, Economically Disadvantaged, and English Learners, Chronic Absenteeism. and Students with 2 or More Races

Strategy/Activity



In order to supplement current board adopted curriculum, teachers will create and curate culturally relevant resources that support student academic achievement. i-Ready, Starfall, Beable, ST Math and Pear Deck will be used.

### 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)
270.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Starfall
8,305.30	S/C 4000-4999: Books And Supplies Instructional Materials (including paper)
1,800.00	Title I 4000-4999: Books And Supplies Instructional Materials (Ed Specialists and Service providers)
9,000.00	Title I 4000-4999: Books And Supplies Print shop for grades levels
8,000.00	Title I 4000-4999: Books And Supplies Print Shop for Ed Specialists
2,500.00	Title I 5000-5999: Services And Other Operating Expenditures Pear Deck

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All, English Learners, Chronic Absenteeism. and Students with 2 or More Races

#### Strategy/Activity

In order to increase student achievement teachers will collaborate around common and formative assessment data to plan engaging real-world lessons, and effective interventions. We will use i-ready intervention strategies, Nat Geo EL curriculum, GLAD, and small group EL instruction to support our EL students. Daily PE instruction will support the whole child physically as well as mentally to ensure all students are focused and ready to learn.

### 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)

3,000.00

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Collaboration / Teacher Hourly

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All, English Learners, Students with Disabilities, Chronic Absenteeism. and Students with 2 or More Races

Strategy/Activity

In order to increase student achievement teachers will collaborate around common and formative assessment data to plan engaging real-world lessons, and effective interventions. We will use i-ready intervention strategies, Nat Geo EL curriculum, GLAD, and small group EL instruction to support our EL students.

#### 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)

14,616.00

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Data Analysis / Student Planning (2 days per teacher)

2,700.00

Title I  
1000-1999: Certificated Personnel Salaries  
IEP days (18 subs:Sept-May) 1 For GE/1 for SPED

3,154.00

S/C  
2000-2999: Classified Personnel Salaries  
ELF Hourly

4,872.00

Title I  
1000-1999: Certificated Personnel Salaries  
8 Ed Specialist Swing Subs x 3 days x \$203 for formal assessments and Collaboration

## Annual Review

#### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

iReady has been used for ELA and Math for at least an hour in each subject area per week. Following the iReady Diagnostic assessment the students have been working on their own pathway to fill the gaps of student learning. Additionally, Starfall has supported our primary students with the basic phonics and vocabulary development. ST math supplements our Go Math curriculum by supporting math through conceptual thinking. This program helps our EL students to learn the basic concepts of math without the language barrier.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our goals were accomplished in the area of Math and ELA by using the iReady program. The Data showed that we had the majority of our students achieving 50% or more of their goal by the 2nd Diagnostic Report. Training on iReady from our district and Instructional Coach supported the use of the program and helped with looking at the data to drive instruction. Starfall was used as a may do in the classroom for extra practice in ELA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our goal is to have every teacher implement the iReady program in their classroom and then analyze the data to form small group instruction. The use of small group instruction can be used as a time for interventions or to support students towards their growth goal. Our Instructional Coach will use grade level collaboration time and coaching rounds to review the data, make small groups, and look at the materials to support small group instruction. We have purchased the Benchmark Assessment System to be used to assess students not making progress. We have also used the Fountas and Pinnel Intervention system for our intervention groups and 100 Book Challenge for our primary classrooms.

# 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	\$0.00
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	\$414,616.00

## 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	\$304,701.00
Title I Parent Involvement	\$3,324.00

Subtotal of additional federal funds included for this school: \$308,025.00

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 (\$)
S/C	\$106,591.00

Subtotal of state or local funds included for this school: \$106,591.00

Total of federal, state, and/or local funds for this school: \$414,616.00

# 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
S/C	106591	0.00
S/C Carryover		
Title I	304,701	0.00
Title I Parent Involvement	3324	0.00
Title I Carryover		

## Expenditures by Funding Source

Funding Source	Amount
S/C	106,591.00
Title I	304,701.00
Title I Parent Involvement	3,324.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	184,261.00
2000-2999: Classified Personnel Salaries	90,038.46
4000-4999: Books And Supplies	97,737.54
5000-5999: Services And Other Operating Expenditures	29,924.00
5800: Professional/Consulting Services And Operating Expenditures	12,655.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	70,655.00

2000-2999: Classified Personnel Salaries	S/C	11,984.46
4000-4999: Books And Supplies	S/C	23,951.54
1000-1999: Certificated Personnel Salaries	Title I	113,606.00
2000-2999: Classified Personnel Salaries	Title I	78,054.00
4000-4999: Books And Supplies	Title I	73,786.00
5000-5999: Services And Other Operating Expenditures	Title I	26,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,655.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	3,324.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	235,526.00
Goal 2	120,872.70
Goal 3	58,217.30

# 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

Name of Members	Role
Michael Kuhfal	Principal
Aaron Plumb	Classroom Teacher
Sharolyn McDowell-Hollimon	Classroom Teacher
Lisa Williams	Classroom Teacher
Elizabeth Guth	Other School Staff
Felicia Ferrell	Parent or Community Member
Josh Hill	Parent or Community Member
Kyle Phillips	Parent or Community Member
Lindsey Renovales	Parent or Community Member
Robin Rebold-Smith	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.


# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 11, 2023.

Attested:

	Principal, Michael Kuhfal on 5-11-23
	SSC Chairperson, Robyn Rebold-Smith on 5-11-23



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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