

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Home School/Design Learning Academy	37-67991-6118319	May 7, 2019	July 30, 2019

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Stakeholder Involvement 2
- Resource Inequities 3
- School and Student Performance Data 4
 - Student Enrollment..... 4
 - CAASPP Results..... 6
 - ELPAC Results 10
 - Overall Performance 12
 - Academic Performance 13
 - Academic Engagement 18
 - Conditions & Climate..... 20
- Goals, Strategies, & Proposed Expenditures..... 22
 - Goal 1..... 22
 - Goal 2..... 27
 - Goal 3..... 30
 - Goal 4..... 35
- Budget Summary 36
 - Budget Summary 36
 - Other Federal, State, and Local Funds 36
- Budgeted Funds and Expenditures in this Plan 37
 - Funds Budgeted to the School by Funding Source..... 37
 - Expenditures by Funding Source 37
 - Expenditures by Budget Reference 37
 - Expenditures by Budget Reference and Funding Source 37
 - Expenditures by Goal..... 38
- School Site Council Membership 39

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 7, 2019 was the accumulating input meeting when the SPSA was approved. The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The SSC monitors English learner academic achievement. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain “actions” that show student growth

B. We refine an “action” that shows minimal growth, but progress

C. We eliminate an “action” and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting.

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

The Leadership Team strengthens 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.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	2.13%	%		1	
African American	%	4.26%	24.07%		2	13
Asian	4.6%	8.51%	%	1	4	
Filipino	%	%	%			
Hispanic/Latino	40.9%	29.79%	37.04%	9	14	20
Pacific Islander	%	%	%			
White	54.6%	42.55%	29.63%	12	20	16
Multiple/No Response	%	8.51%	7.41%		4	4
Total Enrollment				22	47	54

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	1	2	3
Grade 1	4	4	4
Grade 2	1	4	6
Grade3	1	4	5
Grade 4		3	5
Grade 5		3	6
Grade 6	2	6	2
Grade 7	4	10	10
Grade 8	9	11	13
Total Enrollment	22	47	54

Conclusions based on this data:

1. Our hispanic population has decreased over the last few years.
2. Individual grade level counts have increased over the last few years.
3. Middle school enrollment has doubled over the past year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	3	7	6	13.6%	14.9%	11.1%
Fluent English Proficient (FEP)	3	6	6	13.6%	12.8%	11.1%
Reclassified Fluent English Proficient (RFEP)	1		0	20.0%	0	0.0%

Conclusions based on this data:

1. The number of English learners has doubled in the past year.
2. The number of fluent English proficient students has doubled in the past year.
3. We had zero reclassified students in the past year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*		9	*		7	*		7			77.8
Grade 4	*		8	*		5	*		5			62.5
Grade 5	*		8	*		7	*		7			87.5
Grade 6	*		*	*		*	*		*			
Grade 7	*		22	*		19	*		19			86.4
Grade 8	*		19	*		16	*		16			84.2
All Grades	39		71	29		57	29		57	74.4		80.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*	*		*	*		*
Grade 7	*		2525.	*		15.79	*		21.05	*		31.58	*		31.58
Grade 8	*		2489.	*		0.00	*		18.75	*		37.50	*		43.75
All Grades	N/A	N/A	N/A	3.45		8.77	17.24		17.54	20.69		31.58	58.62		42.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		21.05	*		47.37	*		31.58
Grade 8	*		6.25	*		18.75	*		75.00
All Grades			10.34			12.28	31.03		47.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		5.26	*		57.89	*		36.84
Grade 8	*		6.25	*		56.25	*		37.50
All Grades	6.90		5.26	34.48		47.37	58.62		47.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		21.05	*		47.37	*		31.58
Grade 8	*		6.25	*		50.00	*		43.75
All Grades	3.45		14.04	65.52		49.12	31.03		36.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		21.05	*		42.11	*		36.84
Grade 8	*		6.25	*		37.50	*		56.25
All Grades	3.45		12.28	65.52		38.60	31.03		49.12

Conclusions based on this data:

1. The asterisks indicate the data sets were too small to show overall scores.
2. A higher percent of enrolled students took the state test than the previous year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*		9	*		7	*		7			77.8
Grade 4	*		8	*		5	*		5			62.5
Grade 5	*		8	*		7	*		7			87.5
Grade 6	*		*	*		*	*		*			
Grade 7	*		22	*		19	*		19			86.4
Grade 8	*		19	*		16	*		16			84.2
All Grades	39		71	29		57	29		57	74.4		80.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*	*		*	*		*
Grade 7	*		2481.	*		15.79	*		10.53	*		15.79	*		57.89
Grade 8	*		2429.	*		0.00	*		6.25	*		12.50	*		81.25
All Grades	N/A	N/A	N/A	3.45		7.02	6.90		7.02	10.34		22.81	79.31		63.16

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 3	*		*	*		*	*		*			
Grade 4	*		*	*		*	*		*			
Grade 5	*		*	*		*	*		*			
Grade 6	*		*	*		*	*		*			
Grade 7	*		15.79	*		21.05	*		63.16			
Grade 8	*		0.00	*		18.75	*		81.25			
All Grades			6.90			8.77	6.90		22.81	86.21		68.42

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		15.79	*		36.84	*		47.37
Grade 8	*		6.25	*		31.25	*		62.50
All Grades	3.45		7.02	17.24		38.60	79.31		54.39

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		15.79	*		42.11	*		42.11
Grade 8	*		0.00	*		37.50	*		62.50
All Grades	0.00		8.77	24.14		38.60	75.86		52.63

Conclusions based on this data:

1. The asterisk for all grades show the data set was too small to report.
2. Scores in Concepts & Procedures increased in the 2016-2-17 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 7	*		*		*		*	
Grade 8	*		*		*		*	
All Grades							*	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*				*		*	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*				*	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*		*	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*	

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

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*	

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






Conclusions based on this data:

1. The number of students taking the ELPAC at each grade level is too small to disaggregate the data by sub group.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Chronic Absenteeism  Red	Suspension Rate  Blue
Mathematics  No Performance Color		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Our chronic absenteeism rate is red.
2. Our suspension rate is blue.
3. Our population is too small to disaggregate academic performance data by color for Math and Language Arts. No color performance is shown

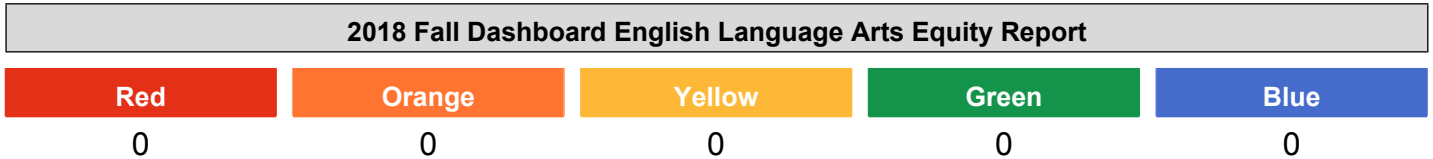
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>19.9 points below standard</p> <p>22 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	21.4 points below standard 15 students

Conclusions based on this data:

1. Our overall English Language Arts performance data for all students is 19.9 points below standard
2. Our English only students are 21.4 points below standard.
3. Subgroups with less than 11 students does not contain disaggregated data.

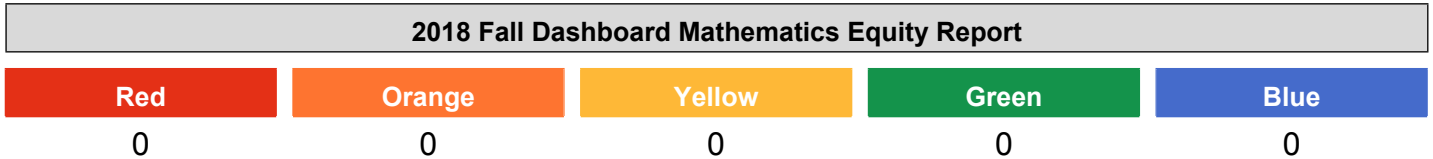
School and Student Performance Data

Academic Performance Mathematics

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>100.5 points below standard</p> <p>22 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	85.4 points below standard 15 students

Conclusions based on this data:

1. Our Math performance data for all students is 100.5 points below standard.
2. We had 22 students take the Math CAASPP test.
3. All subgroups are below 11 students and therefore no data was reported.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

Conclusions based on this data:

1. Student population at each grade level is too small to disaggregate scores.

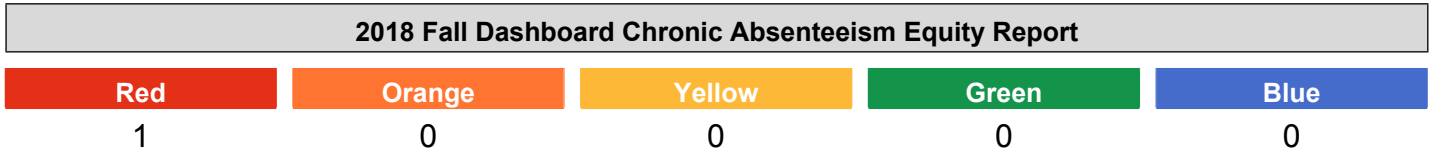
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 77.9% chronically absent Increased 10.1% 104 students	 No Performance Color 69.2% chronically absent 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Red 86.7% chronically absent Increased 13.5% 60 students	 No Performance Color 78.6% chronically absent 14 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 73.5% chronically absent Declined 12.2% 34 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 78.3% chronically absent Increased 24.4% 46 students

Conclusions based on this data:

1. 77.9% of all students are chronically absent.
2. 73.5% of our Hispanic students are chronically absent. This score has declined by 12.2 %
3. Our english learners are 69.2% chronically absent. We had 13 English learners.

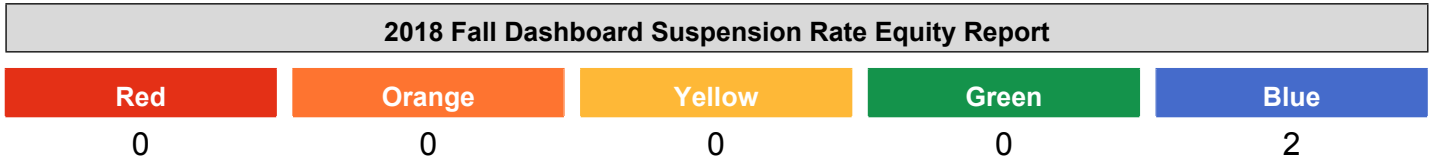
School and Student Performance Data

Conditions & Climate Suspension Rate

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0% 122 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0% suspended at least once</p> <p>17 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 1 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 7 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0% 76 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0% suspended at least once</p> <p>15 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0% suspended at least once Maintained 0% 46 students	 No Performance Color 0% suspended at least once 11 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 49 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	0% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. Our suspension rate is zero.
2. All sub group suspension rates are zero.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

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

Goal 1

All students will have access to quality teacher, instruction and a broad range of educational programs and opportunities as they prepare for college and career success. Students will be actively engaged in a balanced program that addresses their interests and needs and allows them to explore, research, and report on topics of personal interests. Students will have opportunities to apply standards in real world experiences through World of Work and a variety of learning choice opportunities.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	Percent of students on track for college and career readiness based on Lexile level and CCSS. All students: FFB=63% A=25% E=13%	All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.
4th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	Percent of students on track for college and career readiness based on Lexile level and CCSS All students: FFB=38% A=38% M=25%	All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.
5th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	Percent of students on track for college and career readiness based on Lexile level and CCSS. All Students	All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	FFB=38% A=63%	
3rd Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS	% Below/Near/Above Standard All students (4): 75% / 25% / 0%	All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.
4th Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS	% Below/Near/Above Standard All students (5): 80% / 20% / 0%	All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category. Increase student near/above standard by 5%
5th Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS	% Below/Near/Above Standard All students (4): 50% / 50% / 0%	All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category. Increase student near/above standard by 5%
Reclassification Rate (County 14.9%)	Percent Reclassified: 0%	Reclassification Goal: 1 student if applicable

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers and administrator attend regional conferences for professional development, independent study regulations and marketing opportunities to increase attendance. Hotel, travel, fees, vendor fees

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)

1,000

Source(s)

Supplemental Concentration Funding
5000-5999: Services And Other Operating
Expenditures
Conferences

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain a 1:1 ratio of student Chromebooks. Purchase replacement cords and cases. Provide ongoing parent and student support in navigating Chromebooks to access curriculum. Training/professional development, parent and student training on accessing the LMS and other district and supplemental programs

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)

150

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies and Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students have the opportunity to apply standards to real world experiences in the area of robotics, coding, Lego Education/Mindstorm products, World of Work, and Lego League supplies for program participation. Surplus funds can be released to any other approved strategy and activity if funds become available.

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)

500

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have the opportunity to attend educational excursions throughout the year to explore a variety of career and learning opportunities in performing arts, music, makerspace, etc. Performing arts educational excursions at Flying Hills and Greenfield.

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)

400

Source(s)

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Educational Excursions

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will have access to art lessons. Art supplies and materials costs. Surplus funds can be used for any plan approved strategy and activities.

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)

100

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students have access to musical instruments and other enrichment supplies and materials. Surplus funds can be used for any plan approved strategy and activities.

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)

240

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental supplies

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

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

Goal 2

Cajon Valley Home School staff offers a comprehensive program that promotes health and wellness. Students engage in activities that promotes fitness and meets physical fitness requirements.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: N/A	Improve attendance rates by 5%
SI&A Report: Chronic Absenteeism Rate, State 9%	2017-2018: N/A	Decrease chronic Absenteeism rate by 5%
CA Dashboard 2016-2017 N/A	2017-2018: All students: N/A Too small of student group	
Dashboard: Suspension Rate 2016-2017: All students: 0% Blue	2017-2018: All students: Maintained 0% Overall 0% Green	Maintain a suspension rate of green or blue on dashboard
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 3.86 Hope 4.21 Entrepreneurial 3.20 Career/Financial Literacy 2.93	Increase engagement Gallup results
District Gallup Results: Q00 3.74	Staff Gallup Results:N/A	Gallup results district average or higher.

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

All students in grade 1 through 8 log 200 or more PE minutes per 10 school days. Surplus funds can be used for any plan approved strategy and activities.

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)

50

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental supplies, balls jump ropes, hula hoops, etc.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Weekly Teacher/Parent/Student conferences and celebrations of learning to:
Provide academic feedback
Support curriculum and instruction
Provide strategies for success
Monitor attendance
Evaluate academic progress
Student learning contracts, materials, and supplies for students personalized student plans.
Surplus funds can be used for other plan approved supplies and activities. Surplus funds can be used for any plan approved strategy and activities.

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)

50

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies

Supplies and Materials based on student individual need, materials to support home-school connections

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

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

Goal 3

All Home School students have access to instructional resources, technology, differentiated learning plans and materials, which allows them to demonstrate progress over time towards mastering standards and developing college and career readiness for global competencies.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Second grade assessment/s used: KidBiz ENGLISH LANGUAGE ARTS (ELA)	Percent of students on track for college and career readiness based on Lexile level and CCSS. All Students: FFB=50% A=25% E=25%	Percentage proficient goal: Increase students near and above standard by 5%
3rd Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	Percent of students on track for college and career readiness based on Lexile level and CCSS. All students: FFB=63% A=25% E=13%	Percentage proficient goal: Increase students near and above standard by 5%
4th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	Percent of students on track for college and career readiness based on Lexile level and CCSS. FFB=38% A=38% M=25%	Percentage proficient goal: Increase students near and above standard by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	Percent of students on track for college and career readiness based on Lexile level and CCSS. FFB=38% A=63%	Percentage proficient goal: Increase students near and above standard by 5%
3rd Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS	% Below/Near/Above Standard All students (4): 75% / 25% / 0% No data available for sub groups	Percentage proficient goal: Increase students near and above standard by 5%
4th Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS	% Below/Near/Above Standard All students (5): 80% / 20% / 0% Low Income (3): 100% / 0% / 0%	Percentage proficient goal: Increase students near and above standard by 5%
5th Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS	% Below/Near/Above Standard All students (4): 50% / 50% / 0% No data available for sub groups	Percentage proficient goal: Increase students near and above standard by 5%
Reclassification Rate (County 14.9%)	Percent Reclassified: 0%	Reclassification Goal: 1 student

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Imagine Learning licenses or other recommended supports and materials as required by state and district criteria for EL learners. Surplus funds can be applied to other approved strategies or activities with the plan as funds become available. Surplus funds can be used for any plan approved strategy and activities.

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)

500

Source(s)

Supplemental Concentration Funding
5000-5999: Services And Other Operating
Expenditures
Software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students have access to books, support materials, and programs to support targeted reading skills and comprehension. Surplus funds can be moved and used for any plan approved strategy and activity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies and materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students have the opportunity to engage in NGSS science activities via Mystery Science, NGSS, Maker activities and S.T.E.A.M. lessons. Surplus funds can be used for any plan approved strategies and activities. Surplus funds can be used for any plan approved strategy and activities.

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)

500

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students have access to online adaptive programs in area of English Language Arts and Math. Access to Scoot Pad, or other adaptive programs based on student's personalized needs. Surplus funds can be applied to any plan approved strategy or activity. Surplus funds can be used for any plan approved strategy and activities.

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)

800

Supplemental Concentration Funding
5000-5999: Services And Other Operating
Expenditures
Contract Leases

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Supplies. Surplus funds can be used for any plan approved strategy and activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,731

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies and Materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,398

S&C PD
1000-1999: Certificated Personnel Salaries
Certificated Additional Hourly

175

S&C PD
2000-2999: Classified Personnel Salaries
Classified Hourly

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

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

Goal 4

Home School fosters a sense of shared community and decision making for parents and other stakeholders.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Home Visits	Number of visits 2	Increase the number of home visits by 2.
School Site Council Meetings	Number of parents at meetings 7	Increase parent attendance at all SSC meeting
English Learner Advisory Meetings	Number of parents at meetings 7	Increase parent participation of EL learners

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$8,094.00

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 (\$)
------------------	-----------------

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

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 PD	\$1,573.00
Supplemental Concentration Funding	\$6,521.00

Subtotal of state or local funds included for this school: \$8,094.00

Total of federal, state, and/or local funds for this school: \$8,094.00

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
Supplemental Concentration Funding	\$6,521	0.00
S&C PD	\$1,573	0.00

Expenditures by Funding Source

Funding Source	Amount
S&C PD	1,573.00
Supplemental Concentration Funding	6,521.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,398.00
2000-2999: Classified Personnel Salaries	575.00
4000-4999: Books And Supplies	3,821.00
5000-5999: Services And Other Operating Expenditures	2,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S&C PD	1,398.00
2000-2999: Classified Personnel Salaries	S&C PD	175.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	400.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	3,821.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	2,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,390.00
Goal 2	100.00
Goal 3	5,604.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Carmen Restrepo	Principal
John Dunphy	Classroom Teacher
Beth Gilmour	Classroom Teacher
Rebecca Romenesko	Other School Staff
Angela Aylesworth-Hogan	Classroom Teacher
Gina Solis	Parent or Community Member
Angela Dominguez	Parent or Community Member
Kenneth Ressler	Parent or Community Member
Ramona Arrendondo	Parent or Community Member
Cynthia Wright	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.