Flying Hills School of the Arts
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Flying Hills School of the Arts
Street	1251 Finch St.
City, State, Zip	El Cajon, CA 92020
Phone Number	619-588-3132
Principal	Mike Kuhfal
Email Address	kuhfalm@cajonvalley.net
Website	http://cajonvalley.net/flyinghills
County-District-School (CDS) Code	37-67991-6037634

Entity	Contact Information
District Name	Cajon Valley Union School District
Phone Number	619-588-3000
Superintendent	David Miyashiro
Email Address	miyashirod@cajonvalley.net
Website	www.cajonvalley.net

School Description and Mission Statement (School Year 2019-20)

At Flying HIlls School of the Arts our vision is to Create and Inspire Dynamic Thinkers through the Arts. As we continue to grow and develop around our vision we are adding more grade levels. Currently we are a TK - 7th grade comprehensive campus where we incorporate the teaching of visual and performing arts as part of our culture in an effort to facilitate academic and social/emotional growth.

Our mission is to provide all students with a safe, secure, positive, reinforcing, nurturing and orderly environment. We strive to foster positive attitudes toward school, peers, and community while equipping students with conflict resolution techniques designed to enhance their problem solving skills. We are dedicated to providing a self-motivating, creative learning environment where teachers and students can cultivate a desire for and love of learning. Students are provided opportunities to develop the special academic and social skills necessary to become responsible citizens and are encouraged to express and demonstrate their uniqueness. Parents and teachers are encouraged to be partners in the learning process and in providing a quality education.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	83
Grade 1	72
Grade 2	80
Grade 3	78
Grade 4	78
Grade 5	90
Grade 6	74
Total Enrollment	555

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.2
Asian	2
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	0.7
White	45
Two or More Races	3.4
Socioeconomically Disadvantaged	63.2
English Learners	17.1
Students with Disabilities	14.2
Foster Youth	0.2
Homeless	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	25	28	728
Without Full Credential	1	0	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	24

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: June 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	LANGUAGE ARTS and ELD TK, Houghton Mifflin: HSP California Excursions 2010, Houghton Mifflin Harcourt, Adopted 2012 TK, Avenues, Pre-K, (Teacher's Edition only), Hampton Brown, Adopted 2005 TK Houghton Mifflin: HSP California Excursions 2010, (Spanish) Houghton Mifflin Harcourt, Adopted 2012 TK-5 Bilingual: Maravillas & Wonders ELA/ELD, McGraw Hill Education, Adopted 2018 K-5 NatGeo-Reach for Reading ELA/ELD, Cengage Learning, Adopted 2018 K-5 Houghton Mifflin: A Legacy of Literature, (Spanish) Houghton Mifflin, Adopted 2003 4-8, Language! - Intervention, Sopris West, Adopted 2005 4-8, REACH - Intervention, SRA, Adopted 2005 4-8, Read 180 - Intervention, Scholastic, Adopted 2005 6-8 StudySync ELA/ELD, McGraw Hill Education, Adopted 2018 6-8, Inside: Language, Literacy, & Content 2009, National Geographic/Hampton Brown, Adopted 2010 (ELA/ELD for Newcomers) 6-8 Holt Literature & Language Arts 2000 (Spanish), Holt, Adopted 2003	Yes	0
Mathematics	TK, Hands-On Standards Mathematics, ETA Cuisinaire, Adopted 2012 TK Hands-On Standards Mathematics (translated), ETA Cuisinaire, Adopted 2012 K-5, California GoMath, Houghton Mifflin Harcourt, Adopted 2015 K-5, California GoMath (Spanish Edition), Houghton Mifflin Harcourt, Adopted 2015	Yes	0

	6-8, California GoMath, Houghton Mifflin Harcourt, Adopted 2014 Digital Supplemental Curriculum Materials: TK-8 Math, ST Math, Hampton Brown, Adopted 2014		
Science	TK, Hands-On Standards Science, ETA Cuisinaire, Adopted 2012 TK Hands-On Standards Science (translated) Spanish, ETA Cuisinaire, Adopted 2012 K California Science 2008 (Spanish Edition) [Teacher flipchart only], MacMillan McGraw-Hill, Adopted 2007 K-5, California Science 2008, Macmillan McGraw-Hill, Adopted 2007 1-5 California Science 2008 (Spanish Edition), MacMillan McGraw-Hill, Adopted 2007 6-8, California Science 2007, Holt, Rinehart, Winston, Adopted 2007	Yes	0
History-Social Science	TK, Houghton Mifflin: HSP California Excursions 2010, Houghton Mifflin Adopted 2012 K-5, History/Social Science for California, Scott Foresman, Adopted 2006 K-5 Historia/Ciencias Sociales para California 2006, Scott Foresman, Adopted 2006 6-8, History Alive, Teachers Curriculum Institute (TCI), Adopted 2006 6-8 Historia Viva, Teachers Curriculum Institute (TCI), Adopted 2006	Yes	0
Health	K-2, Primarily Health 1998, Wright Group, Adopted 1998 K-5, Too Good for Drugs 2003, Mendez Foundation, Adopted 2003 4-5, Healthy You 1996, Harcourt Brace, Adopted 2000 6-8, Positive Prevention Plus, Positive Prevention Plus, Adopted 2016	Yes	0

	6-8, Project ALERT 2000, Best Foundation, Adopted 2003		
Visual and Performing Arts	K-8, Music and You 1988, Macmillan Publishing Company, Adopted 1990	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

General
The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on 05/08/2019 and is available at the Facilities, Maintenance and Operations office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description
This school has 22 permanent classrooms and 6 portable classrooms, a library, a multipurpose room, and an administration building. The main campus was built in 1959 and modernized in 1996. The school office was recently remodeled. A new relocatable classroom was added this year.

Facility improvement funds were recently used to remodel the school office area to provide additional office and conference spaces.

Plans are currently being developed to install a new classroom building.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The school is cleaned every other night by a district cleaning crew. Work performed includes: sweeping, vacuuming, and mopping floors, emptying trash, cleaning sinks, filling dispensers, and dusting rooms, as scheduled. Grounds are maintained by District groundskeeping staff. There is one full-time day custodian. The day custodian is responsible for daily restroom cleaning, cleaning eating and food preparation areas, daily grounds clean up, minor facility repairs, and special emergency clean ups. Carpets are shampooed and tile flooring is cleaned and refinished every winter, spring, and summer break. A thorough deep cleaning of all areas is done every summer. District administration works daily with custodial and grounds supervisors to ensure a clean, safe school.

Deferred Maintenance Budget
The District allocates funds for completion of deferred maintenance projects which consist of major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: May 8, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	47	42	42	50	50
Mathematics (grades 3-8 and 11)	41	40	33	33	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	307	304	99.02	0.98	47.37
Male	151	149	98.68	1.32	42.95
Female	156	155	99.36	0.64	51.61
Black or African American	15	15	100.00	0.00	66.67
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	106	106	100.00	0.00	32.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	145	142	97.93	2.07	52.82

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	60.00
Socioeconomically Disadvantaged	191	189	98.95	1.05	44.97
English Learners	77	77	100.00	0.00	40.26
Students with Disabilities	34	33	97.06	2.94	12.12
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	307	304	99.02	0.98	39.60
Male	151	149	98.68	1.32	41.22
Female	156	155	99.36	0.64	38.06
Black or African American	15	15	100.00	0.00	26.67
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	106	106	100.00	0.00	24.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	145	142	97.93	2.07	51.06
Two or More Races	15	15	100.00	0.00	46.67
Socioeconomically Disadvantaged	191	189	98.95	1.05	36.70
English Learners	77	77	100.00	0.00	36.36
Students with Disabilities	34	33	97.06	2.94	12.12
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.7	30.0	20.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent Participation

Successful education requires a strong partnership between parents and the school. To foster this partnership, we encourage parents to be involved in their child's education through regular communication with teachers and school staff. While parent conferences are held in November, we encourage you to talk with your child's teacher throughout the year. You can assist your child's progress by monitoring class work, providing a structured time for homework, reviewing progress reports, and becoming involved in school activities.

The following District and site committees are designed to foster parent involvement:

District Committees:

Superintendent's Citizen's Advisory Council (SCAC) – Parent representatives from each school meet with the Superintendent to receive information and give input about activities at the schools. The SCAC meets three times in a school year.

Learning Environment Task Force (LETF) – This committee monitors a comprehensive plan that maximizes facility use and improves the quality of program offerings at the school. Parent representative and staff meet as needed.

Local Control Advisory Committee/Title I District Advisory Council (LCAC/DAC) – Is comprised of parents, facilitators from Title I schools, community members and staff. Title I parent representatives are provided an opportunity to not only receive information regarding Title I programs, but also participate in the development of the District's Local Control Advisory Plan (LCAP) by giving input to improve student achievement.

District English Learner Advisory Committee (DELAC) - This committee meets almost every month and provides opportunities for representatives from each school to learn about District and State programs for English learners. We value and encourage community input as we strive to build meaningful relationships between district staff and our families.

Local Control Accountability Plan (LCAP) - School districts in California are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). Cajon Valley LCAP Committee meaningfully engages a broad group of stakeholders comprised of parents, community members and school and district staff members to provide input in the development of the plan to identify annual goals, specific actions, and measures of student progress. The LCAP guides decision making about actions and services for all students in the district including low-income students, English Learners and foster youth.

School Site Committees:

School Site Council (SSC) – Our School Site Council is comprised of parents, staff, and the principal. The School Site Council makes decisions for the school through the development and implementation of the Comprehensive School Plan for Student Achievement. The SSC approves categorical budget expenditures focused on improving student achievement.

Parent-Teacher Organization (PTO) - The PTO allows opportunities for parents to participate not only in fundraising but in the many aspects of the fine arts program. Examples include costume and set design, backstage help, organizing special events, field trips and activities to promote the fine arts at Flying Hills School of the Arts.

English Learner Advisory Committee (ELAC) – This committee advises the principal and staff on the site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement, assisting in the schoolwide needs assessment, and to help make parents aware of the importance of regular school attendance.

School Events:

Each Year the Flying Hills parents are invited to Back-to-School Night at the beginning of the school year and our Arts Festival in June. Other parent and student events include the Fall Festival, Movie Nights, Lunch with parents, Fun Run, Family Dance and Awards Assemblies. In addition, there are many performances presented for parents including Instrumental Music Performances and numerous FAME shows and productions.

Parent Education:

The District promotes parent education through collaboration with Adult Education, site-based parent education sessions, Title I and Bilingual Program offerings, and the San Diego County Office of Education sponsored conferences. In addition, the District sponsors English as a Second Language (ESL) Family Education Program which provides free English language instruction to parents and members of the community who do not speak fluent English.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	1.4	0.7	3.3	3.7	3.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Flying Hills School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2018-2019 school year, it was approved by the School Site Council on 11/29/2018 and discussed and reviewed by the staff on 11/29/2018.

The site Safe School Plan also includes routine and emergency disaster information, including the site Emergency Operations Plan (EOP) that aligns site emergency operations procedures with the District Emergency Operations Plan. The site EOP is updated annually.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	3		23	1	3		22	1	4	
1	25		2		25		3		25		2	
2	24		3		23		3		23		3	
3	24		4		25		3		24		3	
4	32		2		29		3		29		3	
5	32		1	2	24	1	3		33		1	1
6	32		1	1	34			2	33		1	2
Other**	17	1	1		12	1			8	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1110.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,894	$3,155	$7,739	$94,030
District	N/A	N/A	$7,724	$80,648.00
Percent Difference - School Site and District	N/A	N/A	0.2	7.1
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	14.2	5.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

A variety of supplemental services are available at Flying Hills School of the Arts, funded by the school's categorical budgets:

Title II, Title III, Local Control Funding Formula (LCFF), Supplemental Concentration, Basic and Donation. These extra support services include alternative core reading programs, in-classroom assistance, or small group tutoring during the instructional day. In addition to the classroom teacher, instructional services are delivered by an English Language Facilitator (ELF) and Special Education Classroom Assistants (SECAs).

In addition to academic supplemental services, Flying Hills School of the Arts offers support programs for students and families. Character education is promoted as well as social skills groups provided on a weekly basis.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,001	$45,741
Mid-Range Teacher Salary	$78,241	$81,840
Highest Teacher Salary	$106,509	$102,065
Average Principal Salary (Elementary)	$131,784	$129,221
Average Principal Salary (Middle)	$131,784	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$291,354	$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each year, teachers and support staff participate in Professional Learning, as indicated in the Comprehensive School Plan for Student Achievement (SPSA), the Local Education Agency Plan and Local Control Accountability Plan (LCAP). Priorities for professional learning are established for teacher and staff training using student achievement data, teacher needs assessment surveys, and observations of instruction. In response to these priorities, sessions are developed to support classroom implementation. Teachers requiring additional certifications to meet student needs are enrolled in appropriate programs.

- Certificated and support staff participate in workshops offered within the District (in person and online), offered by the San Diego County Office of Education, local universities or outside vendors as appropriate.
- An online professional learning calendar which includes Cajon Valley Union School District offerings for the year is accessible to all staff. Certificated staff who attend workshops during the year are frequently called upon to present relevant information and teaching techniques during site and district professional development sessions.
- Professional Learning is available for certificated personnel as well as classified staff members who work with students. Site categorical fund expenditures must be approved by the School Site Council.
- Professional Learning opportunities are offered during summer, winter, and spring intersession, as well as during the school year.
- Full day release and after-school workshops and training's are also available.
- Online Digital Badges were offered to be completed within a month where teachers could finish at their own pace (NGSS, ELD, ELA, Math, EdTech, SEL, World of Work)
- Writing Workshop Support was offered at the site level and tailored to fit individual site and/or grade-level team needs.

In the 2018-19 school year, elementary and middle school teachers were released for one-half day each trimester to collaborate with grade level/department peers, analyze student work, review formative assessment data, develop lesson plans and identify instructional strategies to meet student needs. In addition, workshops on the topics listed below were offered prior to and during the school year:

- Applied Behavioral Analysis Workshop for Special Education Teachers
- Achieve 3000 (online reading supplemental program)
- ELPAC Training
- Chrome Apps and Extension
- Computer Science with Code.org
- Engineering Design in the Classroom
- ELD: Designated/Integrated
- Family Engagement
- Guided Language Acquisition and Design (GLAD)
- Google Apps for Education (GAFE)
- How to Integrate Technology into Writing Workshop
- How to Use Mentor Text to Teach Grammar/Conventions
- Mild/Moderate Transitional Training for Special Education Teachers
- Moderate/Severe Special Education Classroom Quality Indicators
- Next Generation Science Standards
- Number Talks
- Positive Prevention Plus Curriculum (middle school science teachers)
- Professional Assault Crisis Training (ProAct)
- Presentation Literacy: Guiding Students Through the Integration of Speaking and Listening
- Presentation Literacy of Knowledge and Ideas to Create a TED style Student Talk
- ST Math training

- Sanford Harmony
- Trauma Informed Care
- Universal Design Instruction through Scientific Cross-Cutting Concepts
- Working with the ELD Standards
- World of Work
- Zones of Regulation

Support for implementation of 1:1 chromebooks, personalized learning, technology integration writing, and mathematics was provided by teacher facilitators (coaches) using both push-in and pull-out models throughout the school year.