

School Year: 2020-21



# 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
Folsom High School	34673303433216	September 3, 2020	October 22, 2020

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## 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)

Additional support for teachers in the distance learning model. Teacher will need professional development on new media platforms and pedagogy for teaching online.

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.

Folsom High School (FHS) will continue to recruit and hire highly-qualified and effective staff. FHS staff and administration will develop new ways to engage our parent and student communities in ongoing learning regarding academic success, personal health and career goals. By developing a high functioning professional development team, FHS will ensure that all teachers improve their practice in an ongoing way. FHS administration and instructional staff will monitor student progress through i-Ready assessments, academic grades, Professional Learning Communities (PLC)-level common assessments and district-wide assessments.

## School Vision and Mission

### Mission:

Folsom High School provides a high-quality learning environment in which all students develop the knowledge, skills, and personal attributes necessary to become responsible, productive, and contributing members of a democratic society

### Vision:

We are a dynamic and adaptable team dedicated to:

- \* Improving the quality of education as we work and learn together in a safe, supportive, challenging, and inspiring environment.
- \* Creating in each person a sense of community and ownership.
- \* Producing responsible citizens, collaborative workers, constructive thinkers, quality producers and performers, effective communicators, and self-directed learners.
- \* Mastering the skills necessary in a technologically sophisticated and interdependent global community.
- \* Developing self-discipline to encourage choices that lead to positive outcomes.
- \* Realizing that learning is a rewarding and life-long process.

## School & Community Profile

Folsom Cordova Unified School District (FCUSD) vision statement provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st century.

Folsom High School is located along Highway 50 and serves the growing city of Folsom in Sacramento County. Single family homes, apartments, and business structures continue to be built at a rapid pace. A new community, Folsom Ranch, is currently under development on the south side of Highway 50 and is expected to add 10,000 new homes, a new high school, middle school, and five elementary schools over the next decade or so. FHS, built in 1922, was the first high school within FCUSD and moved to the present campus in the fall of 1998. The campus sits on sixty-five landscaped acres abutting a reservoir and includes several athletic facilities and fields as well as a professional theater.

Even though the facility is 21 years old, it maintains an overall good state of repair and many who see the campus for the first time mistake it for a community college. The school includes a Learning Resource Center (library), TV studio, theater complex, stadium complex, seven computer labs, two gymnasiums, weight room, dance room, science labs, food service area and many academic classrooms. In November of 2014, the Folsom Community overwhelmingly passed the Measure G schools bond in order to support the addition of new school facilities and to support facility upgrades, technology and infrastructure updates. In the summer of 2017, Folsom High School added the Measure G funded auxiliary gymnasium and physical education classroom. Additionally, the bond funded the installation of 80-inch televisions or projectors, Apple TVs, and iPads in every instructional space on campus. Folsom High School is currently in the process of construction of a new Career Technical Education (CTE) building. The new CTE building will house the Manufacturing and Product Development and Engineering and Architect pathways and will also include installation of portable classrooms. The project is scheduled to be completed by August 2020.

In 2015, Folsom High School was granted a six-year accreditation through the Western Association of Secondary Schools and Colleges. Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged, and welcomed. Community stakeholder includes parent representatives in the School Site Council, Challenge Success Committee, Booster Clubs, Parent Teacher Student Association (PTSA), and many other volunteer opportunities throughout the school year. Folsom High School fosters an inclusive climate where a wide variety of opportunities are available to all students. Typically, approximately 37 student clubs (club list available on the FHS web page) are offered along with a full range of athletic opportunities. Folsom High annually has 800-900 student-athletes. A significant majority of FHS students report that they feel a significant level of connectedness to the school (measured by the California Healthy Kids Survey (CHKS)).

FHS's student population reflects the ethnic and socioeconomic makeup of the Folsom community at large: white students accounted for 58% of the school's enrollment during the 2018-2019 school year with Asian students represent FHS's second largest subgroup and Hispanic students representing the fastest growing subgroup. Folsom High School is one of the district's three comprehensive high schools. The ethnic distribution of FHS is:

White: 55.8%  
African- American: 3.6%  
Asian: 22.6%  
Hispanic: 12.5%  
Filipino: 3.6%  
Other: 1%

Number of teaching faculty: 101  
Number of counselors: 5

Current enrollment in grades 9-12 is approximately 2609. The breakdown of classes are as follows:  
9th- 707  
10th-653  
11th- 635  
12th- 645

In a traditional school year, the academic calendar is two semesters. Classes meet four days per week on a modified block schedule. Two days a week, classes are 58 minutes each. One day a week, classes are 41 minutes each. On a block day, classes are 101 minutes in duration. With COVID-19, our school board adopted a distance learning model. Under this model, students remotely use their device to sign into their classes. In August 2020, teachers were provided Professional Development (PD) on resources for distance learning which will include strategies to incorporate synchronous and asynchronous learning within their lessons.

#### Special Features and Range of Curriculum Offered:

##### Social Science

World Cultures, Global Perspective Studies (GPS) World Cultures, Advanced Placement (AP) European History, U.S. History, GPS U.S. History, AP U.S. History, Economics, Government, AP Government, AP Human Geography and AP Psychology.

##### Math

Foundations of Integrated Math 1, Integrated Math 1, Foundations of Integrated Math 2, Integrated Math 2, Foundations of Integrated Math 3, Integrated Math 3, Personal Business Finance, Trigonometry, Statistics/Problem Solving, AP Statistics, Highlights of Calculus, AP Calculus AB, AP Calculus BC, Advanced Financial Algebra

## Science

Biology, AP Biology, Chemistry, Honors Chemistry, AP Chemistry, Forensics, Physics, AP Physics, AP Environmental Science and Human Anatomy and Physiology

## English

English 1-4; Honors English 1-2; AP English Language, AP English Lit, GPS English 9, GPS English 12, English Reading and Writing Curriculum 12 (California State University (CSU) aligned) AP Seminar and AP Research.

## World Language

Spanish 1-4, AP Spanish Language; French 1-3, AP French, Language; German 1-3, AP German Language

## Visual & Performing Arts

Drama 1-4, Drawing/Painting 1-3, AP Studio Art: Digital & Drawing/Painting, 3-D Design 1-3, Digital Art 1-2, Media Production 1-2, Fashion Design, Concert Band, Guitar, Orchestra, Jazz Band, Choirs: Beginning, Concert, Chamber and Jazz, Film as Visual Literature, Speech and Debate 1-2, GPS Intercultural Speech Communication, Introduction to Technical Theater

## Career and Technical Education (CTE) Pathways:

Media, Game Design, Computer Science, Product Innovation and Design, Engineering

Global curriculum and co-curricular opportunities through Global Perspective Studies (GPS)

Accelerated College Entrance (ACE) credit at California State Universities may be earned in the following courses:

Media Production, French 3, AP French, German 3, AP German, AP US History, Spanish 3, Spanish 4, AP Spanish, Speech and Debate 2

2019-2020 Percent of high school seniors continuing their education at:

Of those who reported: (558)

4 year college	231/558	41%
2 year college	273/558	49%
Technical/Military	27/558	5%

(Based upon student self-reporting in Naviance)

Of a class of 589:

Unanswered:	31/589	5%
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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 results of the school effectiveness survey indicates that the strength of FHS is in the area of instruction. The areas of growth include establishing challenging goals for students and providing effective feedback. Student motivation remains as a challenge. In March of 2020, Folsom was scheduled to administer a student survey as a follow up to the Challenge Success survey from August 2019. However, due to COVID-19, the survey was not administered.

## Classroom Observations

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

Formal evaluations require classroom observations. In addition, we conduct informal observations. Administrators conduct classroom walk through visits on a regular basis.

## 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)

California Assessment of Student Performance and Progress (CAASPP), i-Ready, English Language Proficiency Assessments for California (ELPAC), PLC common formative and summative assessments, and academic data are all used to determine student placement, modify instruction, and initiate appropriate student interventions.

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

Formative, summative, and district benchmark assessments are used to monitor student achievement.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Five of our 101 staff members are teaching on intern credentials. The remainder of our staff is fully credentialed.

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

We provide ongoing staff development to all staff. Staff regularly participate in district and county level professional development to improve teacher efficacy and distance learning models.

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

Our staff development is in direct alignment with Common Core State Standards (CCSS).

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

Lead teachers, Division Leaders, Sacramento County Office of Education (SCOE), administrators, and Beginning Teacher Induction (BTA) mentors all provide instructional support for teachers.

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

Three hours per month are designated to Professional Learning Communities (PLC) and the attainment of identified goals and interventions.

## Teaching and Learning

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

All adopted curriculum and supporting materials are aligned to Common Core State Standards (CCSS).

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

Instructional minutes meet state standards and focus on high school graduation, University California (UC) a-g, and AP requirements.

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

We currently offer five periods of pull-out math intervention, six periods of scheduled math intervention (Foundations of IM1, IM2 and IM3) and one period of intervention for our English Learner (EL) students.

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

All materials are available to all students.

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

Some of the materials have the information embedded for intervention but class time is not always conducive to instruction. Additional time may be needed.

## Opportunity and Equal Educational Access

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

Apex Learning Solutions (APEX), online learning, Edgenuity, PAWS, Success 101, full-time math intervention teacher, English Language Development (ELD) Period.

Evidence-based educational practices to raise student achievement

Fluid, full-time math intervention through small-group instruction and iReady intervention lessons. English curriculum differentiation and English Learner (EL) strategies presented through adopted curriculum of StudySync.

## Parental Engagement

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

The organizations such as the Parent Teacher Student Association (PTSA), Athletic Boosters, Music Boosters, The Folsom Cordova Education Association (FCEA ), Challenge Success Committee all support our FHS goals.

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)

Lead teachers provide staff development, English Learner (EL) access to intervention money, district categorical funds and professional development.

## Funding

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

Lead teachers, staff development, data analysis, i-Ready growth model assessment, full-time academic intervention, and supplies for CTE, Marriage and Family Therapist (MFT)

Fiscal support (EPC)

Site school budgets; district centralized support; community donations; fundraising.

## 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

FHS values and encourages parent involvement and supports an open-door policy. All parents and community members are invited to a series of informational meetings hosted by the counseling department and administration. Back-to-School Night is very well attended by the community. Several parent/community organizations benefit Folsom High School and enhance Folsom High School's mission. The School Site Council (SSC) at Folsom High School meets a minimum of three times a year. The School Site Council consists of an appropriate percentage of students, teachers, administrators, parents, and classified staff. The council reviews and approves the Single Plan for Student Achievement and the school's comprehensive safety plan. Our Student Advisory Board (SAB) meets once a month with other district high school to share student voice and to enhance school culture. As a staff, FHS meets once a month with teachers to discuss pedagogy and school/district initiatives. These meetings are often collaborative with teacher feedback. FHS holds monthly Booster Club meetings which incorporates one parent representative from each sport. The Folsom Athletics Boosters organization is specifically geared to supplement the sports programs at FHS. This group of parents and community members fund-raise and provide volunteer hours in order to provide coverage for snack bars and provide monetary assistance to sports programs. Such assistance includes, but is not limited to, replacement costs for equipment, tournaments, and uniforms. The Band Boosters is another parent/community organization that greatly impacts a large population of students at FHS. The Band Boosters was specifically created in order to assist with



funding the award-winning band program and focuses their fundraising dollars on competitions, uniforms, and any other needs identified by the music department. In addition, two parent representatives are members of the Challenge Success Committee which help to transform policies and practices to address the need for academic engagement and well-being for our students. Folsom High School's partnership with Challenge Success includes a multi-stakeholder team comprised of parents, students, and teachers who will reflect upon and examine the challenges, obstacles, and needed best practices to support our students.

## Resource Inequities

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

FHS has the need for intervention in English such as an I-Lit class for students who score more than two years below grade level on their iReady test. FHS also needs to provide students with the opportunity to take more than six classes when their schedules are impacted. With the distance learning model, each student will need a computer device to perform within this model. FHS has provided Chromebooks to all students who do not have a device at home. However, the internet accessibility remains a concern.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.33%	0.36%	0.27%	8	9	7
African American	2.84%	3.48%	2.71%	69	86	69
Asian	17.35%	18.69%	21.27%	421	462	542
Filipino	3.13%	3.03%	2.98%	76	75	76
Hispanic/Latino	14.10%	13.51%	13.93%	342	334	355
Pacific Islander	0.21%	0.28%	0.47%	5	7	12
White	57.05%	54.85%	51.92%	1384	1,356	1,323
Multiple/No Response	0.16%	0.08%	6.4%	4	2	1
Total Enrollment				2426	2,472	2,548

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	651	662	655
Grade 10	654	647	657
Grade 11	558	611	628
Grade 12	563	552	608
Total Enrollment	2,426	2,472	2,548

### Conclusions based on this data:

1. Demographics by ethnicity have not changed significantly in the last three years.
2. Enrollment is slowly growing.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	51	49	71	2.1%	2.0%	2.8%
Fluent English Proficient (FEP)	471	485	553	19.4%	19.6%	21.7%
Reclassified Fluent English Proficient (RFEP)	2	7	3	4.3%	13.7%	6.1%

### Conclusions based on this data:

1. EL enrollment has increased slightly over the past three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	555	525	594	552	522	588	552	522	588	99.5	99.4	99
All	555	525	594	552	522	588	552	522	588	99.5	99.4	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2686.	2674.	2677.	57.79	53.83	55.10	30.25	29.12	29.59	7.97	13.41	9.52	3.99	3.64	5.78
All Grades	N/A	N/A	N/A	57.79	53.83	55.10	30.25	29.12	29.59	7.97	13.41	9.52	3.99	3.64	5.78

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 11	61.71	57.85	56.46	32.67	35.25	34.52	5.63	6.90	9.01
All Grades	61.71	57.85	56.46	32.67	35.25	34.52	5.63	6.90	9.01

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 11	67.03	65.33	63.10	28.80	29.89	31.63	4.17	4.79	5.27
All Grades	67.03	65.33	63.10	28.80	29.89	31.63	4.17	4.79	5.27

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 11	47.64	37.55	45.41	48.19	57.09	50.17	4.17	5.36	4.42
All Grades	47.64	37.55	45.41	48.19	57.09	50.17	4.17	5.36	4.42

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 11	64.97	59.77	56.63	29.40	34.29	36.56	5.63	5.94	6.80
All Grades	64.97	59.77	56.63	29.40	34.29	36.56	5.63	5.94	6.80

**Conclusions based on this data:**

1. Due to COVID-19, there is no current CAASPP data.

# 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 11	554	525	594	550	520	584	549	520	584	99.3	99	98.3
All	554	525	594	550	520	584	549	520	584	99.3	99	98.3

\* 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 11	2666.	2665.	2666.	34.24	32.69	35.27	33.52	33.08	29.28	16.58	20.00	19.69	15.66	14.23	15.75
All Grades	N/A	N/A	N/A	34.24	32.69	35.27	33.52	33.08	29.28	16.58	20.00	19.69	15.66	14.23	15.75

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 11	52.09	48.17	50.17	28.05	29.87	27.74	19.85	21.97	22.09
All Grades	52.09	48.17	50.17	28.05	29.87	27.74	19.85	21.97	22.09

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 11	38.62	38.54	38.53	46.81	44.32	47.09	14.57	17.15	14.38
All Grades	38.62	38.54	38.53	46.81	44.32	47.09	14.57	17.15	14.38

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 11	39.71	40.77	39.21	49.73	47.88	50.68	10.56	11.35	10.10
All Grades	39.71	40.77	39.21	49.73	47.88	50.68	10.56	11.35	10.10

Conclusions based on this data:

1. Due to COVID-19, there is no current CAASPP data.

# 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 9	1538.4	1543.6	1530.3	1553.4	1545.9	1533.3	16	16
Grade 10	*	1594.4	*	1613.8	*	1574.5	*	16
Grade 11	*	1586.5	*	1597.0	*	1575.5	*	12
Grade 12	1585.9	*	1579.2	*	1592.2	*	13	5
All Grades							44	49

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
9	*	25.00	*	31.25	*	12.50	*	31.25	16	16
10	*	56.25	*	31.25		6.25	*	6.25	*	16
11	*	58.33		8.33	*	8.33	*	25.00	*	12
12	*	*	*	*	*	*	*	*	13	*
All Grades	40.91	46.94	29.55	24.49	*	10.20	*	18.37	44	49

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
9	*	31.25	*	37.50	*	0.00	*	31.25	16	16
10	*	81.25	*	6.25	*	6.25	*	6.25	*	16
11	*	58.33		8.33		16.67	*	16.67	*	12
12	*	*	*	*		*	*	*	13	*
All Grades	54.55	57.14	25.00	20.41	*	6.12	*	16.33	44	49

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
9	*	18.75	*	43.75	*	37.50	16	16
10	*	37.50	*	43.75	*	18.75	*	16
11	*	16.67	*	50.00	*	33.33	*	12
12	*	*	*	*	*	*	13	*
All Grades	50.00	28.57	29.55	42.86	*	28.57	44	49

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
9	*	68.75	*	12.50	*	18.75	16	16
10	*	93.75	*	0.00	*	6.25	*	16
11	*	66.67		25.00	*	8.33	*	12
12	*	*	*	*	*	*	13	*
All Grades	68.18	79.59	*	10.20	*	10.20	44	49

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
9	*	18.75	*	43.75	*	37.50	16	16
10	*	50.00	*	37.50	*	12.50	*	16
11	*	16.67	*	50.00	*	33.33	*	12
12	*	*	*	*	*	*	13	*
All Grades	25.00	32.65	40.91	40.82	34.09	26.53	44	49

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
9	*	6.25	81.25	62.50	*	31.25	16	16
10	*	18.75	*	68.75	*	12.50	*	16
11	*	16.67	*	66.67	*	16.67	*	12
12	*	*	*	*	*	*	13	*
All Grades	*	14.29	63.64	67.35	*	18.37	44	49

#### Conclusions based on this data:

1. Growth in Level 4 students and slow moderate growth in Level 2 and 3.



2. Total number of students slightly increased.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2472	16.6	2.0	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	2.0
Foster Youth	2	0.1
Homeless	33	1.3
Socioeconomically Disadvantaged	410	16.6
Students with Disabilities	222	9.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	86	3.5
American Indian	9	0.4
Asian	462	18.7
Filipino	75	3.0
Hispanic	334	13.5
Two or More Races	141	5.7
Pacific Islander	7	0.3
White	1356	54.9






### Conclusions based on this data:

1. No new data to compare.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		
<b>College/Career</b>  Green		

#### Conclusions based on this data:

1. One performance area of Conditions and Climate-Suspension Rate-moved from the "orange" to the "green" range.
2. Math, English Language Arts, and Graduation Rates continue to be in the "blue" range.

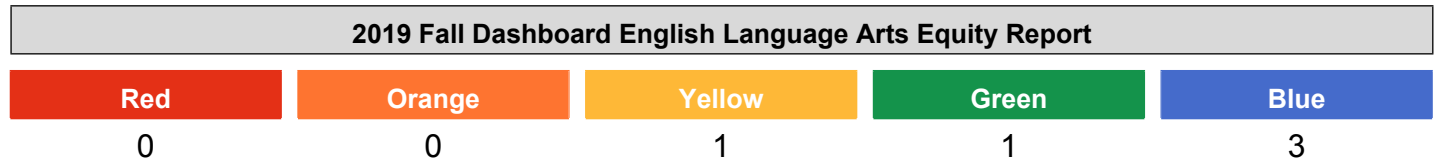
# School and Student Performance Data

## 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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue 96.2 points above standard Increased ++4.4 points 576	 No Performance Color 46.4 points below standard 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Green 48.6 points above standard Declined -9.6 points 103	 Yellow 2.8 points above standard Maintained ++1 points 54

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 30.2 points above standard Declined Significantly -24.7 points 22	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Blue 145 points above standard Increased Significantly ++10.6 points 108	<b>Filipino</b>  No Performance Color 131 points above standard Increased ++14.1 points 11
<b>Hispanic</b>  Blue 74.3 points above standard Increased Significantly ++20.9 points 78	<b>Two or More Races</b>  No Performance Color 77.5 points above standard Declined Significantly -20.6 points 30	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Blue 91 points above standard Maintained ++1.2 points 324

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.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 56.8 points below standard 12	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 1	<b>English Only</b> 90.6 points above standard Increased ++3.3 points 448
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#### Conclusions based on this data:

1. Hispanic students increased significantly by 20.9 points. However, African American students declined significantly by 24.7 points.
2. Students with Disabilities maintained in "yellow" range with no growth.
3. Socioeconomically Disadvantaged students declined by 9.6 points.

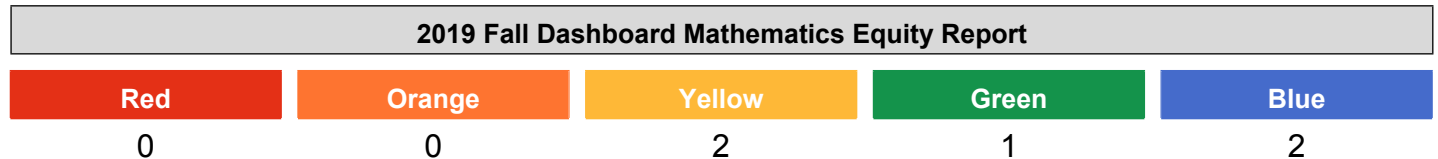
# School and Student Performance Data

## 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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 41.3 points above standard Increased ++3.6 points 573	<b>English Learners</b>  No Performance Color 38 points below standard 13	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Socioeconomically Disadvantaged</b>  Yellow 16.1 points below standard Declined -4.4 points 101	<b>Students with Disabilities</b>  Yellow 81 points below standard Increased ++10.5 points 55

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 34.2 points below standard Declined -13.6 points 21	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Blue 132.9 points above standard Increased Significantly ++36.6 points 108	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Hispanic</b>  Blue 5.9 points above standard Increased Significantly ++21.1 points 78	<b>Two or More Races</b>  No Performance Color 14 points above standard Declined Significantly -20 points 30	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Green 26.3 points above standard Declined -6.3 points 323

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.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 54 points below standard 12	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 1	<b>English Only</b> 29.8 points above standard Maintained ++0.4 points 446
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#### Conclusions based on this data:

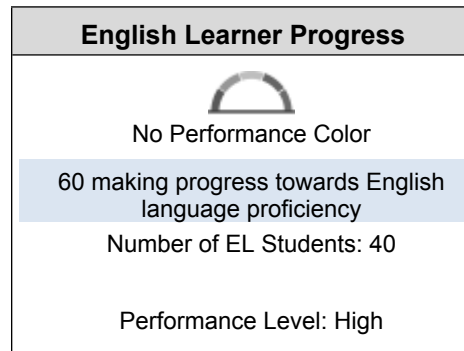
1. Students with disabilities increased by 12.2 points.
2. Hispanic students declined 8.3 points.
3. Asian and Hispanics students significantly increased by 36.6 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 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.

### 2019 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
4	12	9	15

#### Conclusions based on this data:

- Overall, 15 students progressed one English Learner Progress Indicator Level.
- During 2019 fall semester, FHS Performance Level was "high."



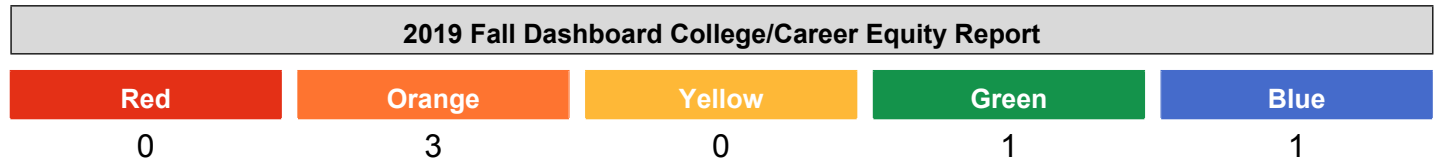
# School and Student Performance Data

## Academic Performance College/Career







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 on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  Green 70.1 Declined -2 529	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 50 Declined Significantly -13.2 14	<b>Socioeconomically Disadvantaged</b>  Orange 53.3 Declined -3.8 120	<b>Students with Disabilities</b>  Orange 19.2 Declined -3 52

### 2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
No Performance Color	No Performance Color	Green	No Performance Color
50	Less than 11 Students - Data Not Displayed for Privacy	83.1	87.5
Declined Significantly -12.5	4	Declined -6.1	Increased +8.6
20		83	24
Hispanic	Two or More Races	Pacific Islander	White
			
Orange	No Performance Color	No Performance Color	Blue
50	54.2	Less than 11 Students - Data Not Displayed for Privacy	72.3
Declined -7	Maintained +0.8	1	Maintained -0.6
70	24		303

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	72.1 Prepared	70.1 Prepared
Approaching Prepared	12.5 Approaching Prepared	14.7 Approaching Prepared
Not Prepared	15.4 Not Prepared	15.1 Not Prepared

#### Conclusions based on this data:

1. Filipino students were the only group to increase. Students from the Two or More Races and White maintained while Asian and Hispanic declined. African American students were the only group to decline significantly .
2. Homeless students with disabilities and socioeconomically disadvantaged all declined, with homeless students declining significantly.
3. Socioeconomically disadvantaged, students with disabilities and Hispanic students are all in the "orange" category. Overall, all students readiness has declined 2 points but remains in the green category.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. No data provided.

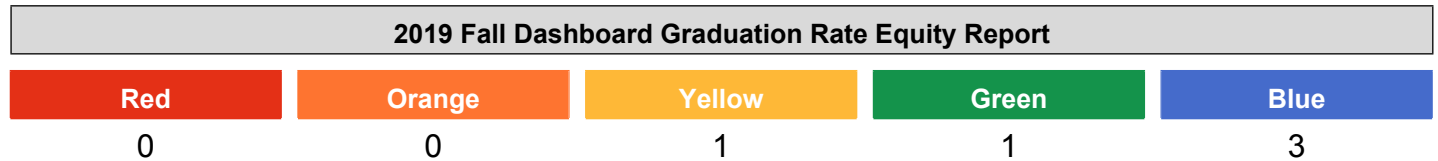
# School and Student Performance Data

## Academic Engagement Graduation 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 students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Blue 97.2 Increased +1 530	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 100 Increased +5.3 14	<b>Socioeconomically Disadvantaged</b>  Blue 96.7 Maintained +0.7 121	<b>Students with Disabilities</b>  Yellow 76.9 Increased +4.7 52

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 100 Increased +6.3 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 98.8 Increased +2 84	 No Performance Color 100 Increased +5.3 24
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.9 Maintained -0.8 70	 No Performance Color 87.5 Declined -5.8 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 98 Maintained +0.9 303

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
96.2	97.2

#### Conclusions based on this data:

1. All subgroups have increased from the previous school year except for Socioeconomically Disadvantaged which had no growth but still in the "blue."
2. The percentage of Students with Disabilities increased significant compared to past school years.
3. Graduation rate declined from students of Two or More Races.

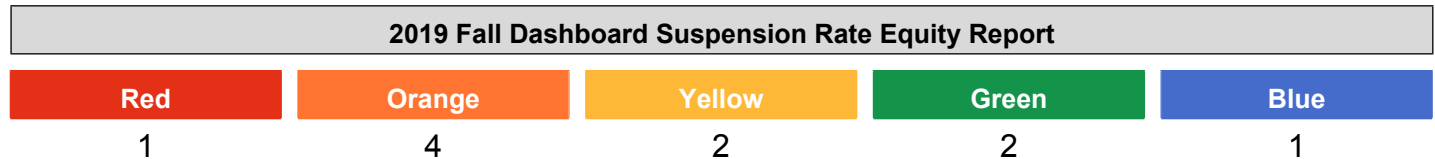
# School and Student Performance Data

## 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 4.2 Declined -0.7 2547	<b>English Learners</b>  Yellow 8.3 Declined -2.6 60	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  Orange 14.3 Declined -8.3 49	<b>Socioeconomically Disadvantaged</b>  Yellow 8.1 Declined Significantly -3.8 458	<b>Students with Disabilities</b>  Orange 10.2 Declined -1.7 235

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Red 13 Increased +1.9 92	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 10	<b>Asian</b>  Orange 1.9 Increased +0.3 472	<b>Filipino</b>  Blue 0 Declined -1.3 76
<b>Hispanic</b>  Orange 6.9 Maintained 0 348	<b>Two or More Races</b>  Green 3.9 Declined Significantly -6.4 153	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 7	<b>White</b>  Green 4 Declined -0.8 1389

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.9	4.2

#### Conclusions based on this data:

1. All suspension rates have declined.
2. African American and Asian suspension rates slightly increased.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners and students with disabilities, must have access to curriculum that is aligned to the state standards.

## Goal 1

1.1 Acquire and effectively utilize digital curriculum to support distance learning and independent practice/study.

1.2 All school facilities will be up to date per district and state standards, specifically as it relates to safety protocols for COVID-19.

1.3 All teachers will be provided the resources they need to provide appropriately rigorous instruction in a distance learning format.

## Identified Need

Goal 1.1 Due to the mandate for distance learning, there is an urgent need to acquire curriculum in a digital format and tools to support good pedagogy in a distance learning format.

Goal 1.2 Specific COVID-19 cleaning mandates and social distancing requirements have presented new facilities challenges.

Goal 1.3 The move to distance learning has created the need for technology such as web cameras, laptops, microphones, Bluetooth technology, software and more. Additionally, many teachers are printing at home and needing consumable home office supplies.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 1.1 All students, including English Learners and special education students, must have access to curriculum that is aligned to the state standards, even in a distance learning format.	Goal 1.1 Currently, approximately 20% of FHS courses offer students access to curriculum in a digital format.	Goal 1.1 By the end of the 2020-2021 school year, 50% of all students should have access to curriculum in a digital format.
Goal 1.2 Ensure that all facilities are updated and in good standing with state and district standards. All facilities must also comply with new and developing COVID-19 health standards.	Currently, the district is in the process of adopting an effective set of digital tools to facilitate effective, rigorous synchronous and asynchronous learning for all students.  Currently, only a small percentage of FHS teachers have received training on the	By the end of September, 2020, all students will be able to engage in distance learning effectively by utilizing digital platforms.  By the end of the fall semester 2020, all staff members will have received training on blended learning strategies that



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 1.3 All teachers will provide appropriately rigorous instruction using tools appropriate to distance learning. A-G qualification rates will remain steady or rise and English, math and science California Subject Examination for Teachers' (CSET) will remain steady or increase.	<p>effective utilization of digital curriculum and tools.</p> <p>Goal 1.2 School facilities are generally in good repair but we will need to acquire signage, barriers, sanitizing stations, partitions and more to support the COVID-19 mandates.</p> <p>Goal 1.3 Our last reported A-G rates were 63%. '18-'19 CAASPP proficiency for ELA: 85% Math: 65%</p>	<p>utilize digital tools and curriculum</p> <p>Goal 1.2 100% of schools in good or exemplary repair based on the Williams Act criteria. All state and county COVID health requirements will be met.</p> <p>Goal 1.3 A-G achievement rates will increase by 3% or more. Proficiency in ELA and math will increase by 3%.</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

Test and acquire appropriate digital curriculum and tools with the potential to increase proficiency for all students, with an emphasis on English Learners and special education 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)	Source(s)
30,000	LCFF - Base 4000-4999: Books And Supplies Software and digital textbook/curriculum purchase.
5,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Outsourced professional development
5,000	LCFF - Base 1000-1999: Certificated Personnel Salaries

Release time for teachers for evaluation and testing of tools and curriculum

## 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

Maintain all facilities at FHS and add purchase or make changes required by state and county health officials to comply with COVID-19 safety guidelines.

### 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)

12,000

#### Source(s)

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
Purchase of COVID-19 health and safety materials and facility improvements

## 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 English learners and special education students.

### Strategy/Activity

Provide ongoing professional development for teachers on the use of digital tools and curriculum for the purpose of facilitating digital learning and supporting special education and English Learner 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)

5,000

#### Source(s)

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
Potential release time for trainers or PLCs/departments.

# Annual Review

SPSA Year Reviewed: 2019-20

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.

We continued to make progress toward common assessments in all content areas.

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

No major differences except a stop in training and support spending due to COVID-19.

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.

Continue goal focus to support teaching and learning.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.  
LCAP 2.1 Increase student attendance rates and reduce chronic absences.  
LCAP 2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.  
LCAP 2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.  
LCAP 2.5 Increase family engagement and parent input and the utilization of volunteers.  
LCAP 2.6 Increase community partnerships that support student learning.  
LCAP 2.7 Increase the efficiency, timeliness and accessibility of district communications.

## Goal 2

Goal 2.1- Maintain an overall school attendance rate of 97% or higher for the 2020- 2021 school year.  
Goal 2.2- Create and implement a FHS Student Diversity Council. The Student and Diversity council will discuss school culture as specifically relates to race and diversity in our school. This council will have a member of the parent council.  
Goal 2.3- Increase parental engagement and input by developing a FHS Parent Diversity Council. The parent council will meet once a month to discuss school culture as specifically relates to race and diversity in our school. his council will have a member of the student diversity council.

## Identified Need

Goal 2.1- In 2019-2020, FHS attendance rate dipped below 97%, which may indicate a lack of counseling, student monitoring and a lack of "meaningful participation" in school activities.  
Goal 2.2- With the current climate our students endure with social media and incidents that have occurred at Folsom High School campus, our school needs to have a better overall understanding of different cultures.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 2.1- Maintain an overall school attendance rate of 97% or higher for the 2020- 2021 school year.	Goal 2.1-Currently, with distance learning, administrators will reach out to students who have not signed into their course work. Administrators will conduct phone calls to students/parents, meet via Microsoft Teams, and conduct home visits.	Goal 2.1 With interventions in place, our school-wide attendance goal for the 2020-2021 school year will be 97%.
Goal 2.2- FHS Student Diversity Council	Goal 2.2 -Currently, we have experienced social media issues regarding cultural insensitivity therefore we need	Goal 2.2 With distance learning, our goal will be to create a FHS Student Diversity Council. We will create meeting norms, identify school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	to educate students on cultural understanding.	cultural concerns, and create a time frame to implement recommendations.
Goal 2.3- Increase parental engagement and input by developing a FHS Parent Diversity Council.	Goal 2.3-We have identified the need to have more parent input and support around school diversity and culture.	Goal 2.3-With distance learning, our goal will be to create a FHS Parent Diversity Council. We will create meeting norms, identify school cultural concerns, and create a time frame to implement recommendations. This council will work with the FHS Student Diversity Council and other community stakeholders.

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

With distance learning, administrators will meet weekly with students who are "not engaged" or have "not signed in" to their classes. Administrators will intervene with students regarding their attendance via phone and Microsoft Teams.

### 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

"Knock and Talk" home visits will be performed, attendance focused, family conferences will be held and administrators will pursue School Attendance Review Team (SART) and School Attendance Review Board (SARB) meetings in conjunction with the district Attendance and Due Process department.

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

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

All Students

Strategy/Activity

Student government class will conduct a campaign that focuses on the importance of attendance and diversity.

**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)

200

ASB  
4000-4999: Books And Supplies  
Posters, supplies for activities, paint, etc

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All students and parents

Strategy/Activity

Continue relationship with Stanford's Challenge Success program to ensure ongoing learning regarding student social/emotional health and college/career readiness.

**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)

1,500

None Specified  
None Specified

General Fund  
1000-1999: Certificated Personnel Salaries  
Substitute costs for teacher release time for  
Challenge Success

7,000	General Fund 4000-4999: Books And Supplies Cost of books for administration/teacher/parent education.
6,000	General Fund 5000-5999: Services And Other Operating Expenditures Cost for a guest speaker to present on cultural diversity

## Strategy/Activity 5

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

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

All parents

### Strategy/Activity

Hold monthly parent council meetings regarding school culture and implement recommendations to ensure all students at Folsom HS feel respected and connected.

### 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)
400	General Fund 5000-5999: Services And Other Operating Expenditures Books and supplies to supplement learning and activities

## 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

Establish student diversity council that supports Challenge Success/ Positive Behavioral Intervention and Supports (PBIS) team to examine cultural differences. Group will meet monthly.

### 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)
2,500	General Fund 1000-1999: Certificated Personnel Salaries Sub Costs for pull-out days

500

General Fund  
4000-4999: Books And Supplies  
Books for professional development

## 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

Establish a "Professional Development Team" to examine the connection between pedagogy and "Doing School" and "Meaningful Participation." Team will consist of one member from each academic department, including counseling. Team will meet two hours each month.

### 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)

6,000

#### Source(s)

Other  
5000-5999: Services And Other Operating Expenditures  
Low Performing Student Block Grant--Money for professional development time cards

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

Our goal in 2019-2020 was to achieve a >97% attendance rate for the school year. We piloted a number of strategies including the FCUSD Assessment to Achievement (A2A) platform but these strategies were not consistently implemented through our admin team. We will continue to use A2A to increase student and parent contact.

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

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.

As mentioned in our 2020-2021 goal, we will be pairing our efforts to hold parents and student accountable for attendance and cultural awareness with positive efforts to increase student to



school connectivity. We continue our focus with student activities and addressing student anxiety and overwhelm through our continued implementation of Stanford's Challenge Success. We are confident that accountability combined with increased connectedness will result in improved attendance.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)  
LCAP 3.1 Provide professional development in new adoptions and local curriculum.  
LCAP 3.2 Ensure all teachers/students have access to research-based English Learner (EL) instructional strategies to improve achievement.

## Goal 3

Goal 3.1 Strengthen PLCs to produce measurable SMART GOALS that will provide student data that will help inform teaching practices and identify areas needed for intervention.  
Goal 3.2 Continue to provide professional development on researched-based strategies that promote and produce quality formative assessment strategies that support engaged and reflective learning.  
Goal 3.3 Continue to work with the professional development team consisting of representatives from each department. The team will continue to analyze data to determine professional development needs, engage in shared reading and learning, and develop presentations to be shared with departments, PLCs and the whole staff. PD will include EL instructional strategies, AVID strategies, and online learning strategies to support the transition to distance learning.

## Identified Need

Goal 3.1 Folsom High School is in year 6 of PLC implementation, and due to the transition to distance learning, SMART GOALS are needed to ensure that local and controllable data is being used to inform teaching practices and to identify areas of intervention.  
Goal 3.2 Professional development in research-based formative assessment strategies is desired as Folsom High School continues to work with Challenge Success to develop reflective and healthy learning for students. Assessment strategies are also needed to support the transition from the traditional classroom model to distance learning.  
Goal 3.3 Our core beliefs about Professional Development (PD) are that it should be actionable, differentiated for departments/PLC's and relevant. We have experienced a slight increase in emerging and basic English Learners and our staff have the need for additional strategies to support these students. Staff also has the need to develop strategies that address relevancy and student motivation as our students report that they "do school" and that "meaningful participation" needs to increase.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 3.1 Folsom High a-g completion rate is low when compared to like schools.	Goal 3.1 Current 63% a-g completion rate	Goal 3.1 80% of students will be able to correctly answer, with higher than 70% accuracy, multiple choice questions related to a-g requirements and the benefits of meeting a-g requirements

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 3.2 Per 2018 Challenge Success survey, average affective engagement is very low (per COVID-19 this indicator is staying in place)	Goal 3.2 Affective (enjoyment of school-work) engagement (1-5 scale): 2.90	Goal 3.2 School-wide score of greater than 3.2/5 on 2020 Challenge Success Survey questions related to affective engagement.
Goal 3.3 During 2019-20 school year, FHS implemented a PD team to outline instructional "best practice" strategies that will help to actively engage students with the curriculum.	Goal 3.3 75% of school-wide teachers are implementing "best practice" strategies that have been identified by the PD team within their classroom and daily practices.	Goal 3.3 By the end of the 2020-21 school year, 75% of FHS teachers will embed the PD team's identified and agreed upon "best practices" within their classroom instructional practices.

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)

English Learner (EL) Students

### Strategy/Activity

EL instructional strategies will be developed and shared through the school's newly formed Professional Development Team. Specific strategies regarding EL support will be identified and shared with divisions, PLC's and the staff as a whole.

### 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)
8,910	Other 1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant (LPSBG) used for employee compensation at \$45/hr rate.
3,000	Other 4000-4999: Books And Supplies LPSBG used to fund the purchase of professional development materials such as book, posters, etc.

## Strategy/Activity 2

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

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

All

**Strategy/Activity**

Employ educational videos and associated discussion questions about a-g qualifications and benefits of qualifications. Employ end-of-the-year Google survey to quantify the knowledge of a-g requirements and benefits

**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)

**Annual Review**

**SPSA Year Reviewed: 2019-20**

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.

At the start of the 2020-21 school year, FHS administration will continue to work with individual departments and PLCs in developing quality and measurable SMART GOALS to continue the practice of data reflection, informed teaching practices, and student intervention needs. Student data yielded from SMART GOALS and assessments will determine overall effectiveness

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

Folsom High School will use the new distance learning schedule to budget PD time with departments and PLCs.

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.

Each of the above goals will remain throughout the 2020-21 school year

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)  
 LCAP 4.1 Ensure students are reading at grade level 1st, 3rd, 5th, 8th, and 11th grades).  
 LCAP 4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).  
 LCAP 4.6 Increase the percentage of 9th grade students completing 60 units by using intervention and credit recovery.

## Goal 4

Goal 4.1 Decrease math D and F rate in Integrated Math 1 by 5%, Integrated Math 2 and Integrated Math 3 by 2%  
 Goal 4.2 Decrease Biology D/F rate by 3%, Chemistry D/F rate by 2%  
 Goal 4.3 Increase Special Education CAASPP proficiency rates in ELA by 3% and math by 5%

## Identified Need

Goal 4.1 Integrated Math 1 D/F rate was 25% in the fall semester of 2019. Integrated Math 2 D/F rate was 11% in the fall semester of 2019. Integrated Math 3 D/F rate was 7.8% in the fall semester of 2019  
 Goal 4.2 Biology D/F rate was 17% in the fall semester of 2019. Chemistry D/F rate was 8% in the fall of 2019.  
 Goal 4.3 Special Education CAASPP proficiency rate in ELA in 18-19 was 50%. Special education CAASPP proficiency rate in math in 18-19 was 15%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 4.1 D/F rate data for Integrated Math 1/Integrated Math 2/Integrated Math 3	Goal 4.1 Integrated Math 1 D/F rate was 25% in the fall semester of 2019. Integrated Math 2 D/F rate was 11% in the fall semester of 2019. Integrated Math 3 D/F rate was 7.8% in the fall semester of 2019	Goal 4.1 Integrated Math 1 D/F rates at or below 20% Integrated Math 2 D/F rates at or below 9% Integrated Math 3 D/F rates at or below 5.8%
Goal 4.2 D/F rate data for Biology and Chemistry	Goal 4.2 Biology D/F rate was 17% in the fall semester of 2019. Chemistry D/F rate was 8% in the fall of 2019.	Goal 4.2 Biology D/F rate at or below 14% Chemistry D/F rate at or below 6%
Goal 4.3 CAASPP proficiency rates for special education students	Goal 4.3 Special Education CAASPP proficiency rate in ELA in 18-19 was 50%. Special Education	Goal 4.3 Special Education CAASPP ELA proficiency rate will be at or above 53%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CAASPP proficiency rate in Math in 18-19 was 15%	Special Education CAASPP ELA proficiency rate will be at or above 20%

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 identified Integrated Math 1/Integrated Math 2/Integrated Math 3.

### Strategy/Activity

Implement a systematic, distance learning intervention plan for student in Integrated Math 1/Integrated Math 2/Integrated Math 3

### 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)

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
Teacher release time for designing distance learning intervention strategies

## Strategy/Activity 2

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

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

All identified math students in Biology and Chemistry.

### Strategy/Activity

Implement a distance learning school intervention for math and science students referred by classroom teachers.

### 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)

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
Teacher release time for designing distance learning intervention strategies

**Strategy/Activity 3**

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

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

Mild/Moderate special education students

**Strategy/Activity**

Develop and implement an intervention program for special education students to be led by Instructional Aid and monitored by teachers.

**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)
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**Strategy/Activity 4**

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

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

All Integrated math (Integrated Math) students. Biology, Chemistry and Physics students.

**Strategy/Activity**

PLC's will refine and develop their collection and analysis of common assessment data for the purpose of supporting systemic intervention.

**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)
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# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$95,010.00

## 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 (\$)
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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 (\$)
ASB	\$200.00
General Fund	\$17,900.00
LCFF - Base	\$59,000.00
Other	\$17,910.00

Subtotal of state or local funds included for this school: \$95,010.00

Total of federal, state, and/or local funds for this school: \$95,010.00



# 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
- 4 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Howard Cadenhead	Principal
Nikka Vaughan, Counselor	Other School Staff
Kevin Placek, Teacher	Classroom Teacher
Charles Alba, Teacher	Classroom Teacher
Angie Cain, Parent	Parent or Community Member
Katja Jackson, Parent	Parent or Community Member
Jessica Xu, Parent	Parent or Community Member
Hahn Xiong, Parent	Parent or Community Member
Greg Crannell, Administrator	Other School Staff
Shelby Maddox, Parent	Parent or Community Member
Ava Moy, Student	Secondary Student
Peggy Daniels, Classified	Other School Staff
Camie Periquet, Student	Secondary Student
Kelly Cederstrom, Classified	Other School Staff
Terresa Courtwright, Teacher	Classroom Teacher

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.

# English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Alana Morales	Other School Staff
Dawnyelle Ramos	Classroom Teacher
Kim Bonk	Classroom Teacher

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
  - a. The school's needs assessment.
  - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

# 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



Other: Assistant Principal

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 September 3, 2020.

Attested:



Principal, Howard Cadenhead on 9/3/2020



SSC Chairperson, Nikka Vaughan on 9/3/2020

Virtual School Site Council Meeting  
9/3/2020

Attendance

Howard Cadenhead

Nikka Vaughan

Kevin Placek

Charles Alba

Angie Cain

Katja Jackson

Jessica Xu

Kelly Cederstrom

Hahn Xiong

Greg Crannell

Shelby Maddox

Ava Moy

Terresa Courtwright

Camie Periquet

Peggy Daniels



Folsom High Site Council  
**Thursday,**  
**September 3, 2020**

The leadership team represents and advocates for both staff and students in order to enhance the school's vision as it relates to curricular instruction, student learning, and a positive school culture.			
Agreed-Upon Meeting Norms: Determined by Division Leads			
Be on Time	Be Mindful of cell phone etiquette	Stay engaged as an active listener	Assume good will      Ask questions relevant to the group      Avoid side conversations
4:00	Welcome/Introductions	All	•
4:10	Overview of Site Council Responsibilities	Howard	<ul style="list-style-type: none"> <li>• Feedback/approval of SPSA</li> <li>• Feedback/approval of Site Safety Plan</li> <li>• Feedback/overview of budget</li> <li>• Review student data</li> </ul>
4:15	Learning Continuity Plan (LCP) presentation by Dr. Koligian: <a href="#">Click here to access this 10-minute presentation.</a>		•
4:25	Please take a couple of minutes to complete this very brief survey related to the Dr. Koligian's presentation and the LCP: <a href="#">English survey</a>		•
4:35	A summary of the district's Local Control Accountability Plan (LCAP) plan may be read here:		• <a href="https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/627/2019-2020%20%20LCAP%20Goals%20English.pdf">https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/627/2019-2020%20%20LCAP%20Goals%20English.pdf</a>
4:40	Overview of School Goals/Identified Needs		• See SPSA
5:00	Elect Site Council Chair		• Nikka Vaughan



Folsom High Site Council  
***Thursday,  
September 3, 2020***

5:05	Select one Site Council member to represent FHS on the Superintendent's Communication Committee meeting on September 9, 1:00 to 2:00.		<ul style="list-style-type: none"><li>• Jessica Xu</li><li>• Shelby Maddox</li></ul>