School Year: **2021-22**

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 7, 2021	October 21, 2021

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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)

Returning to in-person learning, our goal is to continue to increase school culture, provide professional development in all areas of instruction and school connectivity.

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 an academically rigorous and emotionally supportive culture where all students have the opportunity to develop the skills necessary to succeed in a diverse, global society.

Vision:
Balance in pursuit of excellence

School Wide Learning Outcomes (SLOs):

Folsom High School students will become life-long learners, critical thinkers, effective communicators, and globally responsible citizens

Life-Long Learners:
Students will value and develop the skills necessary to support life-long learning

Critical Thinkers:
Students will develop critical thinking skills necessary for success in a competitive, global society

Effective Communicators:
Students will develop effective speaking, writing, and listening skills

Globally Responsible Citizens:
Students will develop environmental and community responsibility

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 22 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, the 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. Our new Career Technical Education (CTE) building was completed in August of 2020. The new CTE building will house the Manufacturing and Product Development and Engineering and Architect pathways and will also include the installation of portable classrooms.

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 48% of the school's enrollment during the 2021-2022 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:

Federal Ethnicity and Race as of 9/8/2021
White: 48%
Black/African American: 2.3%
Asian: 26%
Hispanic: 14%
Other: 5.3%

teachers: 107
counselors: 5

9th- 704
10th- 718
11th- 636
12th- 640

TOTAL: 2698

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 devices 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

2020-2021 Percent of high school seniors continuing their education at:
Of those who reported: (554)

4 year college	272/554	48.5%
2 year college	218/554	39.6%
Technical/Military	38/554	7%
Work	7/554	1.3%
Undecided/Year off	18/554	4.8%

(Based upon student self-reporting in Senior Survey)
Of a class of 595:

Unanswered: 41	41/595	6.9%

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 form 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 will conduct walkthroughs 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. Due to COVID-19, only the i-Ready assessment was administered.

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 107 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.

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 and ELA intervention, 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. However, this year we have 2 FTE's for math and English intervention.

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, PAWS, Success 101, full-time math and ELA 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 i-Ready 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 schools to share students' voices 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 staff feedback. FHS holds monthly Booster Club meetings which incorporate one parent representative from each sport. The Folsom Athletic 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 helps 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.

Folsom High School has needed intervention classes in English and math. This year, we have two FTE's for each subject to target our most at risk students in ELA and math. FHS also needs to provide students with the opportunity to take more than six classes when their schedules are impacted. FHS has provided Chromebooks to all students. However, the internet accessibility continues to remain a concern. FHS will check-out hot-spots to students who requested the devices for at home use.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.36%	0.27%	0.3%	9	7	8
African American	3.48%	2.71%	2.5%	86	69	65
Asian	18.69%	21.27%	22.6%	462	542	586
Filipino	3.03%	2.98%	3.2%	75	76	83
Hispanic/Latino	13.51%	13.93%	14.4%	334	355	373
Pacific Islander	0.28%	0.47%	0.5%	7	12	13
White	54.85%	51.92%	48.7%	1,356	1,323	1,260
Multiple/No Response	5.7%	6.4%	7.7%	141	163	199
			Total Enrollment	2,472	2,548	2,589

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	662	655	706
Grade 10	647	657	631
Grade 11	611	628	631
Grade 12	552	608	621
Total Enrollment	2,472	2,548	2,589

Conclusions based on this data:

1. Demographics by ethnicity have not changed significantly in the last three years.
2. Enrollment is slowly growing.
3. Our Asian sub groups has slightly increased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	49	71	76	2.0%	2.8%	2.9%
Fluent English Proficient (FEP)	485	553	594	19.6%	21.7%	22.9%
Reclassified Fluent English Proficient (RFEP)	7	3	17	13.7%	6.1%	23.9%

Conclusions based on this data:

1. EL enrollment has increased slightly over the past three years.
2. Our percent of EL students who reclassified, drastically increased in 2020-2021.

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.
2. In 2018/2019 school year, 84.69% of FHS students met or exceeded state standards.

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.
2. In 2018/2019 school year, 64.55% of FHS students met or exceeded state standards.

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.

3. No current data from the 2020-2021 school year.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,548	**17.2**	**2.8**	**0.0**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	71	2.8
Foster Youth	1	0.0
Homeless	36	1.4
Socioeconomically Disadvantaged	439	17.2
Students with Disabilities	233	9.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	69	2.7
American Indian	7	0.3
Asian	542	21.3
Filipino	76	3.0
Hispanic	355	13.9
Two or More Races	163	6.4
Pacific Islander	12	0.5
White	1,323	51.9

Conclusions based on this data:

1. No new comparable data.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Math, English Language Arts, and Graduation Rates continue to be in the "blue" range.
2. Our graduation rate continues to remain high.
3. Based on the last CAASPP administration, FHS was one of the top schools in Sacramento county to achieve high test scores in math and ELA.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	3

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
Blue	No Performance Color	No Performance Color
96.2 points above standard	46.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.4 points	13	1
576		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	48.6 points above standard	2.8 points above standard
6	Declined -9.6 points	Maintained ++1 points
	103	54

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
30.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	145 points above standard	131 points above standard
Declined Significantly -24.7 points	1	Increased Significantly ++19.6 points	Increased ++14.1 points
22		108	11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
74.3 points above standard	77.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	91 points above standard
Increased Significantly ++20.9 points	Declined Significantly -20.6 points	2	Maintained ++1.2 points
78	30		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		
Current English Learner	**Reclassified English Learners**	**English Only**
56.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	90.6 points above standard
12	1	Increased ++3.3 points
		448

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	2

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

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
41.3 points above standard	38 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.6 points	13	1
573		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	16.1 points below standard	81 points below standard
5	Declined -4.4 points	Increased ++10.5 points
	101	55

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
34.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	132.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.6 points	1	Increased Significantly ++36.6 points	10
21		108	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
5.9 points above standard	14 points above standard	Less than 11 Students - Data Not Displayed for Privacy	26.3 points above standard
Increased Significantly ++24.1 points	Declined Significantly -20 points	2	Declined -6.3 points
78	30		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		
Current English Learner	**Reclassified English Learners**	**English Only**
54 points below standard	Less than 11 Students - Data Not Displayed for Privacy	29.8 points above standard
12	1	Maintained ++0.4 points
		446

Conclusions based on this data:

1. Students with disabilities increased by 10.5 points.
2. Asian and Hispanics students significantly increased.
3. Student populations with lower overall enrollment, inadvertently create large swings in data trends.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

English Learner Progress
No Performance Color
60 making progress towards English language proficiency
Number of EL Students: 40
Performance Level: High

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**
		22.5	37.5

Conclusions based on this data:

1. During 2019 fall semester, FHS Performance Level was "high."
2. 62% of EL students progressed at least one level.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
70.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -2	0 Students	0 Students
529		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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**
72.1 **Prepared**	72.1 **Prepared**	70.1 **Prepared**
12.5 **Approaching Prepared**	12.5 **Approaching Prepared**	14.7 **Approaching Prepared**
15.4 **Not Prepared**	15.4 **Not Prepared**	15.1 **Not Prepared**

Conclusions based on this data:

1. From 2017-2019, FHS has maintained 71.4 students prepared for college.
2. 15.4 students "Not Prepared" has been static for three years. FHS needs to identify and offer supports for this percentage of students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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 new data provided.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	3

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		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
97.2	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased +1	5	
530		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Yellow
100	96.7	76.9
Increased +5.3	Maintained +0.7	Increased +4.7
14	121	52

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	98.8	100
Increased +6.3	4	Increased +2	Increased +5.3
20		84	24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
92.9	87.5	Less than 11 Students - Data Not Displayed for Privacy	98
Maintained -0.8	Declined -5.8	1	Maintained +0.9
70	24		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. Slight increase in graduation rate from 2018-2019.
2. No data from 2020-2021 school year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	2	2	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
4.2	8.3	Less than 11 Students - Data Not 2
Declined -0.7	Declined -2.6	
2547	60	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Orange
14.3	8.1	10.2
Declined -8.3	Declined Significantly -3.8	Declined -1.7
49	458	235

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Orange	Blue
13	Less than 11 Students - Data 10	1.9	0
Increased +1.9		Increased +0.3	Declined -1.3
92		472	76
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Green
6.9	3.9	Less than 11 Students - Data 7	4
Maintained 0	Declined Significantly -6.4		Declined -0.8
348	153		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 except for African American and Asian suspension rates which slightly increased.
2. The 2019 suspension rates declined by .7%.

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

District LCAP Goal 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.

Goal 1

1.1 Acquire highly qualified teachers and provide support to effectively utilize the curriculum to support ALL students in learning.
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 Identify necessary strategies and materials that will meet the specific needs of site demographics by integrating linguistically and culturally responsive instructional strategies objectives into site PLC and PD meetings.

Identified Need

Goal 1.1 FHS teachers need professional development to support EL students and students in special education.
Goal 1.2 Specific COVID-19 cleaning mandates will continue to present new facilities challenges.
Goal 1.3 Staff will need access to district provided training for integrating linguistically and culturally responsive instructional strategies.

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 a curriculum that is aligned to the state standard. 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. Goal 1.3	Goal 1.1 FHS teachers receive at least two opportunities to receive professional development to support EL students and students in special education. Goal 1.2 School facilities are generally in good repair with acquired COVID signage, barriers, sanitizing stations, partitions, and more to support the COVID-19 mandates. Goal 1.3 All teachers will have the opportunity to receive training	Goal 1.1 FHS teachers will incorporate strategies to support EL students and students in special education. 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. Goal 1.3 Teachers will incorporate linguistically and culturally responsive instructional

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students will receive more cultural and linguistical learning targets from teachers.	on integrating linguistically and culturally responsive instructional strategies into their lessons.	strategies into their daily lessons.

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 purchases 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)	Source(s)
12,000	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 FHS teachers with professional development to support EL students, students in special education, and strategies to integrate linguistically and culturally responsive instruction.

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

Amount(s)	Source(s)
10,000	LCFF - Base 1000-1999: Certificated Personnel Salaries Potential release time for trainers or PLCs/departments.

Annual Review

SPSA Year Reviewed: 2020-21

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.

We are in need for professional development to help support EL and special education students. Furthermore, staff will need training on strategies to integrate linguistically and culturally responsive instruction.

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 for ALL students.

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

District LCAP Goal 2.
2.1 - Increase student attendance rates and reduce chronic absences for all students.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

Goal 2.1- Maintain an overall school attendance rate of 97% or higher for the 2021- 2022 school year by organizing student/parent meetings, home visits, SART, and SARB meetings.
Goal 2.2- Continue to develop strategies from FHS Student Diversity Council to improve school culture. The Student and Diversity Council will continue to discuss school culture as specifically relates to race and diversity in our school.
Goal 2.3- Utilizing early intervention measures, restorative practices, other means of correction as an alternative to traditional discipline, peer mediation, and parent consultation.
Goal 2.4- Increase parental engagement and input by increasing parent participation in our Student and Diversity Council, School Site Council, Parent Teacher Student Association.

Identified Need

Goal 2.1- In the 2019-2020 school year, 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, our school needs to have a better overall understanding of different cultures we have on campus.
Goal 2.3- FHS has disproportionate suspension rates of African American and special education students.
Goal 2.4- Increase parent participation in all aspects at FHS.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 2.1- Maintain an overall school attendance rate of 96% or higher for the 2020- 2021 school year.	Goal 2.1-Administrators will reach out to students who have high absenteeism rate. Administrators will conduct conference phone calls to students/parents 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 -In the past, we have experienced social media	Goal 2.2 - Our goal is to continue to identify school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
recommendation implementations.	issues regarding cultural insensitivity therefore we need to educate students on cultural and social awareness this school year. We will measure our goal by the Healthy Kids Survey results.	cultural concerns and will implement FHS Student Diversity Council recommendations. We have a guest speaker scheduled on 8/11/2021 to speak to our varsity athletes, 11th and 12th grade drama and band member about the importance of cultural awareness and good character. Our goal is to increase student understanding of all cultures measured by a decrease of culturally related incidents.
Goal 2.3- Decrease suspension rates for African American and special education students.	Goal 2.4-We have identified 2 sub-groups have been disproportionately suspended.	Goal 2.4- Our goal is to use alternate means of correction and restorative practices to reduce suspension rates.
Goal 2.4- Increase parental engagement and input at Folsom High School.	Goal 2.4-We have identified the need to have more parent input and support especially in the needs of school diversity and culture.	Goal 2.4- Our goal is to continue to identify school cultural concerns and will increase parental input of our FHS Student Diversity Council, School Site Council, Athletic Booster Club, PTSA.

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

Administrators will meet weekly with students who have a high amount of absences in their classes. Administrators will intervene with students regarding their attendance and provide interventions and parent contact.

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 student 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)
	None Specified None Specified
1,500	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

Continue the FHS 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 Varsity Student Athletes, junior/senior drama and band members.

Strategy/Activity

Provide guest speaker, Kevin Bracey to discuss the importance of understanding cultural diversity and awareness.

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)
2,000	Other 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant--Money for professional development time cards

Annual Review

SPSA Year Reviewed: 2020-21

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 2020-2021 was to achieve a >97% attendance rate for the school year. We will continue to use A2A to increase student attendance and parental 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.

FHS has organized for a guest speaker to address cultural awareness with our 11th and 12th graders. Budget is a major concern to bring in other guest speakers or to attend conferences to continue our work in cultural awareness.

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 2021-2022 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

District LCAP Goal 3.
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

Goal 3.1 Whole school book study on equitable grading practices, biweekly student SEL check ins, monthly SEL, and academic competency instruction via our mental health specialists.
Goal 3.2 Continue to provide professional development to PLCs on researched-based strategies that promote and produce quality formative assessment strategies that support engaged and reflective learning. Using an online platform, teachers will guide student understanding with low and no stakes formative assessments.
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 SEL instructional and academic competencies.
Goal 3.4 Increase enrollment in A-G, CTE, AP, and Stem courses.

Identified Need

Goal 3.1 Many FHS students have felt anxiety and stress over the last year and a half. We implemented the SEL check in system to monitor and support students in need.
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 high stakes, outcome based assessment to low stakes formative assessment that promotes student growth and authentic 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 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.
Goal 3.4 Increase access for all students to choose from a variety of subject areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 3.1	Goal 3.1 Division lead	Goal 3.1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By the end of the 2021-2022 school year, Folsom High School students will receive SEL support through a variety of modalities and subject areas.	ers informed school leadership that they need additional instructional support in incorporating SEL strategies into classroom practice.	Teachers will be provided 2 professional developments to incorporate SEL support in their classrooms.
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 2021-2022 Challenge Success Survey questions related to student engagement.
Goal 3.3 During 2019-2020 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 2021-2022 school year, 85% of FHS teachers will embed the PD team's identified and agreed upon "best practices" within their classroom instructional practices.
Goal 3.4 Folsom High A-G completion rate is low when compared to like schools, increase teaching sections in AP and CTE courses.	Goal 3.4 Current 65% A-G completion rate.	Goal 3.4 3% increase in A-G completion and an additional four sections allotted to AP, A-G, CTE courses by the next student registration period.

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. Staff will also need PD from the District or other outside vendors.

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 students.

Strategy/Activity

Teachers will be offered one professional development opportunity per semester on specific SEL strategies that can be included in their instructional practice.

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: 2020-21

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 2021-2022 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 budget PD time with departments and PLCs. However, FHS will like to attend PLC conferences with our leadership team during this school year, especially in EL and SEL strategies.

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 2021-2022 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

District LCAP Goal 4.
4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).
4.2 - Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.
4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

Goal 4.1 Through targeted English intervention by an intervention teacher, increase struggling readers' reading level (more than two years below grade level) at least one year.
Goal 4.2 Through targeted Math intervention by an intervention teacher, increase struggling math students' levels (more than two years below grade level) at least one year.
Goal 4.3 Provide all EL students the necessary technology and resources needed to be successful.
Goal 4.4 Increase Special Education grade level progress through intentional data collection methods at the beginning, middle, and end of each year to ensure measurable progress towards closing achievement gaps.
Goal 4.6 Increase graduation rate through targeted invention and one on one meetings with counselors and students.

Identified Need

Goal 4.1 Not ALL students are reading at grade level.
Goal 4.2 Not ALL students are meeting grade-level math standards.
Goal 4.4 Special Education CAASPP proficiency rate in ELA in 2018-2019 was 50%. Special education iReady Reading scores are consistently below grade level.
Goal 4.6- Ensure ALL students graduate with a high school diploma.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 4.1 D/F rate data for ELA 9, ELA 10, and ELA1 11, IReady scores. Goal 4.2 D/F rate data for Integrated Math 1/Integrated Math 2/Integrated Math 3. Goal 4.4 i-Ready proficiency rates for special education students.	Goal 4.1 During the distance learning format, our D/F rate in ELA 9 of 23.58%, and ELA 10 was 25%. Goal 4.2 During the distance learning format, our D/F rate in IM1 of 34.99%, and IM 2 was 14.23%. Goal 4.4	Goal 4.1 Decrease D/F rate in ELA 9 and ELA 10 by 3%. Goal 4.2 Decrease D/F rate in IM 1, IM 2, and IM 3 by 3%. Goal 4.4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 4.6 Counselors meet with each student annually to ensure progress towards graduation requirements.	Special Education CAASPP proficiency rate in ELA in 2018-2019 was 50%. Special Education CAASPP proficiency rate in Math in 2018-2019 was 15%. Goal 4.6 Graduation rate for 2021 was 95%.	Special Education CAASPP ELA proficiency rate will be at or above 53%. Special Education CAASPP ELA proficiency rate will be at or above 20%. Goal 4.6 Increase graduation rate by 1% for the 2021-2022 school year.

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

Pull-out intervention plan for students 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)	Source(s)
1,000	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 ELA students for targeted intervention.

Strategy/Activity

Pull-out teacher intervention plan for students who are struggling in ELA classes.

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)
1,000	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. Mild/moderate students will be offered additional support by an intervention ELA and Math teacher.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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 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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to COVID-19 and distance learning, many of our interventions did not succeed. This year, we will have a math and English intervention teacher to pull out students from non core classes to offer support.

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

Allocating teaching sections for 2 intervention teachers to help bridge the achievement gap for students who struggle in math and English has been given 0.8 FTE to offer targeted ELA support to students.

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

i-Ready and failure rate data will be used to identify progress towards goals.

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	$96,010.00

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 ($)

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	$64,000.00
Other	$13,910.00

Subtotal of state or local funds included for this school: $96,010.00

Total of federal, state, and/or local funds for this school: $96,010.00

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

4 Classroom Teachers

5 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Howard Cadenhead, Principal	Principal
Nikka Vaughan, Counselor	Other School Staff
Greg Crannell, Administrator	Other School Staff
Teresa Courtwright , Teacher	Classroom Teacher
Angie Cain, Parent	Parent or Community Member
Laura Fry, Parent	Parent or Community Member
Charles Alba, Teacher	Classroom Teacher
Jessica Xu, Parent	Parent or Community Member
Elizabeth Mendez, Teacher	Classroom Teacher
Grace Sparks, Teacher	Classroom Teacher
Shuaib Ahmed, Student	Secondary Student
Peggy Daniels, Classified	Other School Staff
Steven Nardinelli, Student	Secondary Student
Kelly Cederstrom, Classified	Other School Staff
Eric Eklund, Administrator	Other School Staff

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, Assistant Principal	Other School Staff
Dawnyelle Ramos, Teacher	Classroom Teacher
Kim Bonk, Teacher	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 7, 2021.

Attested:

	Principal, Howard Cadenhead on 9/7/2021
	SSC Chairperson, Nikka Vaughan on 9/7/2021

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

FHS/FLHS ELAC Meeting

13 SEPTEMBER 2021

Attendees

Alana Morales, Eric Eklund, Helen Watson,

Agenda

New Business

1. Multicultural Learner Advisory Committee
2. Parent needs?

Notes

-

Action Items

1.

Next Meeting

Next meeting: October 19th

Folsom High School Site Council

Tues, Sept 7, 2021

Folsom High School's mission is to provide 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				
Time	**Item**	**Presenter**	**Materials**	**Notes & Questions**
3:15	Purpose of SSC	Eric		1. Measure effectiveness of improvement strategies at the school. 2. Adopt or recommend revisions to the school safety plan. 3. Affirm or revise school goals. 4. Review improvement strategies 5. Recommend the approved single plan for student achievement (SPSA) to the governing board. Monitor implementation of the SPSA.
	Select Chair	Eric		Nikka V.
3:20	Guiding Documents	Eric	WASC LCAP	Nov 2021 WASC full visit (6 yr plan) LCAP Goals
3:35	Performance Data	Eric	SBA, Attendance, AP data discussed	Distance Learning Changed ● PLC ● I-Ready ● A-F ● ELPAC
4:00	Presentation and Approval of SPSA Goals 2021-2022	Eric	ELA/Math/SPED/ELD	Vote to approve SPSA: Unanimous
4:15	Presentation/Approval of Safety Plan Next Meeting: Lockdown/Active Shooter	Eric		Lockdown/Active Shooter

Member in attendance:

Eric Eklund	Elizabeth Mendez	Laura Fry	
Nikka Vaughan	Grace Sparks	Jessica Xu	
Teresa Courtright	Angie Cain	Steven Nardinelli	Shuaib Ahmed, Student