

School Year:

2022-23



FOLSOM

BULLDOGS

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Folsom High School	34673303433216	September 7, 2022	October 20, 2022

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Purpose and Description	4
School Vision and Mission	4
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations	5
Analysis of Current Instructional Program.....	5
Educational Partner Involvement	8
Resource Inequities	8
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	18
Overall Performance	20
Academic Performance	21
Academic Engagement	32
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	40
Goal 3.....	46
Goal 4.....	50
Budget Summary	54
Budget Summary	54
Other Federal, State, and Local Funds	54
Budgeted Funds and Expenditures in this Plan	55
Funds Budgeted to the School by Funding Source.....	55
Expenditures by Funding Source	55
Expenditures by Budget Reference	55
Expenditures by Budget Reference and Funding Source	55
Expenditures by Goal.....	56
School Site Council Membership	57
English Learner Advisory Committee (ELAC).....	58

Recommendations and Assurances59

Instructions.....60

 Instructions: Linked Table of Contents60

 Purpose and Description61

 Educational Partner Involvement61

 Resource Inequities61

Goals, Strategies, Expenditures, & Annual Review62

 Annual Review63

 Budget Summary64

 Appendix A: Plan Requirements66

 Appendix B:69

 Appendix C: Select State and Federal Programs71

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Our goal for this school year will be to continue to increase school culture and leadership, 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 and formative 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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The results of the school effectiveness survey indicates that the strength of FHS is in the area of instruction. The areas of growth include establishing challenging goals for students, and providing effective feedback. Student motivation remains as a challenge. In March of 2020, Folsom was scheduled to administer a student survey as a follow up to the Challenge Success survey from August 2019.

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.

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)

Four 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 three periods of pull-out math and two ELA intervention classes, and two periods 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, math and ELA intervention through small-group instruction and Edmentum intervention lessons. English curriculum differentiation and English Learner (EL) strategies presented through adopted curriculum of StudySync. ELD coaching is provided to all staff through a designated coach.

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, Edmentum growth model assessment, full-time academic intervention, and supplies for CTE, Marriage and Family Therapist (MFT), English Language Development class.

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 focus 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 identified the need for intervention classes in English and math. This year, we dedicated ten sections for English Language Arts (ELA) intervention, math intervention and social-emotional learning (SEL). FHS will provide students with the opportunity to take more than six classes when their schedules are impacted. FHS provides Chromebooks to all students.

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.27%	0.3%	0.30%	7	8	8
African American	2.71%	2.5%	2.36%	69	65	63
Asian	21.27%	22.6%	22.84%	542	586	611
Filipino	2.98%	3.2%	3.40%	76	83	91
Hispanic/Latino	13.93%	14.4%	14.17%	355	373	379
Pacific Islander	0.47%	0.5%	0.64%	12	13	17
White	51.92%	48.7%	48.15%	1,323	1,260	1288
Multiple/No Response	6.4%	7.7%	8.15%	163	199	218
Total Enrollment				2,548	2,589	2675

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	655	706	701
Grade 10	657	631	715
Grade 11	628	631	627
Grade 12	608	621	632
Total Enrollment	2,548	2,589	2,675

Conclusions based on this data:

1. Demographics by ethnicity have not changed significantly in the last three years.
2. Enrollment is slowly growing.
3. No new data for the 2021-2022 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	71	76	99	2.8%	2.90%	3.7%
Fluent English Proficient (FEP)	553	594	595	21.7%	22.90%	22.2%
Reclassified Fluent English Proficient (RFEP)	3	17		6.1%	0.70%	

Conclusions based on this data:

1. EL enrollment has increased slightly over the past three years.
2. The numbers of students who reclassify annually varies widely from year to year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	594	620	592	588	0	588	588	0	587	99	0.0	99.3
All Grades	594	620	592	588	0	588	588	0	587	99	0.0	99.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2677.		2680.	55.10		53.32	29.59		33.05	9.52		8.86	5.78		4.77
All Grades	N/A	N/A	N/A	55.10		53.32	29.59		33.05	9.52		8.86	5.78		4.77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	56.46		47.19	34.52		46.85	9.01		5.96
All Grades	56.46		47.19	34.52		46.85	9.01		5.96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	63.10		56.05	31.63		36.63	5.27		7.33
All Grades	63.10		56.05	31.63		36.63	5.27		7.33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	45.41		25.55	50.17		70.19	4.42		4.26
All Grades	45.41		25.55	50.17		70.19	4.42		4.26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	56.63		45.66	36.56		51.28	6.80		3.07
All Grades	56.63		45.66	36.56		51.28	6.80		3.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No new state assessment data for the 2021-2022 school year.
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	594	620	589	584	0	577	584	0	577	98.3	0.0	98.0
All Grades	594	620	589	584	0	577	584	0	577	98.3	0.0	98.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2666.		2646.	35.27		28.77	29.28		29.46	19.69		21.14	15.75		20.62
All Grades	N/A	N/A	N/A	35.27		28.77	29.28		29.46	19.69		21.14	15.75		20.62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	50.17		36.40	27.74		44.37	22.09		19.24
All Grades	50.17		36.40	27.74		44.37	22.09		19.24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	38.53		32.76	47.09		55.81	14.38		11.44
All Grades	38.53		32.76	47.09		55.81	14.38		11.44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	39.21		27.90	50.68		61.87	10.10		10.23
All Grades	39.21		27.90	50.68		61.87	10.10		10.23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No new state assessment data for the 2021-2022 school year.
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1543.6	1611.0	1570.7	1553.4	1622.3	1572.3	1533.3	1599.2	1568.4	16	28	31
10	1594.4	1528.2	1583.4	1613.8	1542.6	1583.3	1574.5	1513.2	1583.0	16	18	32
11	1586.5	*	1593.9	1597.0	*	1603.7	1575.5	*	1583.5	12	9	14
12	*	*	*	*	*	*	*	*	*	5	*	8
All Grades										49	57	85

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	25.00	41.67	22.58	31.25	33.33	41.94	12.50	12.50	22.58	31.25	12.50	12.90	16	24	31
10	56.25	23.53	37.50	31.25	58.82	28.13	6.25	0.00	18.75	6.25	17.65	15.63	16	17	32
11	58.33	*	28.57	8.33	*	21.43	8.33	*	50.00	25.00	*	0.00	12	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.94	27.45	28.57	24.49	43.14	32.14	10.20	9.80	27.38	18.37	19.61	11.90	49	51	84

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	31.25	75.00	38.71	37.50	8.33	38.71	0.00	4.17	16.13	31.25	12.50	6.45	16	24	31
10	81.25	70.59	43.75	6.25	11.76	28.13	6.25	0.00	15.63	6.25	17.65	12.50	16	17	32
11	58.33	*	50.00	8.33	*	21.43	16.67	*	28.57	16.67	*	0.00	12	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.14	66.67	42.86	20.41	11.76	32.14	6.12	1.96	17.86	16.33	19.61	7.14	49	51	84

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	12.50	20.83	16.13	6.25	33.33	19.35	43.75	25.00	38.71	37.50	20.83	25.81	16	24	31
10	31.25	17.65	21.88	18.75	23.53	25.00	43.75	35.29	37.50	6.25	23.53	15.63	16	17	32
11	25.00	*	21.43	25.00	*	14.29	16.67	*	42.86	33.33	*	21.43	12	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.53	15.69	17.86	16.33	23.53	22.62	32.65	33.33	39.29	24.49	27.45	20.24	49	51	84

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	18.75	20.83	12.90	43.75	66.67	80.65	37.50	12.50	6.45	16	24	31
10	37.50	5.88	15.63	43.75	76.47	71.88	18.75	17.65	12.50	16	17	32
11	16.67	*	14.29	50.00	*	57.14	33.33	*	28.57	12	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	11.76	14.29	42.86	68.63	72.62	28.57	19.61	13.10	49	51	84

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	68.75	79.17	70.00	12.50	12.50	23.33	18.75	8.33	6.67	16	24	30
10	93.75	76.47	75.00	0.00	5.88	15.63	6.25	17.65	9.38	16	17	32
11	66.67	*	84.62	25.00	*	7.69	8.33	*	7.69	12	*	13
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	79.59	74.51	75.61	10.20	7.84	17.07	10.20	17.65	7.32	49	51	82

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	18.75	34.78	19.35	43.75	39.13	51.61	37.50	26.09	29.03	16	23	31
10	50.00	17.65	31.25	37.50	47.06	43.75	12.50	35.29	25.00	16	17	32
11	16.67	*	21.43	50.00	*	42.86	33.33	*	35.71	12	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.65	22.00	25.00	40.82	44.00	46.43	26.53	34.00	28.57	49	50	84

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	6.25	8.33	12.90	62.50	70.83	74.19	31.25	20.83	12.90	16	24	31
10	18.75	5.88	6.25	68.75	76.47	84.38	12.50	17.65	9.38	16	17	32
11	16.67	*	28.57	66.67	*	64.29	16.67	*	7.14	12	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	5.88	12.05	67.35	68.63	77.11	18.37	25.49	10.84	49	51	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Annual data varies significantly as our number and classification of EL students can vary widely from year to year.
2. The number of EL students reclassified in 2021-2022 increased significantly.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2589	15.6	2.9	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	76	2.9
Foster Youth	3	0.1
Homeless	42	1.6
Socioeconomically Disadvantaged	403	15.6
Students with Disabilities	242	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	65	2.5
American Indian or Alaska Native	8	0.3
Asian	586	22.6
Filipino	83	3.2
Hispanic	373	14.4
Two or More Races	199	7.7
Native Hawaiian or Pacific Islander	13	0.5
White	1260	48.7

Conclusions based on this data:

1. No new comparable data for the 2021/2022 school year.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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. No current data from the 2021-2022 school year.
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

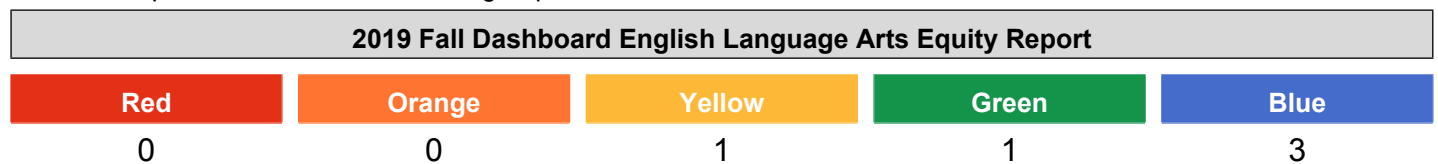
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 56.8 points below standard 12	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 1	English Only 90.6 points above standard Increased ++3.3 points 448
--	---	--

Conclusions based on this data:

- Hispanic students increased significantly by 20.9 points. No current data from the 2021-2022 school year.
- Students with Disabilities maintained in "yellow" range with no growth.
- 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

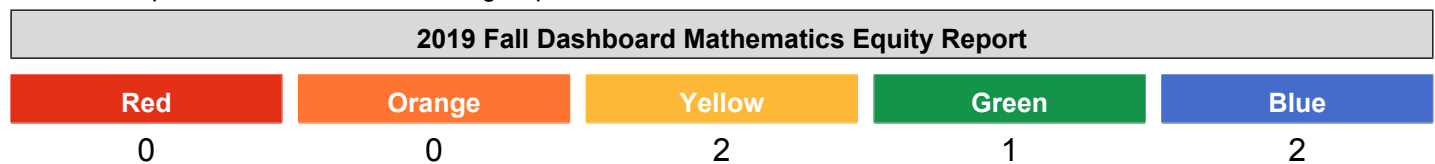
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
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  No Performance Color 34.2 points below standard Declined -13.6 points 21	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 132.9 points above standard Increased Significantly ++26.6 points 108	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic  Blue 5.9 points above standard Increased Significantly ++24.1 points 78	Two or More Races  No Performance Color 14 points above standard Declined Significantly -20 points 30	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Green 26.3 points above standard Declined -6.3 points 323

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 54 points below standard 12	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 1	English Only 29.8 points above standard Maintained ++0.4 points 446
--	---	---

Conclusions based on this data:

1. Students with disabilities increased by 10.5 points. No current data from the 2021-2022 school year.
2. Asian and Hispanic students significantly increased.
3. Student populations with lower overall enrollment, inadvertently create large swings in data trends.

School and Student Performance Data

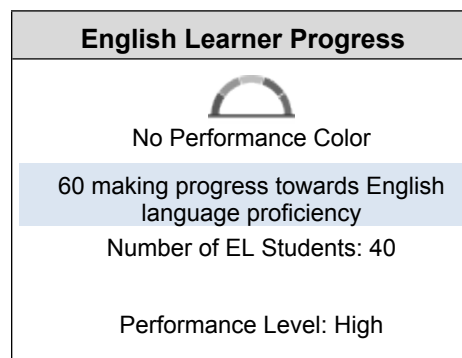
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
		22.5	37.5

Conclusions based on this data:

1. During 2019 fall semester, FHS Performance Level was "high."
2. No current data from the 2021-2022 school year.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	608	100
African American	9	1.5
American Indian or Alaska Native	2	0.3
Asian	143	23.5
Filipino	20	3.3
Hispanic	98	16.1
Native Hawaiian or Pacific Islander	1	0.2
White	297	48.8
Two or More Races	37	6.1
English Learners	15	2.5
Socioeconomically Disadvantaged	131	21.5
Students with Disabilities	59	9.7
Foster Youth		
Homeless	15	2.5

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	172	28.4
African American		
American Indian or Alaska Native		
Asian	82	57.3
Filipino	9	45
Hispanic	10	10.3
Native Hawaiian or Pacific Islander		
White	63	21.3
Two or More Races	7	18.9
English Learners	1	6.7
Socioeconomically Disadvantaged	21	16.2
Students with Disabilities	2	3.4
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	92	15.1
African American		
American Indian or Alaska Native		
Asian	35	24.5
Filipino	6	30
Hispanic	5	5.1
Native Hawaiian or Pacific Islander		
White	44	14.8
Two or More Races	1	2.7
English Learners	1	6.7
Socioeconomically Disadvantaged	10	7.6
Students with Disabilities	3	5.1
Foster Youth		
Homeless	2	13.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	414	68.1
African American		
American Indian or Alaska Native		
Asian	119	83.2
Filipino	14	70
Hispanic	51	52
Native Hawaiian or Pacific Islander		
White	201	67.7
Two or More Races	22	59.5
English Learners	6	40
Socioeconomically Disadvantaged	67	51.1
Students with Disabilities	10	16.9
Foster Youth		
Homeless	3	20

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	71	11.7
African American		
American Indian or Alaska Native		
Asian	32	22.4
Filipino	5	25
Hispanic	2	2
Native Hawaiian or Pacific Islander		
White	30	10.1
Two or More Races	1	2.7
English Learners	0	0
Socioeconomically Disadvantaged	5	3.8
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	8	1.3
African American		
American Indian or Alaska Native		
Asian	2	1.4
Filipino	0	0
Hispanic	1	1
Native Hawaiian or Pacific Islander		
White	3	1
Two or More Races	1	2.7
English Learners	2	13.3
Socioeconomically Disadvantaged	3	2.3
Students with Disabilities	1	1.7
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	124	20.4
African American		
American Indian or Alaska Native		
Asian	61	42.7
Filipino	6	30
Hispanic	14	14.3
Native Hawaiian or Pacific Islander		
White	36	12.1
Two or More Races	6	16.2
English Learners	3	20
Socioeconomically Disadvantaged	16	12.2
Students with Disabilities	3	5.1
Foster Youth		
Homeless	1	6.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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. Again, no new data provided.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	608	593	2	97.5
English Learners	15	14	0	93.3
Foster Youth				
Homeless	15	12	0	80
Socioeconomically Disadvantaged	131	125	1	95.4
Students with Disabilities	59	48	0	81.4
African American	9		0	
American Indian or Alaska Native	2		0	
Asian	143	139	0	97.2
Filipino	20	20	0	100
Hispanic	98	96	1	98
Native Hawaiian or Pacific Islander	1		0	
White	297	290	1	97.6
Two or More Races	37	36	0	97.3

Conclusions based on this data:

1. The 2021 graduation rate is about 1% lower than the previous year.

School and Student Performance Data

Conditions & Climate Suspension Rate

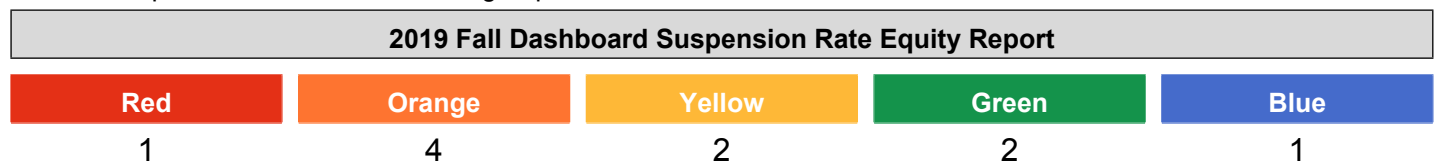
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.9	4.2

Conclusions based on this data:

1. No recent data.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All students at Folsom High will have access to grade level curriculum and meet the definition college and career ready.

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.

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 All school buildings met district and state requirements.

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 1.1 FHS teachers receive at least two opportunities to receive professional development to support EL students and students in special education	Goal 1.1 FHS teachers will incorporate strategies to support EL students and students in special education. In addition, FHS teachers will receive support with an FTE EL intervention teacher.
Goal 1.2 Ensure that all facilities are updated and in good standing with state and district standards.	Goal 1.2 School facilities are generally in good repair	Goal 1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.
Goal 1.3 All students will receive cultural and linguistically relevant	Goal 1.3 All teachers will have the opportunity to receive training on integrating linguistically and culturally responsive	Goal 1.3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
learning targets, curriculum and instructional strategies.	instructional strategies into their lessons.	Teachers will incorporate linguistically and culturally responsive instructional strategies into their daily lessons. Some instructional strategies will include BASE 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 guidelines.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,000

Source(s)

LCFF - Base
1000-1999: Certificated Personnel Salaries
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 and personalized coaching to support English Learner (EL) students. A site English Language Development (ELD) coach will be released for one period to work with staff to develop effective strategies. This designated ELD coach will lead professional development for staff, professional learning communities (PLCs) and departments. Strategies will be shared by email and website. Our ELD coach will be released three days to receive online Guided Language Acquisition and Development (GLAD) strategies.

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)

20,000

Source(s)

LCFF - Base
1000-1999: Certificated Personnel Salaries
One section of release time for designated ELD coach.

500

LCFF - Base
1000-1999: Certificated Personnel Salaries
Subs for three release dates for GLAD training for ELD coach.

1300

Title III Part A: Language Instruction for LEP Students
5800: Professional/Consulting Services And Operating Expenditures
Cost of online Guided Language Acquisition and Development (GLAD) training.

Annual Review

SPSA Year Reviewed: 2021-22

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.

FHS added and maintained a highly qualified and effective staff. FHS also demonstrated significant growth in the area of equitable and highly effective grading strategies. FHS still has significant needs in the area of cultural and linguistically effective instruction as well as professional development for teachers in supporting English Learners (EL).

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

While FHS made significant growth, the challenges presented by the pandemic slowed our progress in 2021-2022.

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.

Goal Subject

Students at Folsom High will be motivated to become academically successful in an emotionally safe environment.

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 2022-2023 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 ensure a supportive environment for all members of the Folsom High and Folsom Lake High School communities by educating our community about issues of equity and inclusion, and empowering those in historically marginalized groups.

Goal 2.3- Utilizing early intervention measures, restorative practices, and 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, and Parent Teacher Student Association.

Identified Need

Goal 2.1- In the 2021-2022 school year, FHS attendance rate dipped to near 94%. County and state COVID-19 guidelines continued to impact student attendance.

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 97% or higher for the 2022- 2023 school year.	Goal 2.1-Administrators will reach out to students who have high absenteeism rates. Administrators will conduct conference phone calls to	Goal 2.1 With interventions in place, our school-wide attendance goal for the 2022-2023 school year will be 97%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students/parents and conduct home visits.	
Goal 2.2 - FHS Student Diversity Council recommendation implementations.	Goal 2.2 -In the past, we have experienced social media 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.	Goal 2.2 - Our goal is to continue to identify school cultural concerns and will implement FHS Student Diversity Council recommendations. We have a guest speaker scheduled in August 2022 to speak to our student athletes, about the importance of cultural awareness and good character. Our goal is to increase student understanding of all cultures measured by a decrease in culturally related incidents. Additionally, we are partnering with Keith Hawkins to run a "Week of Understanding" that will engage more than 600 of our students in a full day of activities designed to build connections and to value the importance of student stories.
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 by 20% or more for special education students and African American students. Additionally, FHS will implement Base Education modules in accordance with the FCUSD Guaranteed and Viable agreements.
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, and PTSA. Presentations, agendas, minutes and outcomes will be shared

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

FHS will implement

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 5

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

Hold monthly Culture and Diversity Student Council and/or Student Senate to ensure that student voice is prioritized. Significant outcomes from these meetings will be shared with advisory classes by reps the following day. Agendas and minutes will be shared with parents.

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 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

FHS will implement Base Education Social Emotional Learning curriculum modules for all students in accordance with the FCUSD guaranteed and viable agreements.

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 7

Students to be Served by this Strategy/Activity

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

All student athletes and coaches.

Strategy/Activity

Provide guest speaker, Dwight Taylor to discuss the importance of leadership and ethics.

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
5800: Professional/Consulting Services And
Operating Expenditures
Cost of guest speaker

2,400

ASB
0001-0999: Unrestricted: Locally Defined
Cost of subs for certificated coaches

1,200

ASB
0001-0999: Unrestricted: Locally Defined
Facility rental: Lakeside Church

1,600

ASB
0001-0999: Unrestricted: Locally Defined
Supplies and food

Annual Review

SPSA Year Reviewed: 2021-22

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 2021-2022 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 for our student athletes. 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.

Goal Subject

All students will receive appropriately rigorous curriculum.

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 All FHS students will receive age-appropriate social-emotional learning (SEL) curriculum.

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 3.2 Refine our practice of using shared formative assessment data to drive instructional decisions and interventions.

Goal 3.3 All staff will receive professional development to support English Learners.

Identified Need

Goal 3.1

SEL and mental health needs have increased significantly since the pandemic.

Goal 3.2

A number of academic areas have struggled to implement manageable, effective, shared, skill-based formative assessments that yield performance data that can effectively inform instruction and intervention. This is particularly true in the humanities.

Goal 3.2

Even in the areas where we are collecting quality student data from formative assessments, PLCs are struggling to analyze and act upon the data.

Goal 3.3

As our English Learner (EL) population has increased, so has our need for effective strategies for all staff members.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Goal 3.1

SEL and mental health needs have increased significantly

Goal 3.1

Goal 3.1

We hope to see MHS caseloads decline and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
since the pandemic as determined through Mental Health Specialist (MHS) caseloads and behavior incidents.	Student mental health needs have at least doubled in the past two years.	incidents such as behavior and hospitalizations decrease due to our SEL curriculum implementation. It is our hope that attendance will improve, supporting our 97% positive attendance goal.
Goal 3.2 Discussions with PLC leads and Leadership team.	Goal 3.2 Three divisions in particular have reported that they struggle with developing common formative assessments that yield highly informative data.	Goal 3.2 All PLCs will demonstrate proficiency in developing common formative assessments that yield highly informative data.
Goal 3.3 PLCs and Division Leads report that they are struggling to lead effective data conversation as necessitated by the PLC process.	Goal 3.3 Maybe 25% of PLC teams have been observed holding effective data conversations.	Goal 3.3 By the end of the 2022-2023 school year, 100% of identified PLC teams will be observed holding an effective data conversation.
Goal 3.3 By the end of the 2022-2023 school year, Folsom High School students will receive SEL support through a variety of modalities and subject areas.	Goal 3.1 Division leaders informed school leadership that they need additional instructional support in incorporating EL strategies into classroom practice. English learners graduate at a rate 17% lower than their typical peers.	Goal 3.1 Teachers will be provided 2 professional development segments, multiple resources and individualized coaching to incorporate effective EL strategies

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

Professional development will be provided by our Professional Development Team as well as our designated ELD coach. Teachers will be provided "push-in support" on demand and coaching when requested.

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

Base Education SEL curriculum and Panorama surveys will be implemented for all students. Lessons will be delivered through a unique bell schedule as well as through occasional advisory meetings and 9th grade PE.

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 and all staff

Strategy/Activity

Two representatives from every core, academic division will attend RTI/PLC training from Mike Mattos in the development of effective, common formative assessments and in holding effective data conversations to drive instruction and intervention. The skills developed will be presented to each division, implemented and monitored by division leads and administration.

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)

3,400	Professional Development Block Grant 1000-1999: Certificated Personnel Salaries Cost of 10 subs for two days of training.
-------	---

Annual Review

SPSA Year Reviewed: 2021-22

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 2022-2023 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. 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 2022-2023 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.

Goal Subject

Student Progress and educational outcomes for all students.

LEA/LCAP Goal

District LCAP Goal 4.

4.1 - Ensure students are reading at grade level (11th grade).

4.2 - Ensure students are meeting grade level standards in math (11th grade).

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.

4.6 - 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

Through the implementation of an ELD course and interventions, all student will make adequate annual progress toward English proficiency.

Goal 4.4

Special education students will be scheduled in general education courses, with highly qualified teachers and typically developing peers.

Goal 4.6

Graduation rate will be improved to 98.5% or higher.

Identified Need

Goal 4.1 A significant number of students are not reading at grade level. This is particularly true for Hispanic students and students with disabilities. We will establish a baseline this year through our implementation of Edmentum, growth model assessment system.

Goal 4.2 A significant number of students are not meeting grade-level math standards. This is particularly true for Hispanic students and students with disabilities. We will establish a baseline this year through our implementation of Edmentum, growth model assessment system.

Goal 4.3

Through the implementation of an ELD course and interventions, all student will make adequate annual progress toward English proficiency.

Goal 4.4 Special Education CAASPP proficiency rate in ELA in 2018-2019 was 50%. Special education iReady Reading scores have been consistently below grade level.

Goal 4.6- Graduation rate has dropped about 1% since the pandemic. This drop is represented most in our EL population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Goal 4.1 Our previous I-Ready assessment scores and CAASPP scores indicated that at least 16% of our students are not reading at grade level.</p> <p>Goal 4.2 Our previous I-Ready assessment scores and CAASPP scores indicated that at least 36% of our students are not performing at grade level in mathematics.</p> <p>Goal 4.3 Through the implementation of an ELD course and interventions, all student will make adequate annual progress toward English proficiency.</p> <p>Goal 4.4 Special Education CAASPP proficiency rate in ELA in 2018-2019 was 50%. Special education iReady Reading scores have been consistently below grade level. Special education proficiency rate in mathematics has been as low as 17%. FHS has long maintained sheltered math and English courses for many students, likely when not necessary.</p> <p>Goal 4.6 Graduation rate for 2022 was 95.5%.</p>	<p>Goal 4.1 Our previous I-Ready assessment scores and CAASPP scores indicated that at least 16% of our students are not reading at grade level.</p> <p>Goal 4.2 Our previous I-Ready assessment scores and CAASPP scores indicated that at least 36% of our students are not performing at grade level in mathematics.</p> <p>Goal 4.3 Through the implementation of an ELD course and interventions, all student will make adequate annual progress toward English proficiency.</p> <p>Goal 4.4 Special Education CAASPP proficiency rate in ELA in 2018-2019 was 50%. Special education iReady Reading scores have been consistently below grade level. Special education proficiency rate in mathematics has been as low as 17%. FHS has long maintained sheltered math and English courses for many students, likely when not necessary.</p> <p>Goal 4.6 Graduation rate for 2022 was 95.5%.</p>	<p>Goal 4.1 Edmentum assessment results and CAASPP scores will indicated that at least 88% of our students read at grade level by the end of 2022-2023.</p> <p>Goal 4.2 Edmentum assessment results and CAASPP scores will indicated that at least 62% of our students will perform at grade level in mathematics by the end of 2022-2023.</p> <p>Goal 4.3 Through the implementation of an ELD course and interventions, all student will make adequate annual progress toward English proficiency.</p> <p>Goal 4.4 Special Education CAASPP proficiency rate in ELA will be 55% or higher in 2022-2023. Special Education CAASPP proficiency rate in mathematics will be 30% or higher in 2022-2023.</p> <p>Goal 4.6 Graduation rate for 2022-2023 will be 98.5% or higher.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students requiring math or reading intervention.

Strategy/Activity

All students will have access to on-demand or scheduled reading and math interventions. Level 1 and Level 2 English learners will have access to a scheduled English Learner Development course and push-in support through a teacher and bilingual instructional aid.

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)

200,000

Source(s)

LCFF - Base
1000-1999: Certificated Personnel Salaries
10 sections of designated intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students in reading and all students in math courses through IM3.

Strategy/Activity

All identified students will be assessed multiple times this year through the Edmentum, growth model assessment program. Students not performing at grade level will be served through our on-demand intervention periods.

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)

Special education students will be scheduled in general education classes (not sheltered classes) when at all possible.

Strategy/Activity

Students will be supported through a push-in model. Special education teachers, general education teachers and supporting administrators will develop shared expectations and commitments for push-in support and possibly for a co-teaching model.

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)

2,000

Source(s)

General Fund

1000-1999: Certificated Personnel Salaries
Sub costs for release time for push in model
development

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	\$286,600.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III Part A: Language Instruction for LEP Students	\$1,300.00

Subtotal of additional federal funds included for this school: \$1,300.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ASB	\$5,400.00
General Fund	\$2,000.00
LCFF - Base	\$272,500.00
Other	\$2,000.00
Professional Development Block Grant	\$3,400.00

Subtotal of state or local funds included for this school: \$285,300.00

Total of federal, state, and/or local funds for this school: \$286,600.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	172,709	172,709.00

Expenditures by Funding Source

Funding Source	Amount
ASB	5,400.00
General Fund	2,000.00
LCFF - Base	272,500.00
Other	2,000.00
Professional Development Block Grant	3,400.00
Title III Part A: Language Instruction for LEP Students	1,300.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	5,200.00
1000-1999: Certificated Personnel Salaries	242,900.00
4000-4999: Books And Supplies	30,200.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	ASB	5,200.00
4000-4999: Books And Supplies	ASB	200.00

1000-1999: Certificated Personnel Salaries	General Fund	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	237,500.00
4000-4999: Books And Supplies	LCFF - Base	30,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	2,000.00
1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	3,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	1,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,800.00
Goal 2	7,400.00
Goal 3	3,400.00
Goal 4	202,000.00

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
Kristen Davis, Parent	Parent or Community Member
Gual Khan, Parent	Parent or Community Member
Charles Alba, Teacher	Classroom Teacher
Jessica Xu, Parent	Parent or Community Member
Elizabeth Mendez, Teacher	Classroom Teacher
Danielle Jessup, Parent	Parent or Community Member
Brianna Bamber, Parent	Parent or Community Member
Sarah McClure, Student	Secondary Student
Grace Fellows, 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 ELAC Members	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, 2022.

Attested:



Principal, Howard Cadenhead on 9/7/2022



SSC Chairperson, Nikka Vaughan on 9/7/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Folsom Lake High School ELAC
Sept 19, 2022

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
4:00	Purpose of ELC	Suzanne		.
	Select Chair	Suzanne		
4:10	Guiding Documents	Suzanne	SPSA	What is SPSA LCAP Goals
4:25	Performance Data- Support (Watson)	Suzanne	CAASPP, Attendance, AP data discussed, ELA/Math/SPED/ELD	ELA support at FHS/FLHS
4:35				
4:45	Q/A			

ELAC Sign-in Sept. 13, 2022

[illegible]

Folsom High School Site Council
Sept 7, 2022

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
4:00	Purpose of SSC	Eric		<ol style="list-style-type: none"> 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. <p>Monitor implementation of the SPSA.</p>
	Select Chair	Eric		
4:10	Guiding Documents	Eric	LCAP	LCAP Goals
4:25	Performance Data	Eric	CAASPP, Attendance, AP data discussed	
4:35	Presentation and Approval of SPSA Goals 2022-2023	Eric	ELA/Math/SPED/ELD	Vote to approve SPSA:
5:00	Presentation/School Safety	Eric		

Member in attendance:

School Site Council Sign-in Sept. 7, 2022

[illegible]