School Year: **2023-24**

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	Augusts 30, 2023	September 21, 2023

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Purpose and Description

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

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 Edmentum 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

Guiding Principles:

Represent your school positivity.
Celebrate the success of others.
Give grace.
Look to lead.
Create community.

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 spring of 2023, FHS disrupted the Healthy Kids Survey to all students. The HKS results are used to determine appropriate measures to address or enhance student feedback.

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), Edmentum, 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)

Three 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 intervention math , 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 FTEs for math intervention. We have 2 periods for ELD coach.

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. We continue to grow our School Site Council (SSC) and English Learner Advisory Committee (ELAC).

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 funds, 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. his 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. As our EL population continues to grow as does our ELAC.

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 2022-2023 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%	22.4%	

Conclusions based on this data:

1. EL enrollment has increased slightly over the past three years.
2. The numbers of students who reclassify in 2021-2022 were 23 and in 2022-2023 were 20.

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.
2. We had fewer students below standard and hope this trend continues.

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 state assessment data for the 2020-2021 school year.
2. Waiting for the 2022-2023 CAASPP results.
3. Less students below 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 is steady.
3. Increase of number of students who tested.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,675	**15.2**	**3.7**	**0.1**
Total Number of Students enrolled in Folsom High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	99	3.7
Foster Youth	2	0.1
Homeless	32	1.2
Socioeconomically Disadvantaged	406	15.2
Students with Disabilities	250	9.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	63	2.4
American Indian	8	0.3
Asian	611	22.8
Filipino	91	3.4
Hispanic	379	14.2
Two or More Races	218	8.1
Pacific Islander	17	0.6
White	1,288	48.1

Conclusions based on this data:

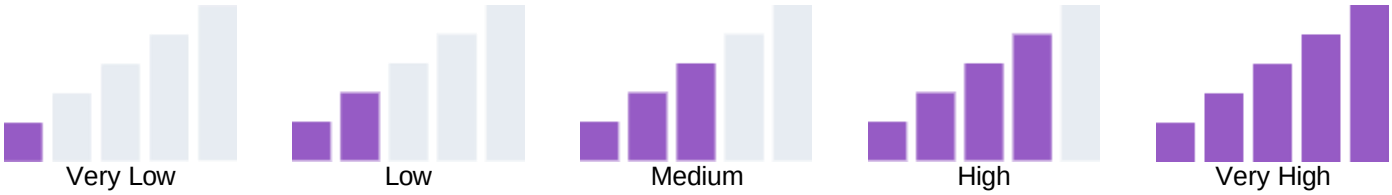
1. No new comparable data for the 2022/2023 school year.
2. Our largest group of demographics is white students followed by Asian and Hispanic.
3. Our socioeconomically disadvantaged students are the highest in program.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very High	**Graduation Rate** Very High	**Suspension Rate** Medium
Mathematics High		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Math, English Language Arts, and Graduation Rates continue to be in the "blue" range.
2. Our graduation rate continues to remain high.
3. EL progress remains low.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	3	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	No Performance Level
89.1 points above standard	13.7 points above standard	1 Student
512 Students	26 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Low
10 Students	43.4 points above standard	23.3 points below standard
	92 Students	43 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very High	No Performance Level
36.3 points above standard	1 Student	123.2 points above standard	127.1 points above standard
11 Students		116 Students	17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High	High	No Performance Level	Very High
45.5 points above standard	54.2 points above standard	4 Students	93.3 points above standard
82 Students	40 Students		241 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.6 points below standard	62.9 points above standard	87.0 points above standard
13 Students	14 Students	375 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report

Very Low	Low	Medium	High	Very High
1	0	4	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
8.0 points above standard	65.4 points below standard	1 Student
505 Students	26 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Very Low
10 Students	55.1 points below standard	121.5 points below standard
	90 Students	42 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very High	No Performance Level
41.8 points below standard	1 Student	80.3 points above standard	15.6 points above standard
11 Students		115 Students	17 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium	No Performance Level	Medium
37.9 points below standard	21.8 points below standard	4 Students	3.5 points below standard
79 Students	40 Students		238 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
151.8 points below standard	1.9 points above standard	0.8 points below standard
13 Students	14 Students	370 Students

Conclusions based on this data:

1. Students with disabilities increased by 10.5 points.
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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

41.7 making progress towards English language proficiency

Number of EL Students: 60 Students

Performance Level: 2

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.

2022 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
30.0%	28.3%	23.3%	18.3%

Conclusions based on this data:

1. During 2022 Fall semester, there was a 30% ELP1 level drop.
2. During the 2022 Fall semester, 41% of students maintained or progressed at least one level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. FHS has diverse A-G course offerings for students.
2. CTE, art, and music are all examples of course offerings students can take.
3. Certificate ready programs, AP, music/drama and digital arts courses from which students choose.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 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. We are continuing to improve our attendance rate.
2. 2021-2022 Chronic Absenteeism: 2,746 students: 363 or 13.2%

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	1	0	1	4

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
96.4% graduated	83.3% graduated	Less than 11 Students
615 Students	18 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Low
92% graduated	95.2% graduated	69.6% graduated
25 Students	147 Students	56 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very High	No Performance Level
94.7% graduated	Less than 11 Students	98.5% graduated	95.8% graduated
19 Students	2 Students	136 Students	24 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High	Very High	No Performance Level	Very High
93.2% graduated	97.8% graduated	Less than 11 Students	96.2% graduated
73 Students	45 Students	2 Students	314 Students

Conclusions based on this data:

1. As per dashboard 2022 was very high at 96.4. 615 students graduated well exceeding the state average.
2. Our Hispanic population is below our average and our special education students are below our graduation (at 69.6)

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	4	4	1	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
3.1% suspended at least one day	8.1% suspended at least one day	Less than 11 Students
2794 Students	111 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	Medium	High
6.8% suspended at least one day	5.7% suspended at least one day	7.8% suspended at least one day
44 Students	491 Students	282 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
High	No Performance Level	Low	Very Low
7.1% suspended at least one day	Less than 11 Students	1.1% suspended at least one day	0% suspended at least one day
70 Students	7 Students	622 Students	94 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium	No Performance Level	Medium
3.8% suspended at least one day	3.5% suspended at least one day	5.3% suspended at least one day	3.7% suspended at least one day
419 Students	229 Students	19 Students	1334 Students

Conclusions based on this data:

1. Our suspension rate is at par with the state but higher with the following student groups: African American, English learners and students with disabilities.
2. Lower rates of suspension for Asian students and Filipino

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

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 1.2 Ensure that all facilities are updated and in good standing with state and district standards. Goal 1.3 Academic–A-F–grade data for English Learner (EL) and Hispanic students.	Goal 1.1 FHS teachers receive at least two opportunities to receive professional development to support EL students and students in special education. Goal 1.2 School facilities are generally in good repair. Goal 1.3 Hispanic students have disproportionately needed to move to our alternative education option as well as scoring significantly lower on	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 1.2 100% of schools in good or exemplary repair based on the Williams Act criteria. Goal 1.3 Teachers will incorporate linguistically and culturally

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Achievement on Reasonable, annual growth for English Learners as measured by the English Language Proficiency Assessment for California (ELPAC).	California Assessment for Student Progress and Performance (CAASPP) testing.	responsive instructional strategies into their daily lessons, resulting in improved academic achievement on the part of our English Learner and Hispanic students specifically. EL students will continue to demonstrate reasonable, annual progress on the English Language Proficiency Assessment for California.

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 English learners

Strategy/Activity

Provide FHS teachers with professional development and personalized coaching to support English learners (EL) and Hispanic students. A site English Language Development (ELD) coach will be released for two periods to work with staff to develop effective strategies. This designated ELD coach will lead professional development for staff, professional learning communities (PLCs) and departments. Our ELD coach completed 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)	Source(s)
	None Specified 4000-4999: Books And Supplies Software and digital textbook/curriculum purchase.
	None Specified 5000-5999: Services And Other Operating Expenditures Outsourced professional development
	None Specified 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)	Source(s)
	None Specified 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 community and family outreach and engagement for underserved populations to support school connectedness and student achievement.

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)
19679	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Secondary School Clerk
15192	LCFF - Supplemental 3000-3999: Employee Benefits Secondary School Clerk Benefits
11122	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Account Clerk
4002	LCFF - Supplemental

	3000-3999: Employee Benefits Account Clerk Benefits
11160	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk
4015	LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk Benefits

Annual Review

SPSA Year Reviewed: 2022-23

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 student progress.

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 in an emotionally safe environment.

LEA/LCAP Goal

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 2022-2023 school year, FHS attendance rate hovered near 95%. Student illness, combined with a core of chronically absent students has led to lower average daily 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. (Culture Shock celebration)
Goal 2.3- In 2021-2022 (the last complete year of suspension data) FHS had 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- Average daily attendance (ADA)	Goal 2.1- As of April 2023, FHS is currently at 94.8% ADA	Goal 2.1- Maintain an overall school attendance rate of 96% or higher for the 2023-2024 school year. Increased attendance should result in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		increased academic achievement (A-F data).
Goal 2.2 - California Healthy Kids Survey (CHKS) and Panorama SEL surveys	Goal 2.2 - On the 2022 CHKS, 9% of junior students reported experiencing harassment due to “race, ethnicity, or national origin”; On the 2022 CHKS, 9% of junior students reported experiencing harassment “because you are gay, lesbian, or bisexual or someone thought you were.”	Goal 2.2 - On the 2024 CHKS, 5% or fewer junior students will report experiencing harassment due to “race, ethnicity, or national origin”; On the 2024 CHKS, 5% or fewer junior students will report experiencing harassment “because you are gay, lesbian, or bisexual or someone thought you were.” Improvements in this area should result in increased attendance and academic achievement (A-F data).
Goal 2.3- Disaggregated suspension data	Goal 2.3- During the 2021-2022 school year, 7.1% of African American students and 7.8% of Special Education students were suspended for at least one day as compared to 3.1% of the total enrollment.	Goal 2.3- During the 2023-2024 school year, 3% or fewer African American students and 4% of Special Education students will be suspended for at least one day. Fewer missed days should result in increased academic achievement (A-F data).
Goal 2.4- California Healthy Kids Survey (CHKS)	Goal 2.4- On the 2022 CHKS, 48% of 11th grade parents indicated “agree” or “strongly agree” that FHS encourages parent involvement.	Goal 2.4- On the 2022 CHKS, 48% of 11th grade parents indicated “agree” or “strongly agree” that FHS encourages parent involvement.

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

Goal 2.1- Maintain an overall school attendance rate of 96% or higher for the 2023-2024 school year. Increased attendance should result in increased academic achievement (A-F data).

Strategy 1 - Ensure that the importance of attendance is shared throughout all classes through the entirety of the year.
Strategy 2 - Develop positive recognition and awards for good attendance at intervals.
Strategy 3 - Produce and monitor student attendance reports at two-week intervals.
Strategy 4 - Hold timely School Attendance and Review Team (SART) and School Attendance and Review Board meetings at timely intervals.

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

Goal 2.2 - On the 2024 CHKS, 5% or fewer junior students will report experiencing harassment due to “race, ethnicity, or national origin”; On the 2024 CHKS, 5% or fewer junior students will report experiencing harassment “because you are gay, lesbian, or bisexual or someone thought you were.” Improvements in this area should result in increased attendance and academic achievement (A-F data).

Strategy 1 - Teach Recognize, Interrupt and Repair (RIR) strategies to all students.
Strategy 2 - Produce and promote the “What We Say Matters,” Culture and Diversity Students Council video for all students and staff.

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

Goal 2.3- During the 2023-2024 school year, 3% or fewer Black students and 4% or fewer Special Education students will be suspended for at least one day. Fewer missed days should result in increased academic achievement (A-F data).

Strategy 1 - Educate all students regarding the many supports available to solve student conflict, including conflict mediation, decompression, counseling and more.

Strategy 2 - Implement "Impulsive Decision Making," "Coping Strategies", "Digital Citizenship", "Healthy Relationships" BASE modules.

Strategy 3 - Grow the participation in Culture and Diversity Student Council through promotion and direct invitations to Black and students with disabilities.

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

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

Goal 2.4- On the 2022 CHKS, 48% of 11th grade parents indicated “agree” or “strongly agree” that FHS encourages parent involvement.

Strategy 1: Through the website redesign, FHS will add a section--"How to Get Involved"--for parents.

Strategy 2: Over the course of the year, FHS admin will share specific strategies to support parents in monitoring and supporting their student. These concepts will include the following topics: "Developing Students Who Self-Advocate", "Establishing a Family Definition of Success", "How to Have Academic Conversations and Accountability with Your Student."

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)
	Other 5800: Professional/Consulting Services And Operating Expenditures Cost of guest speaker
	ASB 0001-0999: Unrestricted: Locally Defined Cost of subs for certificated coaches

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

Annual Review

SPSA Year Reviewed: 2022-23

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 2023-2024 is to achieve 96% 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 2023-2024 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 connections 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
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.

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 since the pandemic as determined through Mental Health Specialist (MHS) caseloads and behavior incidents.	Goal 3.1 Student mental health needs have at least doubled in the past two years.	Goal 3.1 We hope to see MHS caseloads decline and 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 conversations during PLC meetings.
Goal 3.4 By the end of the 2023-2024 school year, all students will receive social emotional learning (SEL) education using the five, agreed upon BASE SEL modules.	Goal 3.4 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 3.4 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

One representative from each PLC will be released for a full day of training regarding the PLC process, facilitation, collaborative culture and the data collection and analysis process.

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.
8155	LCFF - Supplemental 4000-4999: Books And Supplies supplies/instructional materials

Annual Review

SPSA Year Reviewed: 2022-23

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 2023-2024 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 2023-2024 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

Ensure progress and appropriate 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 students 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 students 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 i-Ready 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
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. 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. Goal 4.3 Through the implementation of an ELD course and interventions, all students 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 i-Ready 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. Goal 4.6 Graduation rate for 2022 was 95.5%.	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. 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. Goal 4.3 Through the implementation of an ELD course and interventions, all students 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 i-Ready 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. Goal 4.6 Graduation rate for 2022 was 95.5%.	Goal 4.1 Edmentum assessment results and CAASPP scores will indicate that at least 88% of our students read at grade level by the end of 2022-2023. Goal 4.2 Edmentum assessment results and CAASPP scores will indicate that at least 62% of our students will perform at grade level in mathematics by the end of 2022-2023. Goal 4.3 Through the implementation of an ELD course and interventions, all students will make adequate annual progress toward English proficiency. 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. Goal 4.6 Graduation rate for 2022-2023 will be 98.5% or higher.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students 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)	Source(s)
76214	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention (supplemental) Teacher
29876	LCFF - Supplemental 3000-3999: Employee Benefits Intervention (supplemental) Teacher Benefits
38107	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Math intervention teacher
14938	LCFF - Supplemental 3000-3999: Employee Benefits Math teacher Benefits
25626	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual instructional assistant
9220	LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits

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 ELA 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)	Source(s)
2,000	General Fund 1000-1999: Certificated Personnel Salaries Sub costs for release time for push in model development

Annual Review

SPSA Year Reviewed: 2022-23

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 hired a bilingual instructional assistant to increase the performance of Hispanics students. FHS will continue to use ELA and math interventions to bridge the gap of students who fall below curriculum standards.

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 bilingual staffing support to facilitate open lines of communication for all stakeholders.

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 2023-2024 school year.

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	$272,706.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
General Fund	$2,000.00
LCFF - Supplemental	$267,306.00
Professional Development Block Grant	$3,400.00

Subtotal of state or local funds included for this school: $272,706.00

Total of federal, state, and/or local funds for this school: $272,706.00

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	267,306	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	2,000.00
LCFF - Supplemental	267,306.00
Professional Development Block Grant	3,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	119,721.00
2000-2999: Classified Personnel Salaries	67,587.00
3000-3999: Employee Benefits	77,243.00
4000-4999: Books And Supplies	8,155.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	114,321.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	67,587.00
3000-3999: Employee Benefits	LCFF - Supplemental	77,243.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,155.00
1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	3,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,170.00
Goal 3	11,555.00
Goal 4	195,981.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Howard Cadenhead, Principal	Principal
Nikka Vaughan, Counselor	Other School Staff
Suzanne Ambrosini, Administrator alternate	Other School Staff
Briana Bamber , Teacher	Classroom Teacher
Kristen Davis, Parent alternate	Parent or Community Member
Gual Khan, Parent	Parent or Community Member
Susan Martin , Teacher	Classroom Teacher
Jessica Xu, Parent	Parent or Community Member
Ovan Petaway, Teacher alternate	Classroom Teacher
Danielle Jessup, Parent	Parent or Community Member
Drew Bias, teacher	Classroom Teacher
Student	Secondary Student
Student	Secondary Student
Kelly Cederstrom, Classified alternate	Other School Staff
Eric Eklund, Administrator alternate	Other School Staff
Gina Watson, Teacher alternate	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee (ELAC)

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

Name of 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 August 30, 2023.

Attested:

	Principal, Howard Cadenhead on 8/30/23
	SSC Chairperson, Nikka Vaughan on 8/30/23

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.

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

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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 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/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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