



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Folsom Hills Elementary School	34673306109755	September 5, 2020	October 22, 2020

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Purpose and Description.....	3
School Vision and Mission	3
School & Community Profile	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations	5
Analysis of Current Instructional Program.....	5
Stakeholder Involvement	10
Resource Inequities	11
School and Student Performance Data	12
Student Enrollment.....	12
CAASPP Results.....	14
ELPAC Results	18
Student Population	20
Overall Performance	21
Academic Performance	22
Academic Engagement.....	27
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1	31
Goal 2.....	34
Goal 3.....	38
Goal 4.....	43
Budget Summary	46
Budget Summary	46
Other Federal, State, and Local Funds	46
School Site Council Membership	47
English Learner Advisory Committee (ELAC).....	48
Recommendations and Assurances	49

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

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 Hills Elementary believes that the purpose of this plan is to align our site goals to the Local Control and Accountability Plan (LCAP) goals of the district. Folsom Hills will focus on school-wide academic consistency, staff and student teamwork/collaboration, student engagement, student achievement, social-emotional learning, and professional learning communities/guiding coalition practices that will allow Folsom Hills to meet Every Student Succeeds Act (ESSA). Eliminating the achievement gap, with every student performing at high levels, will be a goal. Evidence based interventions including identifying essential standards, providing Multi-tiered System of Supports (MTSS), grade-level based rotations based on those standards and using common pre- and post-assessments to flexibly group students for targeted instruction based on need, will be part of the intention of the Folsom Hills School Plan for Student Achievement. Despite the challenges of distance learning, Folsom Hills feels this is an achievable goal.

School Vision and Mission

Folsom Hills Elementary School, via its internal Professional Learning Communities (PLC), guiding coalitions, and Multi-tiered Support System Groupings, has created a vision for all students to succeed at their highest academic, social, and emotional potential.

Our school wide academic program is based on clearly defined standards and high expectations for all students academically, emotionally, and behaviorally. Staff collaborate using up to date curriculum, Professional Development (PD), and interventions to support students at risk in order to close the achievement gap and create an environment for student success. Professional Learning Communities and their interconnected communication and collaborative strategies, have redefined our approach to ensuring this vision is implemented with fidelity.

Folsom Hills is a safe, healthy learning environment based on a belief that students learn to be accountable for their behavior to assure a successful school experience. Parents and the public are encouraged to be involved with the school program through our Parent Teacher Association, School Site Council, and classroom volunteer programs (Kiln [ceramics], FAME [artists and composers], class buddy groups [peer mentoring], PC Pals [private outside companies, such as Intel offering mentoring], etc.)

The district-adopted academic curriculum provides for both basic skills and enrichment in the regular classrooms. The staff and parents of Folsom Hills students have worked hard to create an academically and socially rich elementary school setting, in which our students strive for social and academic success in a culturally and socioeconomically diverse society. This is true even while distance learning at the start of the 2020-2021 school year.

School & Community Profile

Folsom Hills Elementary is an elementary school in Folsom, California, serving Pre-K through 5th grade students and families. For the 2019-2020 school year, Folsom Hills Elementary served approximately 600 students. Students come from a variety of surrounding neighborhoods, primarily The Parkway, Briggs Ranch, and Willow Creek. Numerous students also join us from throughout the district as well, due to our Foreign Language - Elementary School (FLES), also

known as Spanish Magnet program. For the 2020-2021 school year, our starting number was significantly less, due to distance learning.

Unique for 2019-2020, and continuing on for 2020-2021, was the fact that Folsom Hills Elementary is split into 3 separate sites, due to modernization of the Folsom Hills campus. This set of circumstances provides a unique chance for Folsom Hills Elementary students and teachers to experience, view and interact with students and teachers from our sister schools - Empire Oaks Elementary and Sandra J. Gallardo. Inter-weaved throughout this document will be references to this set unique situation, and it should be noted that while students are being housed at these three sites, each student is taught by a Folsom Hills Elementary teacher, and the administrative support team remains the same, no matter what site they are temporarily housed at.

If an individual were to look into any of the 35 classrooms at Folsom Hills Elementary and our sister campuses, they would find parent volunteers, along with teachers, assisting students with both academic and social goals and benchmarks. One would also see specially trained parent KILN (ceramics) docents, FAME (artists and composers) docents, science docents, and Intel volunteer matching grant volunteers working with the students. PC Pals are onsite several times each trimester, and community programs - from the police and fire departments, to local businesses - are a positive and engaged presence on campus.

Folsom Hills Elementary School's end-goal is to prepare our students to become responsible citizens and productive, caring members of the world at large. Folsom Cordova's strong educational leadership team works hard to support each student academically and emotionally. Opportunities for differentiated instruction are available for each student, including those identified for Gifted and Talented Education, Specialized Academic Instruction, or Intervention; instructional intervention and enrichment programs are offered to insure all students are supported in meeting grade level standards in reading and math. Multi-tiered System of Supports, English Language Arts groupings, i-Ready, small group math instruction, intervention, and early/late friend times for grades K-2 all assist with this goal.

The Folsom Hills Elementary School's' team believes that a positive school culture must be provided to all students, coupled with an academically challenging curriculum (and all in a caring and positive school environment). Experienced teachers and support staff, coupled with Professional Learning Communities groupings consisting of Grade Level Teams, Safety, Positive Behavior and Intervention Systems, Foreign Language - Elementary School/Spanish Magnet, and Project Lead the Way, all contribute to this over-arching goal. A strong, school-wide Positive Behavior Intervention Systems program utilizing the "Friendly Fox Five" (Be Respectful, Be Responsible, Be Safe, Be Friendly, Be Productive) standards acknowledges the work of students in creating a healthy and safe learning environment, with Fox Points, prize wheel spins, Super Fox Awards, and other school-wide incentives being used as reinforcements.

Our active Student Council provides awareness of the importance of community service for all children at Folsom Hills Elementary. Folsom Hills Elementary is well known for its strong, supportive parent community. In addition to classroom volunteers, parents also serve on our School Site Council, which assists with important curriculum, budget, and facility decisions. Our Parent Teacher Organization plans numerous activities that serve as a positive bond between home and school, and provides financial support for our many programs. Parent involvement is the focus of our Parent Teacher Organization. We are pleased to say that our PTA membership is one of the highest in the Third District Council. PTA is improving the quality of instruction by providing funds for field trips, equipment for student productions, technology, books, and other instructional activities, as well as paying for our Project Lead the Way curriculum, and supporting our Spanish Magnet staff and students.

Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Vicky Cackler - Administrative Assistant at vcackler@fcusd.org, Tracy Kraakevik - School Clerk at tkraakevik@fcusd.org or Shawn Michael Lundberg - Principal at slundber@fcusd.org. Folsom Hills Elementary encourages parent and community involvement and welcomes the comments of all parties.

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).

Folsom Hills Elementary School students, staff and families are encouraged to provide input and feedback about school improvement through completing the California Healthy Kids and BryteBites surveys that are district administered and the data is used to enhance student learning. Parent Teacher Association enrichment surveys, small business and volunteer surveys. With an additional number of second language students enrolling at Folsom Hills Elementary, we also opted to provide English Language Proficiency Assessments for California (ELPAC) effectiveness surveys for 2020-2021.

Results of these surveys are analyzed to determine areas of strength, as well as areas for on-going development. Surveys administered throughout the 2019-2020 school year indicate that all elements in the School Effectiveness Survey fall within the district and equivalent-school norms. The area of Parent Involvement and School-To-Home Communication were viewed as an exceptional strength. Other areas and sub elements identified for focus included Multi-tiered Systems of Support for students in transitional kindergarten and kindergarten programs, and continuing the refinement of our Professional Learning Communities; the growth and implementation of the Folsom Hills Professional Learning Communities is of primary focus.

Classroom Observations

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

The school principal regularly visits classrooms, observing student learning and teaching, and does weekly walk-throughs of all programs (Autism and Language preschools, core classrooms, Foreign Language-Elementary School classrooms, Project Lead the Way classrooms, as well as Multi-tiered Systems of Support). Formal evaluations for probationary teachers take place twice in the Fall and twice in the Spring. Tenured teacher formal evaluation is once in the Fall and once in the Spring. Teachers being evaluated are also subject to informal evaluations throughout the year.

Both formal and informal feedback target the six California Standards for the Teaching Profession. A review of all data from the 2018-2019 school year (the last time students were assessed using CAASPP), indicate that classroom teachers at Folsom Hills Elementary implement practices and strategies aligned with these professional standards and expectations, and will continue to do so throughout the 2019-2020 school year. Please note that no formalized, state-wide testing was done in 2019-2020 (and the case looks to be similar for 2020-2021) due to Covid-19 procedures and distance learning.

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)

To plan instruction and best meet all student needs, Professional Learning Community groupings and Every Child by Name meetings at Folsom Hills Elementary analyze the results from multiple assessments including the California Assessment of Student Performance and Progress (CAASPP), ELPAC, and the district assessments (Math benchmarks, Oral Reading Passages, Early Literacy Assessment, Kindergarten Readiness Assessment, i-Ready) to plan and modify instruction in order to continually improve student achievement. Data analysis and planning to improve instruction is the primary goal of our Professional Learning Communities and Every Child by Name meetings.

Folsom Hills Elementary also collaborates multiple times throughout the year with the District Lead teachers in English Language Arts and Mathematics to discuss our responses to intervention and strategies to close the achievement gap.

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

Folsom Hills Elementary School teachers collaborate via Professional Learning Communities and they use programs such as Illuminate and i-Ready to monitor data from district-provided and curriculum-embedded assessments. Additionally, they use ongoing formative assessments to modify instruction and determine flexible grouping in classrooms. Teachers conduct i-Ready and curricular assessments regularly, as directed by the district's adopted curriculum, to regularly monitor student progress. These results direct discussions among staff to support the increase in student learning support and progress, through the Professional Learning Communities and intervention process.

Tier one instruction is supported through whole class data analysis, and tier two interventions and amplifications are supported. Need: More professional development around the Illuminate platform, specifically on how to create common assessments around individual standards and sub-standards by grade level teams is needed to deepen the practice of forming specific student groups and evaluating the effectiveness of Multi-tiered Systems of Support interventions/amplifications. Data from CAASPP, especially in 5th grade, indicates a specific focus needs to be on implementing the new Amplify curriculum, as well as a deep focus on 5th grade math. Please note the last implementation of CAASPP was for the 2018-2019 school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Folsom Hills Elementary School meet the requirements for highly qualified staff, per the stated expectations and requirements of the Folsom Cordova Unified School District (FCUSD) Human Resources Department.

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

All staff participate in on-going Professional Development provided by the county, district, and site level. Professional development is incorporated through FCUSD Professional Development days, district facilitated instructional focus meetings, site teacher release time, site Professional Development provided by site-based coaches, and designated Professional Development via Professional Learning Community focus meetings.

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

All Professional Development is based on social/emotional needs and quality academic instruction; academics address Common Core State Standards (CCSS), with a focus on maximizing student engagement. Integration of speaking, listening, reading, and writing across the curriculum is a primary focus.

Based on review and input of the data available, the following areas are being targeted:

- *Professional Learning Communities (PLCs) with a focus on teacher-driven data analysis to assess and adapt to student progress levels

- *FLES/Spanish Magnet

- *Project Lead the Way (PLTW)/Science Technology Engineering & Math (STEM)

- *SMART Goal setting

- *PBIS

- *MTSS

- *Reading fluency, comprehension, vocabulary development, and overall mathematics in grades 1-5

- *Early Intervention Behavior Therapy (EIBT) programs at the preschool level

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

District Lead Teachers provide on-going support to teachers. The Professional Development Cadre facilitates Instructional Focus Meetings to provide teachers time for collaboration and Professional Development days have been added to the instructional calendar.

Staff members collaborate and analyze student data on a regular basis during site level PLCs, as well as on teacher release days for professional development.

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

Grade level collaborations, via PLCs, occur twice per month for all grades. These collaborations center around curriculum delivery, shared lesson planning, and needs analysis. Informal teacher collaboration occurs regularly before school, after school and during teacher preparation time.

Coupled with formal and informal collaborations, Folsom Hills Elementary also conducts ECBN (Every Child By Name) meetings 3 times per year, wherein the administrator, general education teachers, and Specialized Academic Instruction (SAI) teachers collaborate to implement Individualized Education Program (IEP) and Student Support Team (SST) goals, as well as level students for the best academic results via targeted teaching. Please understand that time frames and specific implementations may vary due to distance learning.

Teaching and Learning

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

All Kindergarten (K)-5 grade teachers at Folsom Hills Elementary are using the Common Core State Standards (CCSS) as the basis of their instruction. Teachers are focusing on incorporating collaborative conversations, utilizing the FCUSD Common Core ELA and Mathematics curriculum alignment and instruction expectations. Teachers have received multiple days of district training, as well as, during site curricular meetings expressly for the support of ELA implementation. History-Social Science (HSS) and Next Generation Science Standards (NGSS) aligned curriculum is adopted and currently being implemented.

Preschool teachers utilize the nationally normed EIBT standards for autism.

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

All state instructional minutes are strictly adhered to. The Folsom Hills Elementary schedule provides students with the required number of instructional minutes per day. Language Arts and Math times are consistent and fully directed for the purpose of uninterrupted learning time. Additionally, minutes are set aside and for small group instruction and intensive instruction when appropriate. MTSS rotations provide tier two targeted instructional support in rotating 4 week cycles. Folsom Hills Elementary School's daily/weekly schedule provides students with the required number of instructional minutes per day. Specific ELA and Mathematics minutes (as a minimum) are as follows:

*TK/K: 60 minutes of Mathematics/80 minutes of ELA

*Grades 1 and 2: 90 minutes of Mathematics/150 minutes of ELA

*Grades 3, 4, and 5: 90 minutes of Mathematics/120 minutes of ELA

It should be noted that these minutes include early/late friend time, MTSS groupings, and whole-class instruction.

Please note that for the beginning of the 2020-2021 school year, these minutes may vary due to distance learning and modifications to the elementary schedule based on board and public input.

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

Folsom Hills Elementary School schedule follows recommended curriculum and pacing, where the schedules are flexible, but focused on achievement of the Common Core State Standards. Assessment windows allow teachers to monitor student progress. District pacing windows allow teachers to monitor their instructional progress. MTSS groupings are realigned every 4 weeks.

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

All students have been provided with instructional materials as mandated by the Williams Act. In addition, student groups needing extra support are identified through data collection and provided access to such materials as Lexia, Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), and Accelerated Reader.

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

Folsom Hills Elementary School uses district approved State Board of Education (SBE)-adopted materials. Teachers have been trained in supplemental instruction and curriculum, such as Lexia Core 5, SIPPS and Accelerated Reader. These materials include (but are not limited too):

*ELA: Benchmark, SIPPS, FLEX, Step Up to Writing, Handwriting Without Tears, Lexia, Read Naturally, BookFlix, iReady, Accelerated Reader

*Mathematics: Envision, iReady

*Science: Amplify, PLTW

*Social/Emotional: Steps to Respect

Opportunity and Equal Educational Access

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

All students receive instruction based on their academic level, as assessed by multiple data points/programs. Underperforming students receive the core instructional program that is delivered by the regular classroom teacher, but are then placed on a rotating, needs-based MTSS schedule. Please note that MTSS is currently on hold for issues related to Covid-19.

The 3-times yearly Every Child By Name Conferences also provide an opportunity to utilize the collaborative model of instructional delivery, and place students appropriately based on both academic, and at times, emotional needs.

In addition to academics, Folsom Hills Elementary School supports students in a positive way through various positive behavior support programs, a school wide PBIS plan, Cool to be Kind Week, Fly-High Foxes (academic awards), Super Fox Awards (PBIS/Social Emotional Learning), classroom buddy activities and positive shared expectations for behavior and compassion.

Evidence-based educational practices to raise student achievement

Through the use of PLCs, which offer targeted focus and goal development (and its subsequent implementation), peer evaluated educational practices are shared at PLC meetings regularly. Teachers and support staff have the opportunity to review and discuss research related to student achievement and professional development, especially after meeting with district lead teachers during release time.

ELA, Mathematics, STEM, HSS, and EIBT Lead Teachers review new research-based practices at district-level meetings. Teachers are asked to implement these practices into their classrooms, and they are oftentimes part of the collaborative pre- and post-evaluation meetings.

Parental Engagement

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

Parents are encouraged to attend Back to School Night and our Open House in the Spring. Our school website and e-alert system keeps parents informed about important school information. We also post curriculum support links, provide log-on information for Lexia and other Math and ELA support programs for use at home. We use SST meetings to help support our most struggling students. Teachers provide on-going communication with parents through progress reports, newsletters, and direct contact.

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)

The School Site Council (SSC) consists of five parents who meet regularly with staff to stay informed on school progress and make decisions about changes. Meeting minutes are public. Folsom Hills Elementary School will also be holding ELAC meetings for the 2020-2021 school year, based on the number of English Learners enrolled.

Funding

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

Site and Intel funds pay for direct support of classroom instruction, through support of interventions and district wide professional development. Categorical funds pay for the direct support of classroom instruction; FCUSD pays for numerous services for these under-performing students. Examples include:

*i-Ready

*Specialized Academic Instruction staffing

*SIPPS

*Professional Development

*Lead Teachers

*Numerous software programs and related technology

Fiscal support (EPC)

Folsom Hills Elementary School has access to basic district funding. Folsom Hills Elementary School does not qualify for most other categorical funding. Outside funding comes from PTA, Intel, and school fundraising.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Folsom Hills Elementary School engages the community at large, as well as internally, throughout the school year and even over the summer months, to obtain feedback and input for the development of our School Plan for Student Achievement (SPSA) plan. School Site Council meetings are held 5 times a year. At these meetings the SPSA is reviewed and input is welcomed by our parents and community members, as stakeholder involvement is key in developing a coherent, thorough plan. Please note the disruption of distance learning in this process. Specifically, the following was/is reviewed:

- Student Achievement Data
- Suspensions
- Attendance
- Positive Behavior Intervention Systems/Social Emotional Learning

Folsom Hills Elementary School also strives to make sure our goals and objectives align with the LCAP. Professional Learning Communities and other types of meetings throughout the 2020-2021 school year will be used to track and monitor our progress towards those goals. Examples of these interactions and meetings include:

- PTA
- School Site Council
- ECBN
- Staff Meetings
- Grade level PLCs
- PBIS PLC
- Safety PLC
- Student School Council

- Guiding Coalition input

Resource Inequities

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

Folsom Hills Elementary School feels that, in general, there are few resource inequities of concern. As we are undergoing modernization, there are many unknowns in terms of costs, with temporarily being split into multiple sites. That being said, with our growing number of English Learners, we have a need for increased language aide support. Demographics are quickly shifting within our boundaries, and this extra level of support (perhaps shared among multiple sites with similar issues) would greatly benefit our students and families.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.18%	%	0%	1		0
African American	0.72%	0.86%	0.71%	4	5	4
Asian	8.44%	8.46%	8.9%	47	49	50
Filipino	1.62%	1.55%	0.53%	9	9	3
Hispanic/Latino	17.41%	16.41%	18.33%	97	95	103
Pacific Islander	%	%	0%			0
White	65.71%	63.56%	61.39%	366	368	345
Multiple/No Response	0.18%	0.17%	9.96%	1	1	1
Total Enrollment				557	579	562

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	83	115	96
Grade 1	99	68	104
Grade 2	84	104	77
Grade3	88	91	105
Grade 4	108	90	89
Grade 5	95	111	91
Total Enrollment	557	579	562

Conclusions based on this data:

1. Folsom Hills Elementary School has a relatively stable enrollment and attendance rate. The data indicates that our Foreign Language-Elementary School classrooms have a slightly higher attendance rate than our core classrooms. However, both are far above the expected district level. Please note that distance learning has removed 29 students off campus to charter or private schools. We expect to get the majority of those students return once distance learning ends.
2. Super Fox attendance awards seemed to have assisted our attendance growth over the past 6 years of use. It's effectiveness with distance learning is unknown.
3. Enrollment at Folsom Hills Elementary School is primarily white, with the next sub group being significantly smaller. That being said, there is not a lot of difference in race-based attendance levels, which indicates that the systems in place work well overall.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	25	14	19	4.5%	2.4%	3.4%
Fluent English Proficient (FEP)	19	26	26	3.4%	4.5%	4.6%
Reclassified Fluent English Proficient (RFEP)	2	12	2	8.3%	48.0%	14.3%

Conclusions based on this data:

1. Many students who need second language support at Folsom Hills Elementary School come from either Indian or Spanish language sub-groupings.
2. Students who come with a primary language of Spanish, are best served by teachers in the Foreign Language-Elementary School program - either past or present.
3. Careful evaluation of second language students upon enrollment is extremely important. Lack of native speaking ability does not necessarily qualify students for special education services.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	106	83	93	104	81	92	104	81	92	98.1	97.6	98.9
Grade 4	93	106	92	93	105	92	93	105	92	100	99.1	100
Grade 5	113	96	110	110	95	108	110	95	108	97.3	99	98.2
All	312	285	295	307	281	292	307	281	292	98.4	98.6	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2453.	2497.	2487.	29.81	54.32	53.26	36.54	25.93	27.17	19.23	16.05	11.96	14.42	3.70	7.61
Grade 4	2514.	2524.	2523.	44.09	49.52	47.83	31.18	28.57	28.26	13.98	15.24	14.13	10.75	6.67	9.78
Grade 5	2550.	2553.	2548.	37.27	36.84	36.11	37.27	40.00	38.89	15.45	15.79	16.67	10.00	7.37	8.33
All Grades	N/A	N/A	N/A	36.81	46.62	45.21	35.18	31.67	31.85	16.29	15.66	14.38	11.73	6.05	8.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	50.62	53.26	45.19	40.74	35.87	24.04	8.64	10.87
Grade 4	40.86	40.00	43.48	50.54	51.43	46.74	8.60	8.57	9.78
Grade 5	41.82	48.42	37.96	45.45	42.11	50.00	12.73	9.47	12.04
All Grades	37.79	45.91	44.52	46.91	45.20	44.52	15.31	8.90	10.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.69	56.79	43.48	55.77	40.74	47.83	11.54	2.47	8.70
Grade 4	40.86	49.52	51.09	49.46	43.81	43.48	9.68	6.67	5.43
Grade 5	51.82	50.53	50.00	38.18	41.05	43.52	10.00	8.42	6.48
All Grades	42.02	51.96	48.29	47.56	41.99	44.86	10.42	6.05	6.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.81	38.27	30.43	60.58	56.79	64.13	9.62	4.94	5.43
Grade 4	26.88	30.48	31.52	62.37	63.81	64.13	10.75	5.71	4.35
Grade 5	28.18	27.37	26.85	63.64	65.26	63.89	8.18	7.37	9.26
All Grades	28.34	31.67	29.45	62.21	62.28	64.04	9.45	6.05	6.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.73	56.79	42.39	46.15	35.80	46.74	22.12	7.41	10.87
Grade 4	40.86	41.90	38.04	47.31	52.38	47.83	11.83	5.71	14.13
Grade 5	40.91	43.16	35.19	48.18	51.58	53.70	10.91	5.26	11.11
All Grades	37.79	46.62	38.36	47.23	47.33	49.66	14.98	6.05	11.99

Conclusions based on this data:

1. Many students are lacking proficiency in vocabulary and comprehension. With Multi-Tiered System of Supports, these specific students will receive targeted instruction in vocabulary enrichment and context. As scores remained stable and in a high percentile in the Spring 2019 CAASPP, in this area, indications are that this targeted method works for Folsom Hills Elementary School, when compared to other sites. However, there is room for improvement. Distance learning has varied the dynamic of teaching in the short term; FHE will try its utmost to ensure the same quality instruction is received at home as it is at school.
2. Trial implementations of internal, classroom based small groupings for writing were not as successful as hoped. A wider-ranging, full grade level ELA rotation is needed specifically for vocabulary and comprehension. This implementation has taken place for 2019-2020, and is now in full effect. Leveled groupings at each grade level will hopefully bring about a rise in writing scores and abilities. Distance learning has varied the dynamic of teaching in the short term; FHE will try its utmost to ensure the same quality instruction is received at home as it is at school.
3. Staff will commit to developing strategies that address needs - school and grade level wide - in an attempt to close the gap in proficiency. Professional Learning Community groupings will meet to strategically plan these implementations, and will include Specialized Academic Instruction, intervention, Foreign Language-Elementary School, and core teachers. Distance learning has varied the dynamic of teaching in the short term; FHE will try its utmost to ensure the same quality instruction is received at home as it is at school.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	106	83	93	104	81	92	102	81	92	98.1	97.6	98.9
Grade 4	93	106	92	93	105	92	93	103	92	100	99.1	100
Grade 5	113	96	110	110	95	108	109	95	108	97.3	99	98.2
All	312	285	295	307	281	292	304	279	292	98.4	98.6	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2475.	2494.	2486.	33.33	49.38	44.57	39.22	33.33	31.52	20.59	14.81	15.22	6.86	2.47	8.70
Grade 4	2514.	2526.	2513.	31.18	33.01	29.35	36.56	46.60	32.61	26.88	18.45	33.70	5.38	1.94	4.35
Grade 5	2552.	2534.	2545.	34.86	24.21	34.26	30.28	35.79	28.70	26.61	25.26	27.78	8.26	14.74	9.26
All Grades	N/A	N/A	N/A	33.22	34.77	35.96	35.20	39.07	30.82	24.67	19.71	25.68	6.91	6.45	7.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.88	59.26	63.04	36.27	35.80	23.91	7.84	4.94	13.04
Grade 4	48.39	51.46	40.22	34.41	40.78	42.39	17.20	7.77	17.39
Grade 5	42.20	34.74	42.59	39.45	40.00	34.26	18.35	25.26	23.15
All Grades	48.68	48.03	48.29	36.84	39.07	33.56	14.47	12.90	18.15

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.16	55.56	48.91	47.06	41.98	46.74	10.78	2.47	4.35
Grade 4	38.71	41.75	35.87	47.31	52.43	55.43	13.98	5.83	8.70
Grade 5	38.53	24.21	40.74	50.46	63.16	50.93	11.01	12.63	8.33
All Grades	39.80	39.78	41.78	48.36	53.05	51.03	11.84	7.17	7.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.24	56.79	48.91	54.90	37.04	42.39	6.86	6.17	8.70
Grade 4	44.09	48.54	38.04	45.16	43.69	52.17	10.75	7.77	9.78
Grade 5	33.03	26.32	30.56	54.13	53.68	52.78	12.84	20.00	16.67
All Grades	38.16	43.37	38.70	51.64	45.16	49.32	10.20	11.47	11.99

Conclusions based on this data:

1. Students are achieving inconsistently across the grade levels in some subsections. Gaps have been noted in the curriculum materials that adequately address both old and new standards in regards to Mathematics; teacher use of outside ancillary materials over the past 6 years to close these gaps was inconsistent and fragmented, and a focus on only using enVision materials is in place. Distance learning has varied the dynamic of teaching in the short term; FHE will try its utmost to ensure the same quality instruction is received at home as it is at school.
2. Folsom Hills Elementary School is going to increase the proficiency in Math for all students. The new enVision curriculum has brought about a decrease in scores for 2018-2019 5th grade performance task, but with greater familiarity in the curriculum at both the student and teacher level, this gap should close over the next 12 months. Unfortunately, when new standards are introduced, coupled with new curriculum, some students are left with gaps. Our goal is to eliminate those gaps using the strategies laid out in this document. Distance learning has varied the dynamic of teaching in the short term; FHE will try its utmost to ensure the same quality instruction is received at home as it is at school.
3. Overall, Folsom Hills Elementary School has kept up an inconsistent above-average set of scores in Mathematics overall. MTSS Mathematics groupings will hopefully allow for an increase in these percentages in the "at" or "exceed" level starting in 2019-2020, when we implement mathematics rotations. These are slated to begin in January of 2021, on a trial basis, after modernization is complete and 1st trimester grades for 2020-2021 are available. As a side note, it should be noted that there is a large (but trending) issue with Foreign Language-Elementary School students taking on core classroom students. Distance learning has varied the dynamic of teaching in the short term; FHE will try its utmost to ensure the same quality instruction is received at home as it is at school.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	6
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3		*		*		*		*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
All Grades							14	16

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1		*	*	*		*	*	*	*	*
All Grades	*	12.50	*	43.75	*	25.00	*	18.75	14	16

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
1		*	*	*		*	*	*	*	*
All Grades	*	43.75	*	18.75	*	18.75	*	18.75	14	16

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	*	*	*
All Grades	*	12.50	*	68.75	*	18.75	14		16

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	37.50	*	50.00	*	12.50	14	16

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	12.50	*	56.25	*	31.25	14	16

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	12.50	*	75.00		12.50	14	16

Conclusions based on this data:

1. Second Language Learners at Folsom Hills Elementary School continue to grow in terms of population. Most are considered "Well Developed".
2. Folsom Hills Elementary School students continue to Reclassification Fluent English Proficient (RFEP) at Folsom Hills Elementary School at large percentage rates. However, demographics would indicate that close analysis of this issue should be undertaken, especially in regards to Mathematics and word problems.
3. Distance learning has varied the dynamic of teaching in the short term; FHE will try its utmost to ensure the same quality instruction is received at home as it is at school.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
579	8.1	2.4	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	2.4
Foster Youth	2	0.3
Homeless	15	2.6
Socioeconomically Disadvantaged	47	8.1
Students with Disabilities	54	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9
Asian	49	8.5
Filipino	9	1.6
Hispanic	95	16.4
Two or More Races	52	9.0
White	368	63.6





Conclusions based on this data:

1. While this reflects 2018-2019 dashboard data, we were looking at an upwards trend for 2019-2020 of second language learners and socioeconomically disadvantaged students becoming part of the Folsom Hills Elementary School family. However, due to Covid-19, this data is not available.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

1. Folsom Hills Elementary School prides itself on its high attendance rate. Data indicates that our strategies are working with levels near 96-97 percent, depending on the grade level. A comparable lack of family transiency at Folsom Hills Elementary School also assists with our high attendance rates. It must be noted that our preschool program (Special Day Class for non-verbal autistic students), drastically brings down our attendance rates in what is perceived to be an unfair manner; these students must attend specialized Applies Behavior Analysis (ABA) therapy (among other types), which counts against the Folsom Hills Elementary School attendance rate, despite its necessity.
2. Folsom Hills Elementary School only suspended one student in 2019-2020. However, with such low suspension rates comes a somewhat skewed view of the released data. Ignoring the information on race (one suspension each for a member of the white, Asian, and Latino sub categories), the more important piece of information gleamed from the report was that each of these suspensions was due to combat/fighting. While not a large number, it does indicate that we can target our PBIS programs to these students/peers better on the yard.
3. Math and ELA instruction grew over the past two years, based on the Spring 2019 CAASPP. The only exception to this is 5th grade Math, specifically the Performance Task. Special effort will be put into preparing students for this component of the exam once it is an option, due to Covid-19.

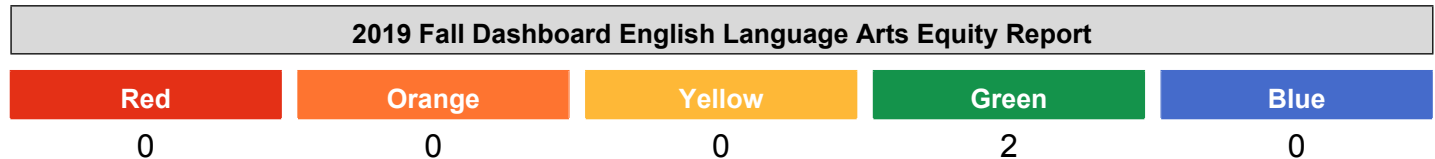
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 52.1 points above standard Declined -3.7 points 284	English Learners  No Performance Color 40.3 points above standard Maintained ++0.8 points 12	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  No Performance Color 23.6 points above standard Increased Significantly ++10.1 points 26	Students with Disabilities  No Performance Color 0.4 points below standard Declined Significantly -19.3 points 34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 90.1 points above standard Increased Significantly ++25.8 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 50.1 points above standard Declined -7.7 points 48	 No Performance Color 62.2 points above standard Increased Significantly ++22.8 points 20	 No Performance Color 0 Students	 Green 48.6 points above standard Declined -8.7 points 182

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 10	51.2 points above standard Declined -5.7 points 266

Conclusions based on this data:

- Overall, Folsom Hills Elementary School maintained in English Language Arts. 5th grade Math is of concern, however, and will be the primary focus for Folsom Hills 2020-2021 Professional Learning Communities.
- Folsom Hills Elementary School is pleased that our special education students increased their overall English Language Arts abilities compared to year's past. We are hoping to increase this percentage by 2-4 percent for 2020-2021. This seems achievable if Multi-Tiered Support System groupings and Specialized Academic Instruction services resume, due to distance learning.
- Second language learner students are still a challenge for Folsom Hills Elementary School staff. We are redirecting some of our intervention services to directly work with these students. We have also asked for assistance from State and Federal Programs (at the district level) to assist us in this endeavor.

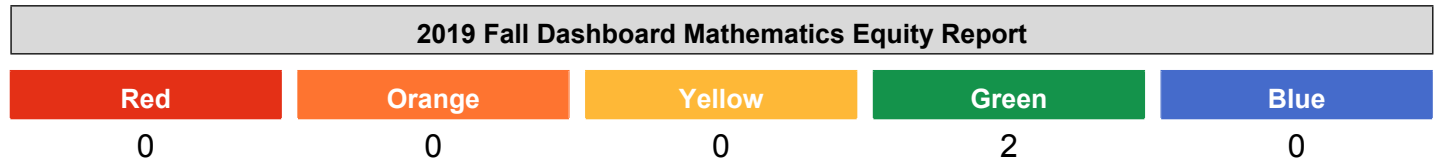
School and Student Performance Data

Academic Performance Mathematics







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 33 points above standard Maintained -1.8 points 284	English Learners  No Performance Color 31.4 points above standard Increased Significantly ++19 points 12	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  No Performance Color 2 points below standard Increased Significantly ++18.5 points 26	Students with Disabilities  No Performance Color 15.1 points above standard Increased ++7 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	American Indian  No Performance Color 23.5 points above standard Declined Significantly -15.1 points 20	Asian  No Performance Color 70.3 points above standard Increased Significantly ++22.2 points 24	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Green 34 points above standard Increased ++9.3 points 48	Two or More Races  No Performance Color 23.5 points above standard Declined Significantly -15.1 points 20	Pacific Islander  Green 31.3 points above standard Declined -5.9 points 182	

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 10	English Only 32.1 points above standard Declined -3.6 points 266
-----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------

Conclusions based on this data:

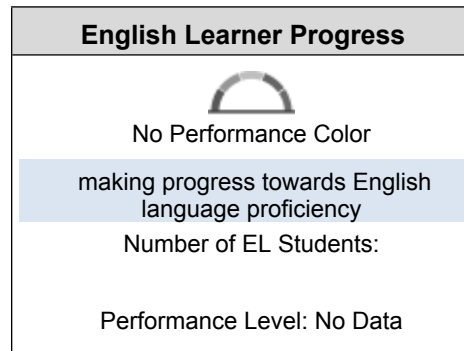
- Overall, scores were high for 2018-2019 (the most recent year of testing). However, 5th grade declined overall; this was the only sub-group which this occurred with.
- Folsom Hills Elementary School is pleased that our special education students increased their overall mathematical abilities compared to year's past. We are hoping to increase this percentage by 10-12 percent for 2020-2021 for our general education students, as well, should we be allowed to return to campus.
- Second language students progressed well in regards to Mathematics. Unlike with Benchmark/ELA, the consistent enVision implementation crosses cultural and language barriers with greater ease.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. Teachers use second language curricular components, as needed, for Benchmark/ELA. Distance learning has varied the dynamic of teaching in the short term; FHE will try its utmost to ensure the same quality instruction is received at home as it is at school.
2. Folsom Hills Elementary School does not have a high number of second language learners, but they are present. When needed, we use translators or other services tools/technologies to assist them. As mentioned earlier, a greater ability to access language aides would be welcomed.
3. Teachers use ancillary curricular components, as needed, for enVision/Mathematics. Distance learning has varied the dynamic of teaching in the short term; FHE will try its utmost to ensure the same quality instruction is received at home as it is at school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Blue 2.3 Maintained -0.1 599	English Learners  No Performance Color 0 Maintained 0 16	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 5 20	Socioeconomically Disadvantaged  Green 3.4 Declined -12.4 58	Students with Disabilities  Green 2.7 Declined -1.5 73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  Yellow 4.1 Increased +2.1 49	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic  Blue 2 Maintained -0.1 100	Two or More Races  Orange 5.5 Increased +5.5 55	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Blue 1.8 Declined -0.8 381

Conclusions based on this data:

1. Folsom Hills Elementary School meets the desired attendance rate of FCUSD attendance rate, at 96 percent. This has risen over the past 5 years of tracking. Letters and phone calls home, utilizing PowerSchool and Truancy Hunter, assist us in gathering accurate data to promote growing this rate up to 96 percent, if possible, for 2020-2021
2. Parent meetings with Attendance & Due Process (ADP), the teacher, nurse, and the principal are all used to promote attendance when needed, depending on the types of absences.
3. The autism preschool program unfairly reflects the true attendance rate at Folsom Hills Elementary School. These students and families are unfairly penalized for taking their children to necessary and crucial service providers.

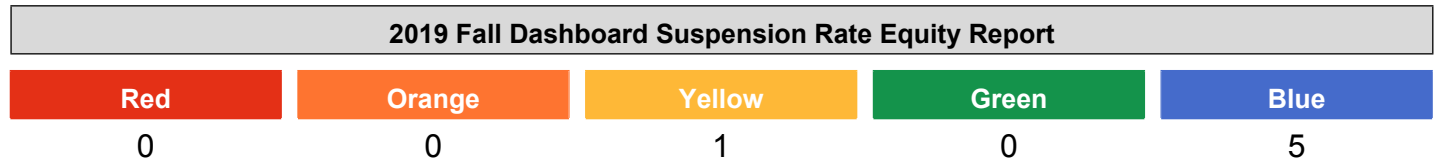
School and Student Performance Data

Conditions & Climate Suspension Rate







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



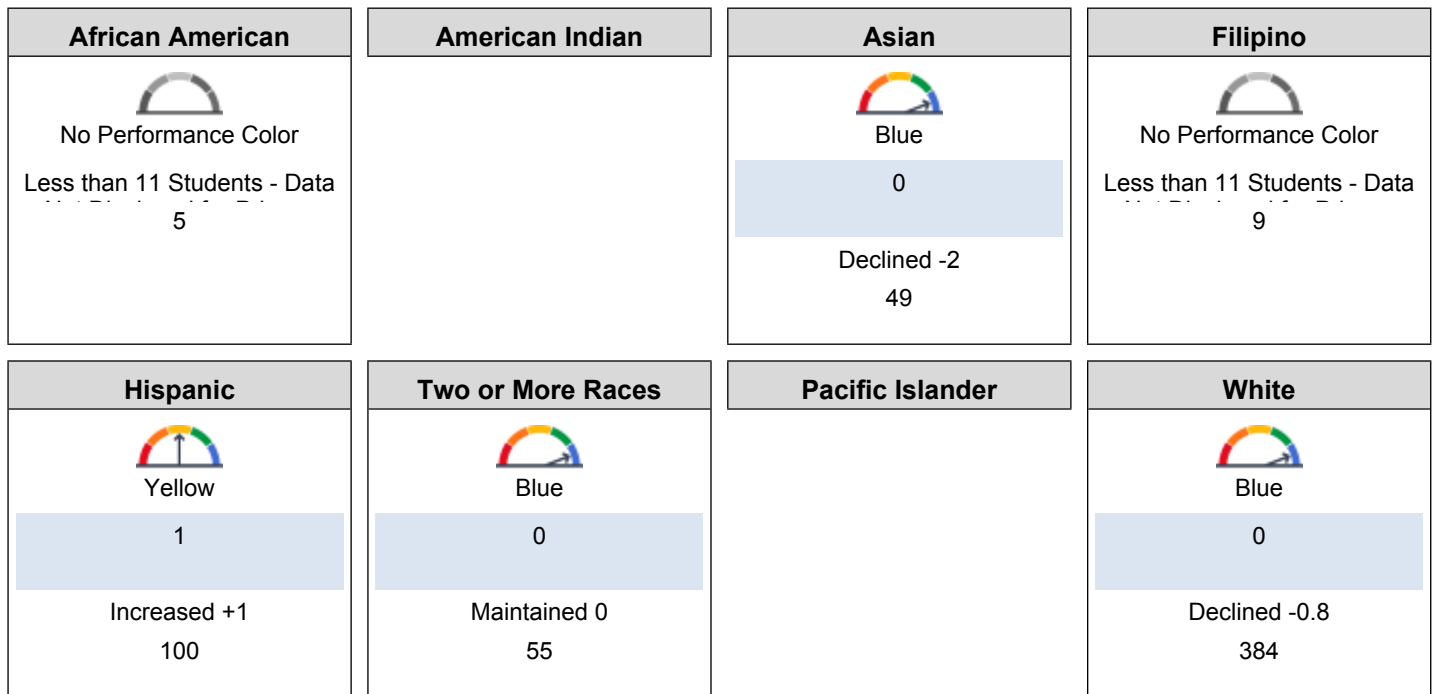
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2 Declined -0.5 602	English Learners  No Performance Color 0 Maintained 0 16	Foster Youth  No Performance Color Less than 11 Students - Data Not 2
Homeless  No Performance Color 0 20	Socioeconomically Disadvantaged  Blue 0 Declined -3.2 58	Students with Disabilities  Blue 0 Maintained 0 73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.2

Conclusions based on this data:

1. All staff, from yard supervisors to teachers, are trained in deescalation techniques. 7 are trained in Therapeutic Crisis Intervention, and the rest through presentations put on by the district and site level Positive Behavior Intervention System teams.
2. The "Friendly Fox" program continually reinforces using appropriate language and words over negative comments or more physical interactions.
3. With 1 total suspension for the year, Folsom Hills Elementary School maintained it's low suspension rate for 2019-2020, and will hopefully continue to do so over the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

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

1.2 Maintain schools in good repair.

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

Goal 1

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

Identified Need

Continue to provide access to struggling Folsom Hills Elementary School students of grade level materials.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential Audit	100%	1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. Monitor teacher induction Beginning Teacher Support & Assessment (BTSA) participation by tracking successful completion of year 1 and year 2 and number of teachers completing.
Translation Services and Materials	50%	With support from State and Federal Programs, 100%
Williams Act Material Audit	100%	Maintain Percentage
Williams Act Facilities Audit	100%	Maintain Percentage

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)

Every student

Strategy/Activity

Illuminate Data Conference

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)

7,800

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Create common assessments.

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

Students must have access to all Williams Act necessities and the school must provide them. In this case, Steps to Advance curriculum is needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental
5800: Professional/Consulting Services And
Operating Expenditures
Basic Williams Act expenses; Steps to Advance,
Step up to Writing, and ancillary materials.

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

Continue with ELA/English Language Development program/curriculum adoption monitoring and support.

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)

950

Other

1000-1999: Certificated Personnel Salaries
Using district funding, continue to utilize intervention and Specialized Academic Instruction teachers. Likewise continue with implementation of SIPPS and Flex.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Folsom Hills Elementary School will learn how to further target instruction based on data and aim to provide focused attention and detail for the different learning needs of Folsom Hills Elementary School students. Additional Instructional Aid's (IA) and psychological supports will also target those students with more intense Social Emotional Learning and academic needs.

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

None.

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.

No changes are expected.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

Folsom Hills Elementary School strives to maintain or increase parent and student engagement, as well as provide a healthy, safe and positive academic and socially safe environment. Specifically, Social-Emotional Learning will be a focus.

Identified Need

Folsom Hills Elementary School will increase parent, family and community engagements to increase student participation and partnerships between school and home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	96.8 percent	Increase to 98 percent
Suspension rate	1 student suspended	0 students suspended
Parent surveys	3 surveys	Maintain
Student surveys	2 surveys	3 (add PBIS recess survey for grades 3-5)

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

Maintain strong PBIS program, with substitute support provided when needed by the team.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Donations 1000-1999: Certificated Personnel Salaries Cost of subs for PBIS programs, events, and conferences.
500	Parent-Teacher Association (PTA) 2000-2999: Classified Personnel Salaries Extra yard supervision when needed.

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

Parent Outreach and school communication.

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)
	District Funded Parent Coordinator and associated staff salaries.

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

Funding for needed supplies and material, including equipment to support the PBIS, family community engagement, and interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Donations

Provide additional interventions and services during the school year as student academic and social emotional needs are determined.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with poor attendance or social emotional learning issues.

Strategy/Activity

Have Folsom Hills Elementary School offer conferences for staff to increase their capacity to help close the attendance gap for some of our students and/or extend their social emotional learning and intervention skill sets.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Donations

Provide funds for conferences or workshops not covered by the district.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students struggling with grief, social issues or behavioral concerns.

Strategy/Activity

Add Special Friends/Early Intervention Program to Folsom Hills Elementary School for student mental health and social emotional needs.

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)

Costs are unknown.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Providing structured recess through a pre and post training for all supervisors and students teaches students sportsmanship and teamwork. Second Step provides SEL support and our parent coordinator and campus beautification help tie our school into our local community throughout the modernization process (and after).

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

None.

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.

No changes are expected.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
3.1 Provide professional development in new adoptions and local curriculum.
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.3 Provide access to A-G, Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP) and STEM courses.

Goal 3

Folsom Hills Elementary School provides staff with opportunities for professional learning to optimize classroom instruction and practice, and hence improve the quality their student's academics.

Identified Need

Increase teacher efficacy in literacy, math skills, and SEL.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide training for the implementation of Therapeutic Crisis Intervention	All general education teachers will be trained in TCI	Maintain the the current professional development baseline, coupled with the additional support of site coaches for 2020-2021.
New teacher training for Benchmark	All new teachers receive this training.	Maintain the the current professional development baseline, coupled with the additional support of site coaches for 2020-2021.
New teacher training for enVision	All new teachers receive this training.	Maintain the the current professional development baseline, coupled with the additional support of site coaches for 2020-2021.
Technology training for all teachers (Docs, Forms, etc...)	This is offered by both site-level and district level specialists.	Maintain the the current professional development baseline.
Provide FLEX training	This is offered to all teachers (primarily intervention) who utilize it.	Maintain the the current professional development baseline.
Provide SIPPS training	All staff receive this training, with refresher courses available.	Maintain the the current professional development baseline.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide site focused Professional Development	These days and trainings are decided upon by teachers and support staff. They are often specific to social-emotional health and ELA/Math.	Maintain the the current professional development baseline, with an additional focus on TCI for 2020-2021.

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

Strategy/Activity

Funding for supplies, including, but limited to online subscriptions, ancillary texts, and other immediate, non district covered items.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Parent-Teacher Association (PTA)

Supplemental books/ supplies/ computer software and equipment for academic needs.

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

Allow and encourage teachers to participate in outside training in regards to ELA, Math and Social Studies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

Donations

Outside trainings for teachers and IA's to better their teaching practice or to develop special skills for their grade level, PLC, or a select group of students with special needs.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students whose data shows the need for a push-in model for math separate from the MTSS rotations.

Strategy/Activity

Teachers to use small group instruction to address tier II needs of students inside of the classroom and MTSS groupings.

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)

District Funded

Provide additional interventions and services during the school year as student academic needs are determined.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students in FLES.

Strategy/Activity

Support students struggling with Spanish in the FLES program

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)

District Funded

Utilize district allocated FLES budget in a judicious way, in order to supply interventions for students struggling with second language acquisition, so as to be successful when they enter middle school.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teacher release time for teams to meet with the ECBN teams.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Support staff in data analysis and create MTSS groupings.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students (primarily those not in FLES).

Strategy/Activity

Continue to expand PLTW/STEM at Folsom Hills Elementary School.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000

Parent-Teacher Association (PTA)

Enrichment materials, additional items, and kit refills for the PLTW/STEM curriculum in grades K-5

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

With modernization almost completed (it has been delayed due to Covid-19), this is a somewhat difficult goal to quantify. That being said, once all students return to Folsom Hills Elementary School, integrated learning is the expected focus of these strategies with our new STEAM lab.

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

None

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.

No changes are expected

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

Folsom Hills Elementary School will ensure high levels of academics for all students via data monitoring with formative and summative assessments, and other data collection tools. How this exactly is done during Covid-19 restrictions and distance learning, is an ongoing discussion.

Identified Need

Targeted support for student groups who continue to perform lower than their grade level peers in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Monthly program evaluation and collaboration via PLCs. All teachers will participate in these bi-monthly meetings, with the expectation that they both collaborate with their grade level teams and the lead teachers to plan instruction and analyze student data.

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)

General Fund
1000-1999: Certificated Personnel Salaries

Salaries for staff to fully implement these PLCs, coupled with the training to accompany them.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers, psychologist, and administrator will meet for ECBN meetings once per trimester. This will enhance student learning and allow the staff to adequately place students into early/late friend and MTSS groupings.

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)

District Funded

State and Federal programs cover the subs for ECBN meetings.

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

MTSS Implementation for intervening with students struggling academically (or whom need enrichment). Students work with data-driven groupings to best serve their needs. These needs may change frequently depending on the subject matter and specific needs of the child at that moment in time.

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)

District Funded

1000-1999: Certificated Personnel Salaries
Payment for the intervention teacher is covered by a grant to State and Federal Programs/FCUSD. This is not a permanent funding source.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students on IEP or whom have 504 Plans

Strategy/Activity

Work to ensure strong collaboration between special needs students and teachers, and general education teachers and students. Ensure that IEPs and 504 plans are implemented with fidelity and good faith, and reevaluate if need be during grade level PLC time.

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)

Special Education
1000-1999: Certificated Personnel Salaries
Provide specialized interventions and services during the school year as student academic and social-emotional health needs are determined.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This will be supported by providing the above resources. Collaboration time to disaggregate data, shared learning around effective Response to Intervention implementation and scheduled Every Child By Name meetings help monitor ongoing student growth.

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

None

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.

No changes are expected to take place in regards to this goal.

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	\$29,750.00

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 (\$)
Donations	\$4,500.00
LCFF - Supplemental	\$8,800.00
Other	\$950.00
Parent-Teacher Association (PTA)	\$15,500.00

Subtotal of state or local funds included for this school: \$29,750.00

Total of federal, state, and/or local funds for this school: \$29,750.00

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
- 5 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Shawn Michael Lundberg	Principal
Danielle Wagner	Classroom Teacher Parent or Community Member
Terri Kimball	Classroom Teacher Parent or Community Member
Heather Davis	Classroom Teacher
Nick Ramirez	Classroom Teacher
Fabienne Johansson (NVM)	Other School Staff Parent or Community Member
Marta Krewson	Classroom Teacher
Katie Pierce	Parent or Community Member
Tara Vierra	Parent or Community Member
Elisha M. Cortez	Parent or Community Member
Travers Korch	Parent or Community Member
Yolanda Ratermann	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Shawn Michael Lundberg	Principal
Fabienne Johannson	Other School Staff Parent or Community Member
Danielle Wagner	Classroom Teacher Parent or Community Member
Heather Davis	Classroom Teacher
Terri Kimball	Classroom Teacher Parent or Community Member
Nick Ramirez	Classroom Teacher
Marta Krewson	Classroom Teacher
Katie Pierce	Parent or Community Member
Tara Vierra	Parent or Community Member
Elisha M. Cortez	Parent or Community Member
Travers Korch	Parent or Community Member
Yolanda Ratermann	Parent or Community Member

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

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 5, 2019.

Attested:

Principal, Shawn Michael Lundberg on September 23 2020

SSC Chairperson, Via Zoom on September 23 2020