

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Folsom Hills Elementary School	34673306109755	August 31, 2022	October 20, 2022

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Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

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 Folsom Cordova Unified School District (FCUSD). Folsom Hills will focus on schoolwide 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 the Every Student Succeed 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 a 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.

School Vision and Mission

Folsom Hills Elementary School embraces the Folsom Cordova Unified School District vision statement which states:

Empowering all students to thrive through educational excellence.

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

Our schoolwide academic program is based on clearly defined standards and high expectations for all students academically, emotionally, and behaviorally. Staff collaborates using an 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, their interconnected communication, and collaborative strategies have redefined our approach to ensuring this vision is implemented with fidelity.

Folsom Hills has a safe, healthy learning environment based on a belief that students learn to be accountable for their behavior to ensure a successful school experience. Parents and the public are encouraged to participate in the school program through our Parent Teacher Association (PTA), School Site Council, and classroom volunteers.

The district-adopted academic curriculum provides basic skills and enrichment in 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.

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).

Through a multitude of parent communication from the school and classroom, we utilize parent information and feedback to address the needs and concerns of our school community. Folsom Hills Elementary School students, staff, and families are also encouraged to provide input and feedback about school improvement through completing the California Healthy Kids survey. The data is collected and analyzed, then used to enhance student learning. Areas of strength, as well as areas for ongoing development, are highlighted. The area of Parent Involvement and School-To-Home Communication were viewed as exceptional strengths. Other areas and sub elements identified for focus included; Multi-tiered Systems of Support for students and continuing the refinement of our Professional Learning Communities.

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. 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 indicates 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 2022-2023 school year. TalentEd-Perform is where the electronic evaluations for staff are housed.

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, teachers work in Professional Learning Community and hold Every Student by Name meetings to analyze data. Data comes from the results of multiple assessments including; the California Assessment of Student Performance and Progress (CAASPP) and the district common assessments (Benchmark Unit, enVision MATH topic tests, and Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) and new Renaissance Star. Data drives our instruction; enabling us to plan and modify as needed in order to continually improve student achievement. Data analysis and planning of common formative assessments 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 (RTI) 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 Renaissance to monitor data from district-provided and curriculum-embedded assessments. Additionally, we use ongoing formative assessments to modify instruction and determine flexible grouping in classrooms. Teachers conduct our new Renaissance Star and curricular assessments, 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 through small groupings.

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. In addition to the state requirements, many teachers have achieved advanced degrees and certifications.

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

All staff participates in ongoing Professional Development provided by the county, district, and site levels. Professional development is incorporated through Folsom Cordova Unified School District (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. Professional development and ongoing support for our PLC work are critical.

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

All Professional Development is designed to support our ongoing PLC work. Professional Development is based on the Common Core Standards and student's social/emotional needs. High quality academic instruction addresses the Common Core State Standards (CCSS), focusing 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

*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 and administration provide ongoing support to teachers. The Lead teachers as well as our new PLC site Facilitators help to facilitate PLC Meetings to provide teachers time for collaboration. 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)

There is constant ongoing teacher collaboration. Grade level collaborations, via PLCs, three times per month for all grades. These collaborations center around curriculum delivery, shared lesson planning and needs analysis. The work of these collaborative grade level teams also centers around essential standards, common formative assessments, data, and interventions. 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 Every Student By Name (ESBN) meetings 3 times per year, wherein the administrator, general education teachers, Intervention teacher 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.

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. All of our current district-adopted materials are CCSS-aligned. Teachers have received multiple days of district training to support our adopted materials. History-Social Science (HSS) and Next Generation Science Standards (NGSS) aligned curriculum is adopted and currently being implemented as well.

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 for small group instruction and intensive instruction when appropriate. MTSS rotations provide tier two targeted instructional support in rotating 6 to 8 week cycles. Folsom Hills Elementary School's daily/weekly schedule provides students with the required number of instructional minutes per day.

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 6-8 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 Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), and Step up to Writing.

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. In addition to academics, we support students through various Positive Behavior Interventions and Support programs (PBIS). Activities are planned such as Kindness Week, Gold Fox Awards, classroom buddy activities, and our Fox 5 Behavior Expectations.

*ELA: Benchmark, SIPPS, FLEX, Step Up to Writing, Handwriting Without Tears, Read Live, and Sonday

*Mathematics: Envision, Renaissance

*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.

The 3-times yearly Every Student By Name Conferences also provide an opportunity for collaboration on evidence based models 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 schoolwide PBIS plan, Cool to be Kind Week, 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

Focusing on the Social-emotional needs of our students, our School Climate & Culture Leadership Team guides us through the instruction of the Second Step Curriculum. There is one lesson from Second Step to be taught each week.

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 Blackboard Connect system keep parents informed about important school information. Our PTA is outstanding at supporting staff, students and parents both academically and through extracurricular activities. We have generous parent volunteers who donate their time to support both our teachers and students. We use Student Study team Meetings (SST) to help support our most struggling students. Teachers provide ongoing 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 review our site goals. We have a very active PTA that plans community events and fundraisers for the school. Our volunteers, who meet all safety clearance, are invited to work in classrooms and chaperone educational field trips.

Funding

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

District provided funding for interventions, school and classroom materials and field trips.

Fiscal support (EPC)

Folsom Hills Elementary School has access to basic district funding through our allotted site budget. Outside funding comes from PTA, Intel, and school fundraising.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 3-4 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. The current SPSA was reviewed and additional feedback on data and goals were discussed.

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 2022-2023 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
- ESNB
- 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 relatively few resource inequities of concern. However, due to COVID-19 school closures, there have been learning gaps due to lack of in person instruction. Our intervention teacher is on site daily supporting students with small group instruction and targeted interventions to fill these gaps. Our intervention teacher is also providing small group instruction to our English language learners through the HELLO program.

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0.71%	1.0%	0.41%	4	5	2
Asian	8.9%	10.9%	8.59%	50	55	42
Filipino	0.53%	0.6%	0.41%	3	3	2
Hispanic/Latino	18.33%	18.7%	19.84%	103	94	97
Pacific Islander	0%	%	%	0		
White	61.39%	56.8%	58.49%	345	286	286
Multiple/No Response	9.96%	11.9%	12.27%	56	60	60
	Total Enrollment			562	504	489

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	96	90	62
Grade 1	104	74	95
Grade 2	77	96	77
Grade3	105	69	92
Grade 4	89	92	74
Grade 5	91	83	89
Total Enrollment	562	504	489

Conclusions based on this data:

1. Folsom Hills Elementary School has a relatively stable enrollment and attendance rate. Our site is taking part in the district attendance initiative, making personal phone calls to absent families in the first hour of school.
2. The enrollment at Folsom Hills has stayed consistent over the past several years, even post COVID.
3. The school wide focus on cohesion, and an emphasis on "all means all" is necessary to ensure that within our overall population every student gets their individual needs met.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	19	14	12	3.4%	2.80%	2.5%
Fluent English Proficient (FEP)	26	21	25	4.6%	4.20%	5.1%
Reclassified Fluent English Proficient (RFEP)	2	1		14.3%	0.20%	

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.
3. Careful evaluation of second language students upon enrollment is extremely important. Students needing language support are supported by the classroom teacher as well as our Intervention teacher on site.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	93	70	96	92	0	95	92	0	95	98.9	0.0	99.0
Grade 4	92	90	79	92	0	78	92	0	78	100	0.0	98.7
Grade 5	110	90	89	108	0	89	108	0	89	98.2	0.0	100.0
All Grades	295	250	264	292	0	262	292	0	262	99	0.0	99.2

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2487.		2472.	53.26		40.00	27.17		35.79	11.96		17.89	7.61		6.32
Grade 4	2523.		2522.	47.83		48.72	28.26		24.36	14.13		17.95	9.78		8.97
Grade 5	2548.		2560.	36.11		37.08	38.89		42.70	16.67		14.61	8.33		5.62
All Grades	N/A	N/A	N/A	45.21		41.60	31.85		34.73	14.38		16.79	8.56		6.87

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	53.26		32.63	35.87		66.32	10.87		1.05
Grade 4	43.48		37.18	46.74		56.41	9.78		6.41
Grade 5	37.96		30.34	50.00		62.92	12.04		6.74
All Grades	44.52		33.21	44.52		62.21	10.96		4.58

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.48		17.89	47.83		72.63	8.70		9.47
Grade 4	51.09		37.18	43.48		53.85	5.43		8.97
Grade 5	50.00		39.33	43.52		55.06	6.48		5.62
All Grades	48.29		30.92	44.86		61.07	6.85		8.02

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.43		20.00	64.13		74.74	5.43		5.26
Grade 4	31.52		19.23	64.13		75.64	4.35		5.13
Grade 5	26.85		19.10	63.89		75.28	9.26		5.62
All Grades	29.45		19.47	64.04		75.19	6.51		5.34

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	42.39		25.26	46.74		65.26	10.87		9.47
Grade 4	38.04		25.64	47.83		70.51	14.13		3.85
Grade 5	35.19		28.09	53.70		64.04	11.11		7.87
All Grades	38.36		26.34	49.66		66.41	11.99		7.25

2019-20 Data:

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

Conclusions based on this data:

- 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.
- We will continue to focus on internal, classroom based small groupings for writing. A wider-ranging, full grade level MTSS rotation is needed specifically for vocabulary and comprehension. The groupings are based on current classroom assessments which drives our overall instruction. Leveled groupings at each grade level will hopefully bring about a rise in writing scores and abilities.
- 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 at each grade level will meet to strategically plan these implementations and will include Specialized Academic Instruction, intervention, Foreign Language-Elementary

School, and core teachers. There will continue to be a school wide focus on the 4 essential questions and the fact that, "All means all."

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	93	70	96	92	0	95	92	0	95	98.9	0.0	99.0
Grade 4	92	90	79	92	0	78	92	0	78	100	0.0	98.7
Grade 5	110	90	89	108	0	89	108	0	89	98.2	0.0	100.0
All Grades	295	250	264	292	0	262	292	0	262	99	0.0	99.2

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2486.		2490.	44.57		42.11	31.52		41.05	15.22		11.58	8.70		5.26
Grade 4	2513.		2517.	29.35		32.05	32.61		34.62	33.70		28.21	4.35		5.13
Grade 5	2545.		2549.	34.26		33.71	28.70		28.09	27.78		29.21	9.26		8.99
All Grades	N/A	N/A	N/A	35.96		36.26	30.82		34.73	25.68		22.52	7.53		6.49

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	63.04		50.53	23.91		41.05	13.04		8.42
Grade 4	40.22		35.90	42.39		56.41	17.39		7.69
Grade 5	42.59		35.96	34.26		53.93	23.15		10.11
All Grades	48.29		41.22	33.56		50.00	18.15		8.78

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	48.91		41.05	46.74		53.68	4.35		5.26
Grade 4	35.87		35.90	55.43		53.85	8.70		10.26
Grade 5	40.74		26.97	50.93		65.17	8.33		7.87
All Grades	41.78		34.73	51.03		57.63	7.19		7.63

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	48.91		44.21	42.39		54.74	8.70		1.05
Grade 4	38.04		33.33	52.17		55.13	9.78		11.54
Grade 5	30.56		20.22	52.78		73.03	16.67		6.74
All Grades	38.70		32.82	49.32		61.07	11.99		6.11

2019-20 Data:

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

Conclusions based on this data:

1. Students are achieving inconsistently across the grade levels in some subsections. This year all teachers are teaching the new Envision 2020, which teachers are finding to have a higher level of rigor.
2. Folsom Hills Elementary School is going to increase the proficiency in Math for all students. The updated enVision curriculum will be explored by teachers and fully implemented this year. Using the math essential standards and using data from Common Formative Assessments (CFAs) to respond to the needs of the students will support teachers in strengthening their instructional practices.
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 percentage. Our intervention teacher will also work to pull students needing extra support and reteaching of key concepts.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	6	5	*
1	*	*	*	*	*	*	*	*	*	*	5	6
2	*	*	*	*	*	*	*	*	*	*	4	5
3	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										16	17	21

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	35.29	28.57	43.75	41.18	52.38	25.00	17.65	4.76	18.75	5.88	14.29	16	17	21

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.75	52.94	57.14	18.75	29.41	28.57	18.75	11.76	4.76	18.75	5.88	9.52	16	17	21

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	11.76	9.52	37.50	47.06	57.14	43.75	35.29	19.05	18.75	5.88	14.29	16	17	21

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	47.06	47.62	68.75	52.94	52.38	18.75	0.00	0.00	16	17	21

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	58.82	57.14	50.00	23.53	28.57	12.50	17.65	14.29	16	17	21

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	17.65	19.05	56.25	70.59	71.43	31.25	11.76	9.52	16	17	21

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	17.65	28.57	75.00	76.47	57.14	12.50	5.88	14.29	16	17	21

2019-20 Data:

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

Conclusions based on this data:

1. Second Language Learners at Folsom Hills Elementary School have continued to increase. Most are considered "Well Developed".
2. Folsom Hills Elementary School students continue to be Reclassification Fluent English Proficient (RFEP) at large percentage rates.
3. "Hello" will be taught to our English Language Learners by our Intervention teacher.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
504	3.6	2.8	This is the percent of students whose well-being is the responsibility of a court.
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.	

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	2.8
Foster Youth		
Homeless	5	1.0
Socioeconomically Disadvantaged	18	3.6
Students with Disabilities	58	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0
American Indian or Alaska Native		
Asian	55	10.9
Filipino	3	0.6
Hispanic	94	18.7
Two or More Races	60	11.9
Native Hawaiian or Pacific Islander		
White	286	56.7

Conclusions based on this data:

1. The students at Folsom Hills are disproportionately white. Compared to our overall population, we have a small population of socioeconomically disadvantaged (3.6%) and English Learners (2.8).

2. Even with the smaller subgroups, we are still responsible for their needs being met through differentiated instruction.
3. Continue to focus on culturally responsive practices for all students





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  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 Applied Behavior Analysis (ABA) therapy (among other types), which counts against the Folsom Hills Elementary School attendance rate, despite its necessity.
2. As students have returned to in-person learning, post-pandemic, we will continue to focus on student engagement through relationship building, Social Emotional Learning (SEL), restorative practices, progressive discipline, and the integration of PBIS on campus.
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.

School and Student Performance Data

Academic Performance English Language Arts

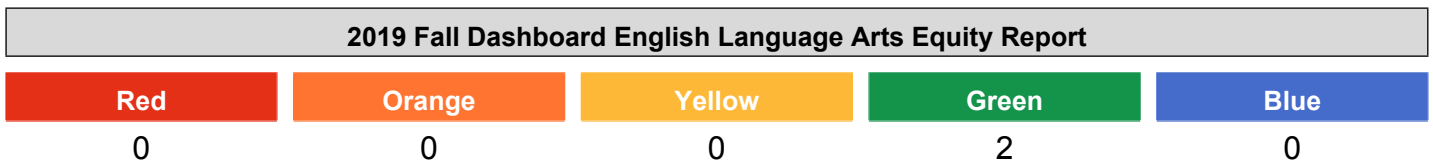
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>52.1 points above standard</p> <p>Declined -3.7 points</p> <p>284</p>	<p>English Learners</p> <p>No Performance Color</p> <p>40.3 points above standard</p> <p>Maintained ++0.8 points</p> <p>12</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>23.6 points above standard</p> <p>Increased Significantly ++19.1 points</p> <p>26</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0.4 points below standard</p> <p>Declined Significantly -19.3 points</p> <p>34</p>

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 +125.8 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 +122.8 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:

- Based on the last published test scores, Folsom Hills Elementary School maintained in English Language Arts. 5th grade Math is of concern, and after careful analysis, word problems seem to be a struggle for all grade levels.
- Folsom Hills Elementary School is pleased that our special education students increased their overall English Language Arts abilities compared to years past. We are hoping to continue this positive increase.
- 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.

School and Student Performance Data

Academic Performance Mathematics

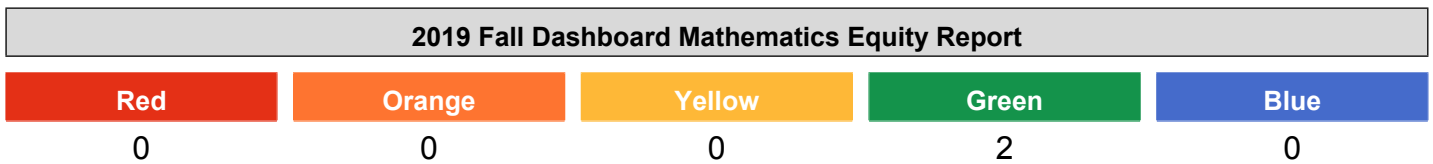
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>33 points above standard</p> <p>Maintained -1.8 points</p> <p>284</p>	<p>English Learners</p> <p>No Performance Color</p> <p>31.4 points above standard</p> <p>Increased Significantly ++10 points 12</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>2 points below standard</p> <p>Increased Significantly ++10.5 points 26</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>15.1 points above standard</p> <p>Increased ++7 points</p> <p>34</p>

2019 Fall Dashboard Mathematics 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 70.3 points above standard Increased Significantly ++22.2 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 34 points above standard Increased ++9.3 points 48	 No Performance Color 23.5 points above standard Declined Significantly -15.1 points 20		 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	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	32.1 points above standard Declined -3.6 points 266

Conclusions based on this data:

- Overall, scores were high based on the last 2018-2019. Meeting in Professional Learning Teams to closely monitor student data to inform instruction will continue to support strong learning outcomes for all sub groups.
- Folsom Hills Elementary School is pleased that our special education students increased their overall mathematical abilities compared to year's past.
- 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

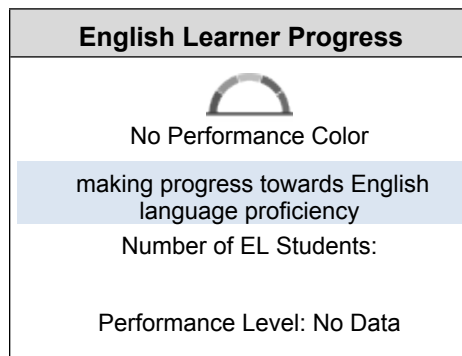
Academic Performance English Learner Progress

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

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

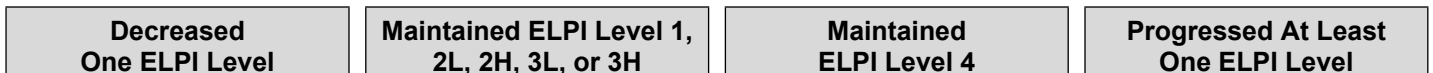
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. English Learners will continue to be an area of focus for Folsom Hills. Teachers use second language curricular components, as needed, for Benchmark/ELA.
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.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1. We are a K-5 Elementary school.
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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











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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 4.1 Increased +2.1 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Blue 2 Maintained -0.1 100	 Orange 5.5 Increased +5.5 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 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 Assistance 2 Attendance, assist us in gathering accurate data to promote growing this rate up to 96 percent.
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. Continuing to work with the front office staff regarding attendance tracking and parent outreach is an important emphasis.
3. This year we have been taking part in the district Attendance initiative and making personal phone calls to all absent students within the first hour of school. We will focus on student engagement - engaged students are eager to come to school and are ready to learn.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. We are an elementary K-5 campus.
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

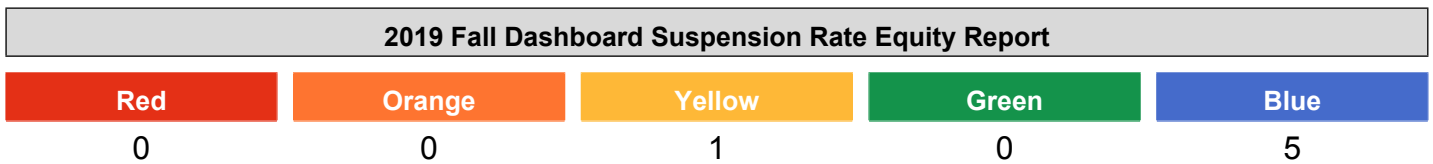
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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









This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5		 Blue <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">0</div> Declined -2 49	 No Performance Color Less than 11 Students - Data 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">1</div> Increased +1 100	 Blue <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">0</div> Maintained 0 55		 Blue <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">0</div> Declined -0.8 384

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 de-escalation techniques and site level Positive Behavior Interventions are in place. We focus on creating a positive school culture by implementing our Second Step social-emotional curriculum in all classrooms.
2. The "Friendly Fox" program continually reinforces using appropriate language and words over negative comments or more physical interactions. We celebrate as a whole school Kindness Week & Cool 2B Kind.
3. As a site we focus on other means of corrections, specifically restorative justice over suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Curriculum and Instruction - LCAP Goal 1

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly-qualified teachers and have access to a curriculum that 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Goal 1

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

Identified Need

Revise, address, and improve our school wide MTSS process through identifying essential standards and common assessments to target students' needs to drive our instruction. Continue to provide access to struggling Folsom Hills Elementary School students of grade level materials. Focus in 2022-2023 will need to be on small group instruction in classrooms. Teacher effectiveness is highly correlated with student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential Audit	100%	1.1 Ensure all certificated staff has 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 one and year two and the 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

Instruction and supports provided for targeted alignment and identification of Essential standards.

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)

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 addition we will ensure; Social Emotional Learning, professional development supports and training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCFF - Supplemental
5800: Professional/Consulting Services And
Operating Expenditures
Basic Williams Act expenses, 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 as well as scheduled PLC meetings

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)

950

Source(s)

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: 2021-22

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

ANALYSIS

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

All teachers are credentialed and evaluated during the school year. Teachers receive feedback and coaching, both formal and informal, to improve their practice.

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

There are no differences between the intended and actual implementation of the goal.

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

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.

Goal Subject

LCAP Goal 2: Maintaining and increasing family and student engagement.

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning, and outcomes for LCAP student groups (state priority 3, 5, and 6).
 2.1 - Increase student attendance rates and reduce chronic absences for all students.
 2.2 - Increase the high school graduation rate and decrease the dropout rate.
 2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
 2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
 2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
 2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

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 attendance and participation. As well as strengthen the partnerships between school and home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Rates	96.8 percent	Increase to above 97 percent
Suspension rate	1 student suspended	0 students suspended
Volunteers and Parent Attendance	Get volunteer rate back up to post COVID involvement	More updated & clear volunteers & programs back up and running (FAME, Ceramics)
Student and Parent surveys	California Healthy Kids Survey	Use data to drive services for our students

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. Continue communication on the importance of attendance in relation to connectivity and academic success. Create an engaging and safe learning environment to encourage students to want to be in 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)

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)

Help support 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)	Source(s)
1,000	Donations Provide funds for conferences or workshops not covered by the district.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We will continue to host family engagement events to boost community building and foster positive relationships with staff, students, and families. Led by our Climate Facilitator, we will continue to implement structured recesses through pre-training for all supervisors and students. We will work to teach and foster student sportsmanship and teamwork in all areas on campus. Second Step provides SEL support and our Parent Coordinator is vital in connecting our volunteers on campus.

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.

Goal Subject

LCAP Goal 3: Professional Learning and the Support of High Quality Instruction

LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)
 3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
 3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
 3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
 3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

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. Provide high quality first instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide Professional Development	Ongoing throughout the school year	Students will receive instruction from well-trained teachers and have access to Guaranteed and viable curriculum.
LETRS	Ongoing throughout the school year	Increase understanding of the science of reading
Teacher training for new enVision 2020	All teachers receive this training.	Maintain the current professional development baseline
Technology training for all teachers	This is offered by both site-level and district level specialists.	Maintain the current professional development baseline.
Provide FLEX training	This is offered to all teachers (primarily intervention) who utilize it.	Maintain the current professional development baseline.
Provide SIPPS training (ongoing)	All primary staff receive this training, with refresher courses available.	Maintain the current professional development baseline.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide site focused Professional Development	These days and training are decided upon by teachers and support staff. They are often specific to social-emotional health and ELA/Math.	Maintain the current professional development baseline.

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

Support teachers in prioritizing the agreed-upon essential standards. 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)

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. This includes the new LETRs training being offered by the district.

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)

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. Implementation of new FLES curriculum Listos!

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 ESNB 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)

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: 2021-22

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

ANALYSIS

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

The Curriculum and Instruction Department worked closely with the principal and site PLC facilitators to provide staff with numerous opportunities for professional learning to optimize classroom instruction. We are focused on guaranteed and viable curriculum for all students at each grade level. We will continue to build teacher efficacy around prioritizing essential standards and using common and formative assessments to drive our instruction.

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.

Goal Subject

LCAP Goal 4: Monitoring student progress in ELA and math to ensure academic success.

LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)
4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).
4.2 - Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.
4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

Folsom Hills Elementary School will ensure high levels of academics for all students via data monitoring all assessment results.

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 weekly 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 ESNB meetings once per trimester. This will enhance student learning and allow the staff to adequately place students into 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 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: 2021-22

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

ANALYSIS

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

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	\$4,450.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Donations	\$2,000.00
LCFF - Supplemental	\$1,000.00
Other	\$950.00
Parent-Teacher Association (PTA)	\$500.00

Subtotal of state or local funds included for this school: \$4,450.00

Total of federal, state, and/or local funds for this school: \$4,450.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Donations	2,000.00
LCFF - Supplemental	1,000.00
Other	950.00
Parent-Teacher Association (PTA)	500.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
1000-1999: Certificated Personnel Salaries	950.00
2000-2999: Classified Personnel Salaries	500.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Donations	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	Other	950.00
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,950.00
Goal 2	2,500.00

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
Monika Himmrich	Principal
Marta Krewson	Classroom Teacher
Terri Kimball	Classroom Teacher
Heather Davis	Classroom Teacher
Fabienne Johansson	Other School Staff
Raechel McNeel	Classroom Teacher Parent or Community Member
Katie Pierce	Parent or Community Member
Melanie Myers	Parent or Community Member
Usha Magana	Parent or Community Member
Yolanda Ratterman	Parent or Community Member
Kellie Natoli	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 ELAC Members

Role

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

State Compensatory 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 August 31, 2022.

Attested:



Principal, Monika Himmrich on August 31, 2022



SSC Chairperson, Marta Krewson on August 31, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Folsom Hills Elementary

106 Manseau Drive

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NOTICE OF SCHOOL SITE COUNCIL MEETING

OPEN TO THE PUBLIC

DATE: Tuesday, August 31, 2022

TIME: 3:00pm

PLACE: Held via TEAMS.

PUBLISHED AGENDA

- ✓ Welcome & Introductions
- ✓ School Safety Updates
- ✓ Site Plan Presentation & Approval
- ✓ Attendance Initiative
- ✓ New! Free Breakfast & Lunch
- ✓ Uniform Complaint Procedures

Folsom Hills Elementary

Site Council Meeting

August 31, 2022

Agenda

- Welcome and Introductions
- What is a Site Council?

New Business

- School Safety
- School Site Plan Presentation & Approval
- Attendance Initiative
- New! Free breakfast & Lunch
- Uniform Complaint Procedure & Unlawful Harassment of Students

Folsom Hills Elementary

Site Council Meeting

Wednesday, August 31, 2022

Minutes

Meeting called to order by Monika Himmrich at 3:00pm via TEAMS

Monika greeting the Site council and introductions were made.

In Attendance: Terri Fields, Teri Kimball, Heather Davis, Raechele McNeel, Melanie Myers, Usha Magana, Yolanda Ratterman, Fabienne Johansson, Monika Himmrich, Marta Krewson

School Safety

- Mrs. Himmrich talked about focus for the year: Fencing (already in place), cameras & training.
- District launched safety for the year with a training for administrators in July.
- ALL doors will be locked, at all times.
- Discussion ensued around cameras; where they would be placed on campus & duration of the video.
- Discussion regarding entrance point by Student Care. Brainstorm for ways to make entrance safe, but easily accessible.

Attendance Initiative

- New this year "Better Late than never." Making warm phone calls the first 30 minutes of the day. We want kids back in school!

Free breakfast & Lunch

- About 50+ students eating breakfast each day. Doors open at 7:50am.
- Trying to get lunch line to move as fast as possible. Trouble getting students to take what they ordered each day.

School Site Plan

The plan needs to be approved by the Site Council each year. The 4 site Goals were discussed.

- Goal 1 – All students will receive equitable instruction from a highly qualified teacher and have access to curriculum which promotes college and career readiness.
- Goal 2 – Increase parent and student engagement and provide a safe, healthy, and positive learning environment.
- Goal 3 – Provide student with high quality classroom instruction and access to a broad course of study.
- Goal 4- Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations.

The complete plan was emailed out to all members for final read through & edits.

Plan was approved by Site Council members.

Uniform Complaint Procedures – was tabled to next meeting due to time constraints.

Team agreed that they would like to continue on TEAMS virtually for our next meeting.

Meeting was adjourned at 3:45pm – Mrs. Himmrich stayed on to answer any additional questions.