School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Folsom Hills Elementary School	34673306109755	September 5, 2019	October 24, 2019

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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

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 goals of the district. Folsom Hills will focus on school-wide academic consistency, staff and student teamwork /collaboration, student engagement, student achievement, social-emotional learning, and professional learning communities/guiding coalition practices that will allow Folsom Hills to meet ESSA. Eliminating the achievement gap, with every student performing at high levels, will be a goal. Evidence based interventions including identifying essential standards, providing multi-tiered support systems, 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, via it's internal professional learning communities, guiding coalitions, and multi-tiered support system groupings, has created a vision for all students to succeed at their highest academic, social, and emotional potential.

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

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

The district-adopted academic curriculum provides for both basic skills and enrichment in the regular classrooms. The staff and parents of Folsom Hills students have worked hard to create an academically and socially rich elementary school setting, in which our students strive for social and academic success in a culturally and socioeconomically diverse society.

School & Community Profile

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

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

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

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

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

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

Contact Information:

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Folsom Hills students, staff and families are encouraged to provide input and feedback about school improvement through completing the California Healthy Kids and BryteBites surveys that are district-administered and the data is used to enhance student learning. PTA enrichment surveys, small business and volunteer surveys. With an additional number of second language students enrolling at Folsom Hills, we also opted to provide ELPAC effectiveness surveys for 2019-2020.

Results of these surveys are analyzed to determine areas of strength, as well as areas for on-going development. Surveys administered throughout the 2018-2019 school year indicate that all elements in the School Effectiveness Survey fall within the district and equivalent-school norms. The area of Parent Involvement and School-To-Home Communication were viewed as an exceptional strengths. Other areas and sub elements identified for focus included multi-tiered support systems for students in transitional kindergarten and kindergarten programs, and continuing the refinement of our Professional Learning Communities; the growth and implementation of the Folsom Hills Professional Learning Communities is of primary focus.

Classroom Observations

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

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

Both formal and informal feedback target the six California Standards for the Teaching Profession. A review of all data from the 2018-2019 school year indicate that classroom teachers at Folsom Hills implement practices and strategies aligned with these professional standards and expectations, and will continue to do so throughout the 2019-2020 school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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

Folsom Hills also collaborates multiple times throughout the year with the district lead teachers in English Language Arts and mathematics to discuss our responses to intervention and strategies to close the achievement gap.

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Folsom Hills meet the requirements for highly qualified staff, per the stated expectations and requirements of the FCUSD Human Resources Department.

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

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

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

All professional development is based on social/emotional needs and quality academic instruction; academics address CCSS, with a focus on maximizing student engagement. Integration of speaking, listening, reading, and writing across the curriculum is a primary focus.

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

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

*FLES/Spanish Magnet

*PLTW/STEM

*SMART Goal setting

*PBIS

*MTSS

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

*EIBT programs at the preschool level

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

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

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

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

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

Coupled with formal and informal collaborations, Folsom Hills also conducts ECBN (Every Child By Name) meetings 3 times per year, wherein the administrator, general education teachers, and SAI teachers collaborate to implement IEP and 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 TK-5 teachers at Folsom Hills are using the Common Core State Standards (CCSS) as the basis of their instruction. Teachers are focusing on incorporating collaborative conversations, utilizing the FCUSD Common Core ELA and mathematics curriculum alignment and instruction expectations. Teachers have received multiple days of district training, as well as. during site curricular meetings expressly for the support of ELA implementation. HSS and NGSS aligned curriculum is adopted and currently being implemented.

Preschool teachers utilize the nationally normed EIBT standards for autism.

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

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

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

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

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

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

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

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

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

All students have been provided with instructional materials as mandated by the Williams Act. In addition, student groups needing extra support are identified through data collection and provided access to such materials as Lexia, SIPPS, and Accelerated Reader.

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

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

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

*Mathematics: Envision, iReady

*Science: Amplify, PLTW

*Social/Emotional: Steps to Respect

Opportunity and Equal Educational Access

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

All students receive instruction based on their academic level, as assessed by multiple data points/programs. Under-performing 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 Child By Name Conferences also provide an opportunity to utilize the collaborative model of instructional delivery, and place students appropriately based on both academic, and at times, emotional needs.

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

With modernization taking place, we have increased our bi-weekly email blasts and phone outreach to once per week, with a special focus on students temporarily attending Empire Oaks Elementary and Sandra J. Gallardo. Folsom Hills has also developed a close relationship with the Empire Oaks and Sandra J. Gallardo PTAs and club sponsors to ensure that communication is seamless between all three sites and their related Folsom Hills staff and parents.

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)

Our school's Site Council is consists of five parents who meet regularly with staff to stay informed on school progress and make decisions about changes. Meeting minutes are public. Folsom Hills will also be holding ELAC meetings for the 2019-2020 school year, based on the number of second language learners enrolled.

Funding

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

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

*i-Ready

*Specialized Academic Instruction staffing

*SIPPS

*Professional Development

*Lead Teachers

*Numerous software programs and related technology

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Folsom Hills 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 SPSA plan. Site Council meetings are held 5 times a year. At these meetings the SPSA is reviewed and input is welcomed by our parents and community members, as stakeholder involvement is key is developing a coherent, thorough plan. Specifically, the following was/is reviewed:

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

Folsom Hills also strives to make sure our goals and objectives align with the LCAP. Professional Learning Communities and other types of meetings throughout the 2019-2020 school year will be used to track and monitor our progress towards those goals. Examples of these interactions and meetings include:

- PTA
- Site Council
- ECBN
- Staff Meetings
- Grade level PLCs
- PBIS PLC
- Safety PLC
- Student 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 feels that, in general, there are few resource inequities of concern. As we are undergoing modernization, there are many unknowns in terms of costs, what with temporarily being split into multiple sites. That being said, with our growing number of second language students, we have a need for increased language aide support. Demographics are quickly shifting within our boundaries, and this extra level of support (perhaps shared among multiple sites with similar issues) would greatly benefit our students and families.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	%	%	1	1	1
African American	1.3%	%	%	8	5	4
Asian	7.2%	%	%	44	48	47
Filipino	1.8%	%	%	11	13	9
Hispanic/Latino	16.4%	%	%	100	97	97
Pacific Islander	%	%	%			
White	66.6%	%	%	406	389	366
Multiple/No Response	6.4%	%	%	39	39	33
			Total Enrollment	610	592	5557

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	106	108	83
Grade 1	84	84	99
Grade 2	109	87	84
Grade3	93	104	88
Grade 4	118	93	108
Grade 5	101	116	95
Total Enrollment	610	592	557

Conclusions based on this data:

1. Folsom Hills has a relatively stable enrollment and attendance rate. The data indicates that our Foreign Language-Elementary School classrooms have a slightly higher attendance rate than our core classrooms. However, both are far above the expected district level.
2. Super Fox attendance awards seemed to have assisted our attendance growth over the past 6 years of use.
3. Enrollment at Folsom Hills is primarily white, with the next sub group being significantly smaller. That being said, there is not a lot of difference in race-based attendance levels, which indicates that the systems in place work well overall.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	21	24	20	3.4%	4.1	4.5
Fluent English Proficient (FEP)	26	11	8	4.3%	1.9	1.4
Reclassified Fluent English Proficient (RFEP)	12	14	11	38.5%	2.4	2.0

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	94	106	83	93	104	81	93	104	81	100	98.1	97.6
Grade 4	118	93	106	117	93	105	116	93	105	99.2	100	99.1
Grade 5	101	113	96	99	110	95	99	110	95	98	97.3	99
All Grades	312	312	285	309	307	281	308	307	281	99	98.4	98.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2469.	2453.	2497.	34	29.81	54.32	39	36.54	25.93	19	19.23	16.05	8	14.42	3.70
Grade 4	2519.	2514.	2524.	47	44.09	49.52	28	31.18	28.57	17	13.98	15.24	9	10.75	6.67
Grade 5	2538.	2550.	2553.	31	37.27	36.84	39	37.27	40.00	16	15.45	15.79	13	10.00	7.37
All Grades	N/A	N/A	N/A	38	36.81	46.62	35	35.18	31.67	18	16.29	15.66	10	11.73	6.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	30.77	50.62	56	45.19	40.74	13	24.04	8.64
Grade 4	38	40.86	40.00	41	50.54	51.43	21	8.60	8.57
Grade 5	31	41.82	48.42	52	45.45	42.11	17	12.73	9.47
All Grades	34	37.79	45.91	49	46.91	45.20	17	15.31	8.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	32.69	56.79	48	55.77	40.74	9	11.54	2.47
Grade 4	45	40.86	49.52	51	49.46	43.81	4	9.68	6.67
Grade 5	39	51.82	50.53	46	38.18	41.05	14	10.00	8.42
All Grades	43	42.02	51.96	49	47.56	41.99	9	10.42	6.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	29.81	38.27	63	60.58	56.79	8	9.62	4.94
Grade 4	28	26.88	30.48	70	62.37	63.81	3	10.75	5.71
Grade 5	27	28.18	27.37	67	63.64	65.26	6	8.18	7.37
All Grades	28	28.34	31.67	67	62.21	62.28	5	9.45	6.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	31.73	56.79	54	46.15	35.80	11	22.12	7.41
Grade 4	35	40.86	41.90	53	47.31	52.38	12	11.83	5.71
Grade 5	47	40.91	43.16	45	48.18	51.58	7	10.91	5.26
All Grades	39	37.79	46.62	51	47.23	47.33	10	14.98	6.05

Conclusions based on this data:

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

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	106	83	93	104	81	93	102	81	100	98.1	97.6
Grade 4	119	93	106	117	93	105	117	93	103	98.3	100	99.1
Grade 5	102	113	96	99	110	95	99	109	95	97.1	97.3	99
All Grades	314	312	285	309	307	281	309	304	279	98.4	98.4	98.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2468.	2475.	2494.	27	33.33	49.38	48	39.22	33.33	19	20.59	14.81	5	6.86	2.47
Grade 4	2523.	2514.	2526.	30	31.18	33.01	55	36.56	46.60	10	26.88	18.45	5	5.38	1.94
Grade 5	2526.	2552.	2534.	24	34.86	24.21	25	30.28	35.79	38	26.61	25.26	12	8.26	14.74
All Grades	N/A	N/A	N/A	27	33.22	34.77	43	35.20	39.07	22	24.67	19.71	7	6.91	6.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40	55.88	59.26	49	36.27	35.80	11	7.84	4.94
Grade 4	50	48.39	51.46	38	34.41	40.78	11	17.20	7.77
Grade 5	35	42.20	34.74	38	39.45	40.00	26	18.35	25.26
All Grades	42	48.68	48.03	42	36.84	39.07	16	14.47	12.90

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	42.16	55.56	57	47.06	41.98	11	10.78	2.47
Grade 4	46	38.71	41.75	49	47.31	52.43	5	13.98	5.83
Grade 5	23	38.53	24.21	56	50.46	63.16	21	11.01	12.63
All Grades	35	39.80	39.78	53	48.36	53.05	12	11.84	7.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	44	38.24	56.79	47	54.90	37.04	9	6.86	6.17
Grade 4	49	44.09	48.54	44	45.16	43.69	8	10.75	7.77
Grade 5	23	33.03	26.32	56	54.13	53.68	21	12.84	20.00
All Grades	39	38.16	43.37	49	51.64	45.16	12	10.20	11.47

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				14

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*			*
Grade 1			*	*			*	*	*
Grade 2	*	*							*
Grade 4	*	*							*
Grade 5							*	*	*
All Grades	*	*	*	*	*	*	*	*	14

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*			*	*			*
Grade 1			*	*			*	*	*
Grade 2	*	*							*
Grade 4	*	*							*
Grade 5							*	*	*
All Grades	*	*	*	*	*	*	*	*	14

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			*
Grade 1			*	*	*	*			*
Grade 2			*	*	*	*			*
Grade 4			*	*	*	*			*
Grade 5	*	*					*	*	*
All Grades	*	*	*	*	*	*	*	*	14

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1			*	*	*	*	*
Grade 2	*	*					*
Grade 4	*	*					*
Grade 5					*	*	*
All Grades	*	*	*	*	*	*	14

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1			*	*			*
Grade 2	*	*					*
Grade 4	*	*					*
Grade 5					*	*	*
All Grades	*	*	*	*	*	*	14

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 4			*	*	*	*	*
Grade 5	*	*			*	*	*
All Grades	*	*	*	*	*	*	14

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	*	*			*
Grade 1			*	*			*
Grade 2			*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	*	*	*	*			14

Conclusions based on this data:

1. Second language learners at Folsom Hills continue to grow in terms of population. Most are considered "Well Developed".

2. Folsom Hills students continue to RFEP at Folsom Hills at large percentage rates. However, demographics would indicate that close analysis of this issue should be undertaken, especially in regards to mathematics and word problems.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
557	**10.8%**	**4.5%**	**0.4%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	25	4.5%
Foster Youth	2	0.4%
Homeless	7	1.3%
Socioeconomically Disadvantaged	60	10.8%
Students with Disabilities	39	7.0%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.7%
American Indian	1	0.2%
Asian	47	8.4%
Filipino	9	1.6%
Hispanic	97	17.4%
Two or More Races	32	5.7%
White	366	65.7%

Conclusions based on this data:

1. While this reflects 2018-2019 dashboard data, we are looking at an upwards trend for 2019-2020 of second language learners and socioeconomically disadvantaged students becoming part of the Folsom Hills family.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Folsom Hills 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 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 ABA therapy (among other types), which counts against the Folsom Hills attendance rate, despite its necessity.
2. Folsom Hills only suspended one student in 2018-2019. However, with such low suspension rates comes a somewhat skewed view of the released data. Ignoring the information on race (one suspension each for a member of the white, Asian, and Latino sub categories), the more important piece of information gleamed from the report was that each of these suspensions was due to combat/fighting. While not a large number, it does indicate that we can target our PBIS programs to these students/peers better on the yard.
3. Math and ELA instruction grew over the past year, 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 for 2019-2020.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
55.8 points above standard	39.5 points above standard	0 Students
Increased 17.5 points	Increased 39 points	
277 students	13 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	4.5 points above standard	22.7 points above standard
2 students	Increased 4.7 points	Increased 42.9 points
	32 students	26 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	64.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3 students	1 students	Increased 20.7 points	7 students
		19 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
57.8 points above standard	39.3 points above standard	0 Students	57.3 points above standard
Increased 26 points	Increased 58.7 points		Increased 12.9 points
48 students	18 students		180 students

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.

2018 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	Less than 11 Students - Data Not Displayed for Privacy	56.9 points above standard
4 students	9 students	Increased 16.4 points
		258 students

Conclusions based on this data:

1. Overall, Folsom Hills maintained in English Language Arts. 5th grade math is of concern, however, and will be the primary focus for Folsom Hills 2019-2020 Professional Learning Communities.
2. Folsom Hills is pleased that our special education students increased their overall English Language Arts abilities compared to year's past. We are hoping to increase this percentage by 2-4 percent for 2019-2020. This seems achievable with Multi-Tiered Support System groupings and Specialized Academic Instruction services, as currently implemented.
3. Second language learner students are still a challenge for FHE staff. We are redirecting some of our intervention services to directly work with these students. We have also asked for assistance from State and Federal Programs (at the district level) to assist us in this endeavor.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	1

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
34.8 points above standard	12.4 points above standard	0 Students
Increased 4.2 points	Increased 6.4 points	
275 students	13 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	20.4 points below standard	19 points above standard
2 students	Declined -6.9 points	Increased
	32 students	38.9 points 24 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	48.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3 students	1 students	Maintained -1.1 points	7 students
		19 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
24.7 points above standard	38.6 points above standard	0 Students	37.2 points above standard
Maintained 0.5 points	Increased		Increased 5.1 points
48 students	39.4 points 18 students		178 students

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.

2018 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	Less than 11 Students - Data Not Displayed for Privacy	35.6 points above standard
4 students	9 students	Increased 4.6 points
		256 students

Conclusions based on this data:

1. Overall, scores were high. However, 5th grade declined overall; this was the only sub-group which this occurred with.
2. Folsom Hills is pleased that our special education students increased their overall mathematical abilities compared to year's past. We are hoping to increase this percentage by 10-12 percent for 2019-2020 for our general education students, as well.
3. Second language students progressed well in regards to mathematics. Unlike with Benchmark/ELA, the consistent enVision implementation crosses cultural and language barriers with greater ease.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
14	57.1%	14.3%	7.1%	21.4%

Conclusions based on this data:

1. Teachers use second language curricular components, as needed, for Benchmark/ELA.
2. Folsom Hills does not have a high number of second language learners, but they are present. When needed, we use translators or other services tools/technologies to assist them. As mentioned earlier, a greater ability to access language aides would be welcomed.
3. Teachers use ancillary curricular components, as needed, for enVision/mathematics.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
2.5% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.1%	Maintained 0%	2 students
569 students	25 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	15.9% chronically absent	4.3% chronically absent
8 students	Increased 4.5%	Increased 2.4%
	63 students	47 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
5 students	1 students	Increased 2%	9 students
		50 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Yellow
2.1% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2.7% chronically absent
Maintained 0.1%	Maintained 0%	0 students	Increased 1.2%
97 students	33 students		374 students

Conclusions based on this data:

1. Folsom Hills meets the desired attendance rate of FCUSD attendance rate, at 96 percent. This has risen over the past 5 years of tracking. Letters and phone calls home, utilizing PowerSchool and Truancy Hunter, assist us in gathering accurate data to promote growing this rate up to 96 percent, if possible, for 2019-2020.
2. Parent meetings with ADP, the teacher, nurse, and the principal are all used to promote attendance when needed, depending on the types of absences.
3. The autism preschool program unfairly reflects the true attendance rate at Folsom Hills. These students and families are unfairly penalized for taking their children to necessary and crucial service providers.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	1	3

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
0.7% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not [redacted] 2 students
Maintained 0% 570 students	Maintained 0% 25 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Blue
Less than 11 Students - Data Not [redacted] 8 students	3.2% suspended at least once	0% suspended at least once
	Increased 1% 63 students	Maintained 0% 47 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data 5 students	Less than 11 Students - Data 1 students	2% suspended at least once Increased 2% 50 students	Less than 11 Students - Data 9 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Green
0% suspended at least once Maintained 0% 97 students	0% suspended at least once Maintained 0% 33 students	0 Students	0.8% suspended at least once Maintained -0.2% 375 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.2% suspended at least once	0.7% suspended at least once	0.7% suspended at least once

Conclusions based on this data:

1. All staff, from yard supervisors to teachers, are trained in deescalation techniques. 7 are trained in Theraputic Crisis Intervention, and the rest through presentations put on by the district and site level Positive Behavior Intervention System teams.
2. The "Friendly Fox" program continually reinforces using appropriate language and words over negative comments or more physical interactions. Empire Oaks and Sandra J. Gallardo follow similar intervention/incentive systems.
3. With 1 total suspension for the year, Folsom Hills maintained it's low suspension rate for 2018-2019, and will hopefully continue to do so over the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)
1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 Maintain schools in good repair.
1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Every student

Strategy/Activity

Illuminate Data Conference

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

Amount(s)	Source(s)
7,800	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Create common assessments.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
1,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Basic Williams Act expenses; Steps to Advance, Step up to Writing, and ancillary materials.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue with ELA/ELD program/curriculum adoption monitoring and support.

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

Amount(s)	Source(s)
950	Other 1000-1999: Certificated Personnel Salaries

	Using district funding, continue to utilize intervention and Specialized Academic Instruction teachers. Likewise continue with implementation of SIPPS and Flex.

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Folsom Hills will learn how to further target instruction based on data and aim to provide focused attention and detail for the different learning needs of Folsom Hills students. Additional IA and psychological supports will also target those students with more intense SEL and academic needs.

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

None.

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

No changes are expected.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)
2.1 Increase student attendance rates and reduce chronic absences.
2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
2.3 Decrease 8th grade dropout rates.
2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
2.5 Increase family engagement and parent input and the utilization of volunteers.
2.6 Increase community partnerships that support student learning.
2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Outreach and school communication.

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

Amount(s)	Source(s)
	District Funded Parent Coordinator and associated staff salaries.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

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

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

Amount(s) Source(s)

1,000	Donations Provide additional interventions and services during the school year as student academic and social emotional needs are determined.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with poor attendance or social emotional learning issues.

Strategy/Activity

Have Folsom Hills 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.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students struggling with grief, social issues or behavioral concerns.

Strategy/Activity

Add Special Friends/EIP to Folsom Hills for student mental health and social emotional needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Costs are unknown.

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

None

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

No changes are expected.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide training for the implementation of TCI	All general education teachers will be trained in TCI	Maintain the the current professional development baseline, coupled with the additional support of site coaches for 2019-2020.
New teacher training for Benchmark	All new teachers receive this training.	Maintain the the current professional development baseline, coupled with the additional support of site coaches for 2019-2020.
New teacher training for enVision	All new teachers receive this training.	Maintain the the current professional development baseline, coupled with the additional support of site coaches for 2019-2020.
Technology training for all teachers (Docs, Forms, etc...)	This is offered by both site-level and district level specialists.	Maintain the the current professional development baseline.
Provide FLEX training	This is offered to all teachers (primarily intervention) who utilize it.	Maintain the the current professional development baseline.
Provide SIPPS training	All staff receive this training, with refresher courses available.	Maintain the the current professional development baseline.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide site focused Pofessional Development	These days and trainings are decided upon by teachers and support staff. They are often specific to social-emotional health and ELA/Math.	Maintain the the current professional development baseline, with an additional focus on TCI for 2019-2020.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

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

Amount(s)	Source(s)
5,000	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 trainings in regards to ELA, math and social studies.

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

Amount(s)	Source(s)
1,500	Donations

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Provide additional interventions and services during the school year as student academic needs are determined.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students in FLES.

Strategy/Activity

Support students struggling with Spanish in the FLES program

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Support staff in data analysis and create MTSS groupings.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students (primarily those not in FLES).

Strategy/Activity

Continue to expand PLTW/STEM at Folsom Hills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Parent-Teacher Association (PTA) Enrichment materials, additional items, and kit refills for the PLTW/STEM curriculum in grades TK-5

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

With modernization underway, this is a somewhat difficult goal to quantify. That being said, once all students return to Folsom Hills, integrated learning is the expected focus of these strategies with our new STEAM lab.

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

None

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

No changes are expected

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 Ensure English Learners make yearly progress.
4.4 Ensure Special Education students make yearly progress.
4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

Folsom Hills will ensure high levels of academics for all students via data monitoring with formative and summative assessments, and other data collection tools.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded State and Federal programs cover the subs for ECBN meetings.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students on IEPS or whom have 504 Plans

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2018-19

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 dis-aggregate data, shared learning around effective Response to Intervention implementation and scheduled Every Child By Name meetings help monitor ongoing student growth.

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

None

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$29,750.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Donations	$4,500.00
LCFF - Supplemental	$8,800.00
Other	$950.00
Parent-Teacher Association (PTA)	$15,500.00

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

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

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Shawn Michael Lundberg	Principal
Mercedes Kirk	Classroom Teacher
Terri Kimball	Classroom Teacher
Wendy Webster	Parent or Community Member
Nick Ramirez	Classroom Teacher
Fabienne Johansson (NVM)	Parent or Community Member
Jennifer Lim	Parent or Community Member
Melissa Bustamonte	Parent or Community Member
Michelle Harrison	Parent or Community Member
Olga Boozer	Parent or Community Member
Jennifer Cole	Parent or Community Member
Teri Fields	Classroom Teacher

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

English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Shawn Michael Lundberg	Principal
Jennifer Lim	Parent or Community Member
Fabienne Johannson	Other School Staff
Mercedes Kirk	Classroom Teacher
Jennifer Cole	Parent or Community Member
Wendy Webster	Parent or Community Member
Michelle Harrison	Parent or Community Member
Nick Ramirez	Classroom Teacher
Olga Boozer	Parent or Community Member
Melissa Bustamonte	Parent or Community Member
Terri Kimball	Classroom Teacher
Teri Fields	Classroom Teacher

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. The school's annual language census.

c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

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

Attested:

	Principal, Shawn Michael Lundberg on September 5, 2019
	SSC Chairperson, Jennifer Cole on September 5, 2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Folsom Hills Elementary

ELAC Agenda

1) Introductions and Welcome
2) Modernization/Construction Update
3) Review and Amend School Site Plan
4) School Safety Plan
5) ELAC
6) Questions/Comments
7) Adjournment

Folsom Hills Elementary

ELAC Minutes

1) Introductions and Welcome
    a. Meeting called to order at 3:05 pm
    b. Attendees: Jennifer Lim, Shawn Lundberg, Fabienne Johannson, Mercedes Kirk, Jennifer Cole, Wendy Webster, Michelle Harrison, Nick Ramirez, Olga Boozer, Melissa Bustamonte, Terri Kimball
    c. Position appointments (no changes from 2018-2019)

2) Modernization/Construction Update
    a. Please refer to school website and access the "modernization" tab. Page is updated weekly.

3) Review and Amend School Site Plan
    a. SPSA was reviewed with Mr. Lundberg. This year's focus is on mathematics in grades 4 and 5. SPSA was passed unanimously.

4) School Safety Plan
    a. School safety plan and binder is currently being updated by the administrative team.
    b. Jennifer Serran will be doing a campus walk-through to assess safety needs due to modernization.
    c. FLINT construction update and planning review as it relates to equipment and fencing safety.
    d. Tactical Safety Training will be scheduled after modernization is complete.

5) ELAC
    a. BIA update
    b. 27 students classified as ELL
    c. ELPAC update
    d. Reclassification process and timelines

6) Questions/Comments
    a. None

7) Adjournment
    a. 4:00 pm

Folsom Hills Elementary

ELAC Sign In Sheet

1)
2)
3)
4)
5)
6)
7)
8)
9)

Folsom Hills Elementary

Site Council Agenda

1) Introductions and Welcome
2) Modernization/Construction Update
3) Review and Amend School Site Plan
4) School Safety Plan
5) ELAC
6) Questions/Comments
7) Adjournment

FOLSOM HILLS ELEMENTARY

School Site Council Meeting Announcement
September 5th, 2019

3:00 PM
Staff Lounge

If you are interested in being a part of our Single Plan for Student Achievement, please contact Shawn Lundberg at 916.294.9135

All community members are welcome!

Folsom Hills Elementary

Site Council Minutes

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    b. 27 students classified as ELL
    c. ELPAC update
    d. Reclassification process and timelines

6) Questions/Comments
    a. None

7) Adjournment
    a. 4:00 pm

Folsom Hills Elementary

Site Council Sign In Sheet

1) Shawn Lindberg
2) N Ramirez
3) Wendy Webster
4) Tami Kimball
5) Teri Fields.
6) [illegible]
7) [illegible]
8) [illegible]
9) [illegible]