

School Year: **2021-22**



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 8, 2021	October 21, 2021

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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 (LCAP) goals of the district. Folsom Hills will focus on schoolwide academic consistency, staff and student teamwork/collaboration, student engagement, student achievement, social-emotional learning, and professional learning communities/guiding coalition practices that will allow Folsom Hills to meet the Every Student Succeed Act (ESSA). Eliminating the achievement gap, with every student performing at high levels, will be a goal. Evidence based interventions including identifying essential standards, providing Multi-tiered System of Supports (MTSS), grade-level based rotations based on those standards, and using common pre-and post-assessments to flexibly group students for targeted instruction based on need, will be part of the intention of the Folsom Hills School Plan for Student Achievement.

School Vision and Mission

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

Our schoolwide academic program is based on clearly defined standards and high expectations for all students academically, emotionally, and behaviorally. Staff collaborates using an up-to-date curriculum, Professional Development (PD), and interventions to support students at risk in order to close the achievement gap and create an environment for student success. Professional Learning Communities 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 Elementary is an elementary school in Folsom, California, serving Pre-K through 5th grade students and families. For the 2020-2021 school year, Folsom Hills Elementary served approximately 500 students. Students come from a variety of surrounding neighborhoods, primarily The Parkway, Briggs Ranch, and Willow Creek. Numerous students also join us from throughout the district as well, due to our Foreign Language - Elementary School (FLES), also known as the Spanish Magnet program.

If an individual were to look into any of the 28 classrooms at Folsom Hills Elementary, 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 on site several times each trimester, and community programs - from the police and fire departments to local businesses - are a positive and engaging presence on campus.

Folsom Hills Elementary Schools' 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 ensure all students are supported in meeting grade level standards in reading and math. Multi-tiered System of Supports, English Language Arts groupings, i-Ready, small group math instruction, and intervention are all key components of our academic program. This year, for the first time, students in 1st & 2nd grades will be staying all day - 8:25 to 2:37 pm.

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

Our active Student Council provides awareness of the importance of community service for all children at Folsom Hills Elementary. Folsom Hills Elementary is well known for its strong, supportive parent community. In addition to classroom volunteers, parents also serve on our School Site Council, which assists with important curriculum, budget, and facility decisions. Our Parent Teacher Association 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 Association. 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 Monika Himmrich - Principal at mhimmric@fcusd.org. Folsom Hills Elementary encourages parent and community involvement and welcomes the comments of all parties.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

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

Classroom Observations

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

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

Both formal and informal feedback target the six California Standards for the Teaching Profession. A review of all data from the 2018-2019 school year (the last time students were assessed using CAASPP) indicates that classroom teachers at Folsom Hills Elementary implement practices and strategies aligned with these professional standards and expectations, and will continue to do so throughout 2021-2022 school year. Please note that no formalized, state-wide testing has been administered for the past 2 years due to COVID-19 procedures and distance learning.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

*FLES/Spanish Magnet

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

*SMART Goal setting

*PBIS

*MTSS

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

Preschool teachers utilize the nationally normed EIBT standards for autism.

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

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

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

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

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

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

Folsom Hills Elementary School schedule follows recommended curriculum and pacing, where the schedules are flexible, but focused on achievement of the Common Core State Standards. Assessment windows allow teachers to monitor student progress. District pacing windows allow teachers to monitor their instructional progress. MTSS groupings are realigned every 4-6 weeks.

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

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

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

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

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

*Mathematics: Envision, i-Ready

*Science: Amplify, PLTW

*Social/Emotional: Steps to Respect

Opportunity and Equal Educational Access

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

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

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

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

Evidence-based educational practices to raise student achievement

Through the use of PLCs, which offer targeted focus and goal development, 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, and EBT 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 Blackboard Connect system keep parents informed about important school information. We also post curriculum support links, provide log-on information for Lexia and other Math and ELA support programs for use at home. We use SST meetings to help support our most struggling students. Teachers provide on-going communication with parents through progress reports, newsletters, and direct contact.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) consists of five parents who meet regularly with staff to stay informed on school progress and make decisions about changes. Meeting minutes are public. Folsom Hills

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

- *i-Ready
- *Specialized Academic Instruction staffing
- *SIPPS
- *Professional Development
- *Lead Teachers
- *Numerous software programs and related technology

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Folsom Hills Elementary School engages the community at large, as well as internally, throughout the school year and even over the summer months, to obtain feedback and input for the development of our School Plan for Student Achievement (SPSA) plan. School Site Council meetings are held 4-5 times a year. At these meetings, the SPSA is reviewed and input is welcomed by our parents and community members, as stakeholder involvement is key in developing a coherent, thorough plan. Please note the disruption of distance learning in this process. Specifically, the following was/is reviewed:

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

Folsom Hills Elementary School also strives to make sure our goals and objectives align with the LCAP. Professional Learning Communities and other types of meetings throughout the 2021-2022 school year will be used to track and monitor our progress towards those goals. Examples of these interactions and meetings include:

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

Resource Inequities

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

Folsom Hills Elementary School feels that, in general, there are few resource inequities of concern. Our growing number of English Learners, we have a need for increased language aide support. Demographics are quickly shifting within our boundaries, and this extra level of support (perhaps shared among multiple sites with similar issues) would greatly benefit our students and families.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.86%	0.71%	1.0%	5	4	5
Asian	8.46%	8.9%	10.9%	49	50	55
Filipino	1.55%	0.53%	0.6%	9	3	3
Hispanic/Latino	16.41%	18.33%	18.7%	95	103	94
Pacific Islander	%	0%	%		0	
White	63.56%	61.39%	56.8%	368	345	286
Multiple/No Response	8.98%	9.96%	11.9%	52	56	60
	Total Enrollment			579	562	504

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	115	96	90
Grade 1	68	104	74
Grade 2	104	77	96
Grade 3	91	105	69
Grade 4	90	89	92
Grade 5	111	91	83
Total Enrollment	579	562	504

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	14	19	14	2.4%	3.4%	2.8%
Fluent English Proficient (FEP)	26	26	21	4.5%	4.6%	4.2%
Reclassified Fluent English Proficient (RFEP)	12	2	1	48.0%	14.3%	5.3%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

1. Many students are lacking proficiency in vocabulary and comprehension. With Multi-Tiered System of Supports, these specific students will receive targeted instruction in vocabulary enrichment and context. As scores remained stable and in a high percentile in the Spring 2019 CAASPP, in this area, indications are that this targeted method works for Folsom Hills Elementary School, when compared to other sites.
2. We will continue to focus on internal, classroom based small groupings for writing. A wider-ranging, full grade level ELA rotation is needed specifically for vocabulary and comprehension. Leveled groupings at each grade level will hopefully bring about a rise in writing scores and abilities. Our goal at this time is to do small group instruction in the classroom.
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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	106	83	93	104	81	92	102	81	92	98.1	97.6	98.9
Grade 4	93	106	92	93	105	92	93	103	92	100	99.1	100
Grade 5	113	96	110	110	95	108	109	95	108	97.3	99	98.2
All	312	285	295	307	281	292	304	279	292	98.4	98.6	99

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

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

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

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

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

Conclusions based on this data:

1. Students are achieving inconsistently across the grade levels in some subsections. Gaps have been noted in the curriculum materials that adequately address 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. This year we have an updated version of Envision math that many of the teachers will begin teaching. Full implementation of the new material will start in 2022.
2. Folsom Hills Elementary School is going to increase the proficiency in Math for all students. The updated enVision curriculum will be explored by teachers and fully implemented in 2022.
3. Overall, Folsom Hills Elementary School has kept up an inconsistent above-average set of scores in Mathematics overall. MTSS Mathematics groupings will hopefully allow for an increase in these percentage. Our intervention teacher will also work to pull students needing extra support and reteaching of key concepts.

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

Conclusions based on this data:

1. Second Language Learners at Folsom Hills Elementary School continue to grow in terms of population. Most are considered "Well Developed".
2. Folsom Hills Elementary School students continue to Reclassification Fluent English Proficient (RFEP) at Folsom Hills Elementary School at large percentage rates. However, demographics would indicate that close analysis of this issue should be undertaken, especially in regards to Mathematics and word problems.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
562	6.6	3.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	3.4
Homeless	17	3.0
Socioeconomically Disadvantaged	37	6.6
Students with Disabilities	64	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
Asian	50	8.9
Filipino	3	0.5
Hispanic	103	18.3
Two or More Races	56	10.0
White	345	61.4

Conclusions based on this data:





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

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Folsom Hills Elementary School prides itself on its high attendance rate. Data indicates that our strategies are working with levels near 96-97 percent, depending on the grade level. A comparable lack of family transiency at Folsom Hills Elementary School also assists with our high attendance rates. It must be noted that our preschool program (Special Day Class for non-verbal autistic students), drastically brings down our attendance rates in what is perceived to be an unfair manner; these students must attend specialized Applies Behavior Analysis (ABA) therapy (among other types), which counts against the Folsom Hills Elementary School attendance rate, despite its necessity.
2. Folsom Hills Elementary School only suspended one student in 2019-2020. However, with such low suspension rates comes a somewhat skewed view of the released data. Ignoring the information on race (one suspension each for a member of the white, Asian, and Latino subcategories), the more important piece of information gleaned 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 in the yard.
3. Math and ELA instruction grew over the past two years, based on the Spring 2019 CAASPP. The only exception to this is 5th grade Math, specifically the Performance Task. Special effort will be put into preparing students for this component of the exam once it is an option, due to COVID-19.

School and Student Performance Data

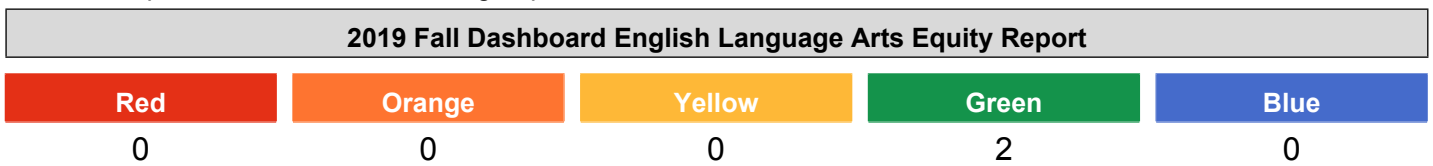
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

- Overall, Folsom Hills Elementary School maintained in English Language Arts. 5th grade Math is of concern, however, and will be the primary focus for Folsom Hills Professional Learning Communities.
- Folsom Hills Elementary School is pleased that our special education students increased their overall English Language Arts abilities compared to years' past. We are hoping to continue this positive increase.
- Second language learner students are still a challenge for Folsom Hills Elementary School staff. We are redirecting some of our intervention services to directly work with these students. 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

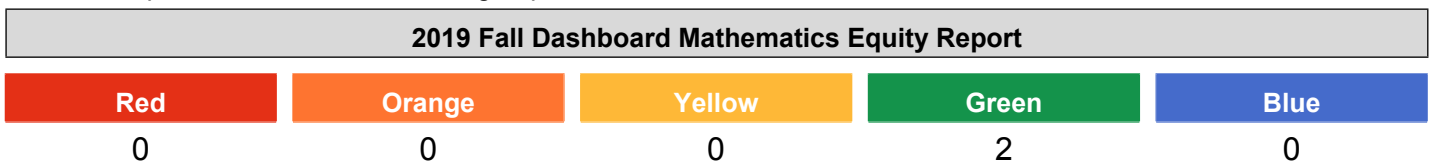
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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









This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

- Overall, scores were high for 2018-2019 (the most recent year of testing). However, 5th grade declined overall; this was the only sub-group which this occurred with.
- Folsom Hills Elementary School is pleased that our special education students increased their overall mathematical abilities compared to year's past.
- 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.

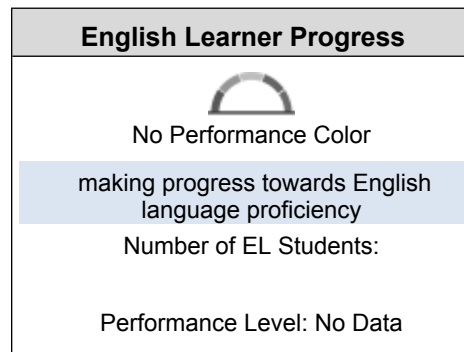
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

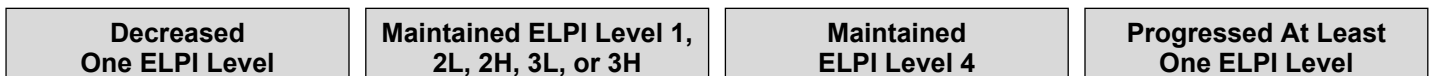
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Teachers use second language curricular components, as needed, for Benchmark/ELA.
2. Folsom Hills Elementary School does not have a high number of second language learners, but they are present. When needed, we use translators or other services tools/technologies to assist them. 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 Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

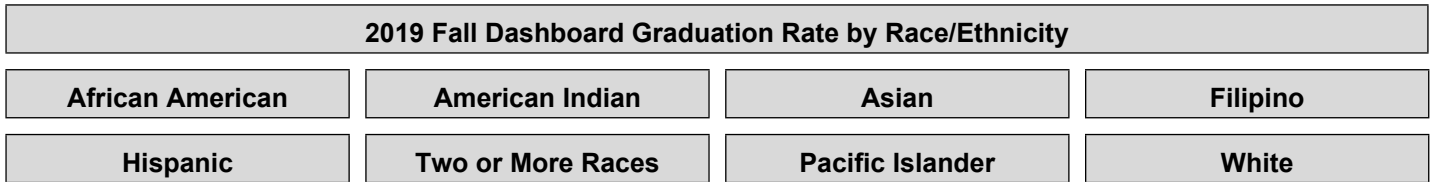
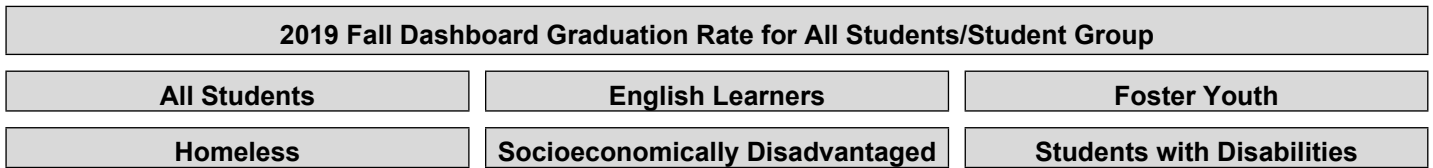
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

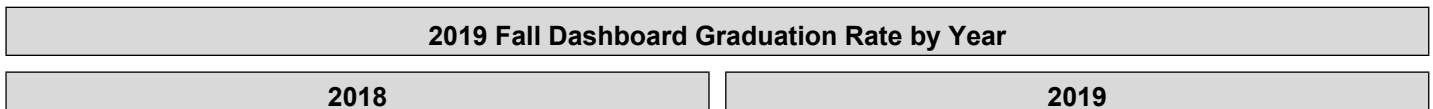
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

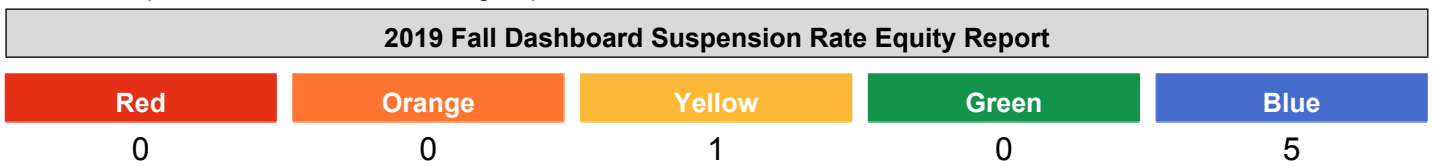
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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









This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5		 Blue 0 Declined -2 49	 No Performance Color Less than 11 Students - Data 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1 Increased +1 100	 Blue 0 Maintained 0 55		 Blue 0 Declined -0.8 384

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.2

Conclusions based on this data:

1. All staff, from yard supervisors to teachers, are trained in de-escalation techniques. seven are trained in Therapeutic Crisis Intervention, and the rest through presentations put on by the district and site level Positive Behavior Intervention System teams.
2. The "Friendly Fox" program continually reinforces using appropriate language and words over negative comments or more physical interactions.
3. With 1 total suspension for the year, Folsom Hills Elementary School maintained it's low suspension rate for 2019-2020 - this was the last year we were in school full time.

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

Goal 1 - All students will receive equitable instruction from highly-qualified teachers and have access to a curriculum that promotes college and career readiness (State Priority 1)
 1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
 1.2 - Maintain schools in good repair
 1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Goal 1

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

Identified Need

Revise, address, and improve our school wide MTSS process through identifying essential standards and common assessments to target students' needs to drive our instruction. Continue to provide access to struggling Folsom Hills Elementary School students of grade level materials. Focus in 2021-2022 will need to be on small group instruction in classrooms.

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Every student

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,800

Source(s)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students must have access to all Williams Act necessities and the school must provide them. In addition Social Emotional Learning professional development supports and training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue with ELA/English Language Development program/curriculum adoption monitoring and support as well as scheduled PLC meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

950

Source(s)

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

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

None.

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

No changes are expected.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Folsom Hills Elementary School will increase parent, family and community engagements to increase student 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. Continue communication on the importance of attendance in relation to connectivity and academic success.

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)

Help support all students with poor attendance or social emotional learning issues.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Donations

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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: 2020-21

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.

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

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

Goal 3

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

Identified Need

Increase teacher efficacy in literacy, math skills, and SEL. Provide high quality first instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide training for the implementation of Therapeutic Crisis Intervention	As needed	Maintain the the current professional development baseline
New teacher training for Benchmark	All new teachers receive this training.	Maintain the the current professional development baseline
New teacher training for enVision	All new teachers receive this training.	Maintain the the current professional development baseline
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.
Provide site focused Professional Development	These days and training are decided upon by teachers and support staff. They are often	Maintain the the current professional development baseline.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	specific to social-emotional health and ELA/Math.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Parent-Teacher Association (PTA)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Allow and encourage teachers to participate in outside training in regards to ELA, Math and Social Studies. This includes the new LETRs training being offered by the district.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

Donations

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students in FLES.

Strategy/Activity

Support students struggling with Spanish in the FLES program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students (primarily those not in FLES).

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000

Parent-Teacher Association (PTA)

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

Annual Review

SPSA Year Reviewed: 2020-21

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.

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

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

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

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

4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)
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General Fund
1000-1999: Certificated Personnel Salaries
Salaries for staff to fully implement these PLCs,
coupled with the training to accompany them.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

State and Federal programs cover the subs for ECBN meetings.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students on IEP or whom have 504 Plans

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

None

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

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

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

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

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

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

School Site Council Membership

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

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

Name of Members	Role
Monika Himmrich	Principal
Marta Krewson	Classroom Teacher
Terri Kimball	Classroom Teacher
Heather Davis	Classroom Teacher
Teri Fields	Classroom Teacher
Fabienne Johansson (NVM)	Other School Staff Parent or Community Member
Raechel McNeel	Classroom Teacher Parent or Community Member
Katie Pierce	Parent or Community Member
Tara Vierra	Parent or Community Member
Elisha M. Cortez	Parent or Community Member
Julie Finn	Parent or Community Member
Yolanda Ratermann	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Monika Himmrich	Principal
Fabienne Johannson	Other School Staff Parent or Community Member
Marta Krewson	Classroom Teacher
Heather Davis	Classroom Teacher
Terri Kimball	Classroom Teacher
Teri Fields	Classroom Teacher
Raechel McNeel	Classroom Teacher
Katie Pierce	Parent or Community Member
Tara Vierra	Parent or Community Member
Elisha M. Cortez	Parent or Community Member
Julie Finn	Parent or Community Member
Yolanda Ratermann	Parent or Community Member

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 8, 2021.

Attested:



Principal, Monika Himmrich on September 8, 2021



SSC Chairperson, Marta Krewson on September 8, 2021

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Folsom Hills Elementary

Site Council Meeting

September 8, 2021

September 14, 2021

Agenda

- Welcome & Introductions
- What is a Site Council?
- Election of Site Council Chairperson
- Definition of LCAP
- Theme for year - 3 R's Relationships, Routines & Resilience

New Business

- School Site Plan Presentation (We will stop here on the Sept. 8th)
- Site Plan Edits, Updates & Approval (We will start here on Sept. 14th)
- District Advisory Committee
- Uniform Complaint Procedure
- Principal Update
- Safety Update

Folsom Hills Site Council Members

Present via Zoom

September 8, 2021

Katie Pierce

Julie Finn

Yolanda Ratermann

Monika Himmrich

Fabienne Johansson

Marta Krewson

Raechele McNeel

Terri Kimball

Folsom Hills Site Council Members

Present via Zoom

September 15, 2021

Katie Pierce

Julie Finn

Yolanda Ratermann

Monika Himmrich

Fabienne Johansson

Marta Krewson

Raechele McNeel

Terri Kimball

Teri Fields

Heather Davis

**Folsom Hills Elementary
Site Council
MINUTES
September 8, 2021**

3:00pm Meeting called to order by Monika Himmrich.

In attendance were: Katie Pierce, Julie Finn, Yolanda Ratermann, Monika Himmrich, Fabienne Johansson, Raechele McNeel, Marta Krewson, Terri Kimball

Site Council members introduced themselves.

Elected Chairperson - Marta Krewson

Monika Himmrich showed a brief Powerpoint describing the definition of a Site Council and the requirements, goals and focus.

- The CA Legislature believes that individuals who are most affected by the operations of the school should have a major role in the decisions regarding how a school functions.
- CA mandates that schools write a plan for student achievement to analyze data, describe the goals for the year and how funds will be spent at the school site level.
- Schools are required to have a School Site Council when they receive funds from the federal government
- Equal members

Definition of LCAP was introduced - Local Control Accountability Plan

A tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

Theme for the year -3R's - Relationships, Routines & Resilience

The School Site Plan:

Mrs. Himmrich explained that each year the school district develops the district LCAP. Based on the goals of the LCAP our school site then develops our own school site plan. At the meeting we focused on our 4 goals for the year. As a group we worked through all four goals; explaining and answering questions until group understanding was reached. Discussion was had that this year due to following of COVID guidelines we would not be sharing students for MTSS groupings.

The full school plan was emailed out to all members. Information was also emailed encouraging members to consider joining the District Advisory Committee.

We will reconvene on Tuesday, September 14th to do a final update/edit on our school site plan.

Meeting adjourned at 3:40pm

**Folsom Hills Elementary
Site Council
MINUTES
September 15, 2021**

Agenda continued from the September 8th meeting.

3:00pm Meeting called to order by Monika Himmrich.

In attendance were: Katie Pierce, Julie Finn, Yolanda Ratermann, Monika Himmrich, Fabienne Johansson, Raechele McNeel, Marta Krewson, Terri Kimball, Heather Davis, Teri Fields

School Site Plan

The plan had been discussed and emailed out to all members at the conclusion of our meeting on September 8th.

Edits and Updates discussed:

Spanish Magnet Program - Mrs. Himmrich explained that her goal this year is to understand the vision/mission of the program. Members explained that the current goal is to have all students leave 5th grade having completed Spanish 1A - a test given at the end of 5th grade. It was discussed that there may be a need to look at the current curriculum we are using. There is currently no 5th grade Spanish class this year, but the current 4th graders will roll forward next year.

Page 5 - It states PTO and needs to be changed to PTA

Step up to Writing - there was a question asked about how much this is used in classrooms and by all teachers? Teacher responded by explaining that Step Up to Writing is used in conjunction with our writing program in the Benchmark curriculum.

Page 35 - there is a statement regarding communication between teachers and parents with students on a 504 plan or IEP. Parent expressed that she does not always feel there is communication with the parents and would like to at least know the teacher has her child's goals for the year.

Corrections and edits were made to the school plan.

A motion was made by Julie Finn to approve our School Site Plan for the 2021/22 school year. The motion was seconded by Yolanda Raterman. All were in favor.

Complaint Procedures

Mrs. Himmrich explained that there is a formal complaint procedures for the school district

- Williams Complaint
- Uniform Complaint
- General Complaint

Although there are these options, Mrs. Himmrich urged all parents to always start at the school site with the teacher & principal. When working together there is very little we cannot solve.

Principal Updates

Mrs. Himmrich explained that we are done with our first round of assessments and that groups are now being formed for our intervention teacher, Nicole Friedrich to start pulling students.

Kindness Week was celebrated last week with lots of fun activities in the classrooms. But students were reminded kindness is not just a one week celebration, but all year long.

Safety Update

All classrooms are now equipped with red safety backpacks & all supplies inside have been inventoried and updated. We are working on starting our drills so students are prepared in an emergency.

Next meeting will be held tentatively on October 20, 2021 and our goal will be to look at the Comprehensive Safe School Plan. Monika will communicate the exact date.

3:45pm The meeting was adjourned.