

Folsom Lake High School

PROGRESS REPORT

1655 Iron Point Road

Folsom, CA 95630

Folsom Cordova Unified School District

Dec 5, 2022

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Folsom Lake High School serves as one of two secondary alternative sites for the Folsom Cordova Unified School District. Kinney High School serves as the alternative site for the Cordova community while Folsom Lake High School (FLHS) serves as the alternative site for the Folsom community. Prior to the 2020-2021 school year, Folsom Lake High was located on its own campus on Riley street in Folsom, across the street from Sutter Middle School.

Prior to the 2020-2021 school year, Folsom Lake High School operated independently with an assigned principal, counselor, mental health specialist, and up to five or six teachers for up to 115 students. The site also had a registrar, administrative assistant and custodian. Students from both high schools in the city of Folsom (Vista del Lago and Folsom High schools) fed Folsom Lake High School. Vista del Lago typically enrolls between 1,800 and 1,900 students. Folsom High currently enrolls over 2,700 students. FLHS typically enrolled students for two primary reasons: students were placed at FLHS due to behavioral issues addressed through due process and a recommendation for expulsion or students were credit deficient.

Most students who attend Folsom Lake High School (FLHS) due to credit deficiency are from Folsom High School due to varying school schedules and one district standard for graduation credits. Folsom Cordova Unified School District requires students to earn 220 credits to earn a diploma from any of our three comprehensive high schools. Vista del Lago High observes a block schedule that allows students access to 320 credits over four years. Folsom High observes a traditional six period day that allows students access to 240 credits over four years. As a result, fewer Vista del Lago students become credit deficient enough to need unique credit recovery opportunities. On the contrary, Folsom High students have much less cushion when it comes to credits and graduation track. Should a Folsom High student fail five semester classes-losing 20 credits—in their first two years, they are off track for graduation and require credit recovery opportunities.

Folsom High students typically have access to credit recovery options for core courses through programs offered concurrently, in the spring semester as well as summer school opportunities. Regardless, a significant number of Folsom High students will become credit deficient at some point during their junior or senior year. Annually, the number of these students who would require an accelerated credit recovery program such as FLHS averaged around twenty students. These twenty Folsom High students would often request to transfer to FLHS around late October of their junior or senior year when they realized that they were falling behind.

With twenty or more students transferring to FLHS mid year due to credit deficiency, combined with three or four behavioral transfers from both comprehensive sites, the enrollment at FLHS was difficult to plan for or staff. Occasionally, families new to the district would elect to enroll directly at FLHS. Staffing would start the year high and by April, the school would be at capacity. The FCUSD/teacher contract specifies teacher to student ratios at alternative sites to be a maximum of 1:26.

Through 2019-2020, FCUSD due process and discipline resulted in the transfer of a significant number of students for possession or transfer of an illegal substance. Students who were in a physical altercation were transferred to an alternative site if the altercation resulted in any significant injury. Because of these strict policies, students who were on track for a-g completion and were college bound were transferred to FLHS due to a disciplinary action. This transfer placed a burden on FLHS to offer a-g courses so students could remain on four-year track while at FLHS.

With a very small staff and a primary population of credit deficient students, offering a full menu of a-g courses was not a reasonable expectation. FLHS was unable to primarily serve credit deficient students while ensuring an a-g, college preparatory and rigorous education for the few students who needed this option. This expectation placed

teachers and administrators in the untenable position of serving two divergent populations of students in a small setting with far fewer resources when compared to a comprehensive site like Folsom High.

FCUSD discipline approaches have since become much more restorative, resulting in a dramatically reduced number of suspensions and transfers.

In an effort to stabilize student enrollment and staffing, district and site administrators partnered to identify credit deficiency students in the spring of the 10th grade year and to identify students who would benefit from a non-a-g model that typically does not require homework, emphasizes Career and Technical Education (CTE) and elective courses, and allows students access to all Folsom High School (FHS) courses and extracurricular activities. FLHS emphasizes community college enrollment, military enlistment, direct employment and technical training as post-secondary options. FLHS students receive priority registration in Folsom High CTE courses.

Stabilizing enrollment has allowed site administrators to ensure that teachers are highly qualified and to select teachers who desire to teach non-a-g courses at an alt ed site. Currently, FLHS has two, full-time teachers with three Folsom High teachers who teach one or more FLHS classes.

FLHS currently serves 11th and 12th grade students. There have been discussions about the potential for serving 10th grade students. Our concern is that potential 10th grade students would need to be identified in the spring semester of their 9th grade year at Folsom High, having completed only one semester of high school. It is our belief that the spring semester of a high school student’s 9th grade year is much too early to begin discussion about opting out of a-g completion or to make the decision to leave the traditional setting.

The priority at FLHS is to offer directly taught, core academic subjects, taught by FLHS teachers. These core subjects are augmented by Folsom High electives and some core classes. Students are also typically enrolled in an APEX—online learning—workshop sections for the purpose of credit recovery. The “social compact” we hold with students is that they must attend classes, effectively engage and participate and they are likely to be successful in earning credits. FLHS teachers rarely assign homework. In contrast, Folsom High students report that, on average, they spend 2.5 hours nightly on homework.

Current FLHS Enrollment by Grade Level, Ethnicity and Gender: 2021-2022

Grade Level	Total	Am. Ind.	Asian	Pac Isl.	Black	White	Hisp.	Two or More
11	19 10 / 9	1 0 / 1	0 0 / 0	1 0 / 1	0 0 / 0	7 6 / 1	7 2 / 5	3 2 / 1
12	21 12 / 9	0 0 / 0	2 1 / 1	0 0 / 0	1 1 / 0	10 6 / 4	7 4 / 3	1 0 / 1
Total	41	1	2	1	1	18	14	4

	23 / 18	0 / 1	1 / 1	0 / 1	1 / 0	13 / 5	6 / 8	2/2
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Current FLHS Enrollment by Grade Level, Ethnicity and Gender 2022-2023

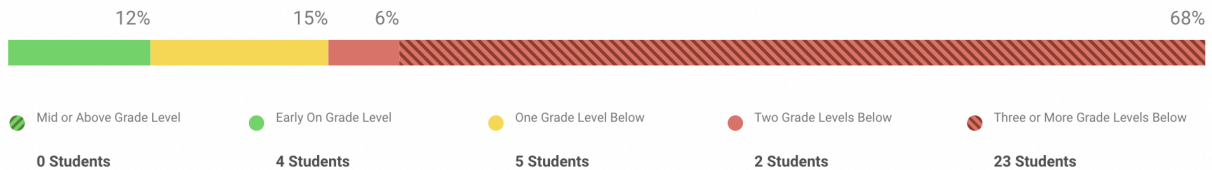
Grade Level	Total	Am. Ind.	Asian	Pac Isl.	Black	White	Hisp.	Two or More
11	29 10 / 19	0 0 / 0	1 1 / 0	0 0 / 0	5 2 / 3	13 6 / 7	10 1 / 9	0 0 / 0
12	36 16 / 20	2 1 / 1	1 1 / 0	1 0 / 1	3 1 / 2	18 6 / 12	11 7 / 4	0 0 / 0
Total	65 26 / 39	2 1 / 1	2 2 / 0	1 0 / 1	8 3 / 5	31 12 / 19	21 8 / 13	0 0 / 0

It is critical to realize that data prior to the reconstitution of FLHS, movement to Folsom High and alignment with the Folsom High program is sometimes irrelevant. While the profile of students has not changed significantly, the instructional program is completely new.

FLHS students continue to struggle with reading comprehension as we have assessed them in 2021-2022. This comprehension and reading data will serve as our baseline for the foreseeable future. Data in 2020-2021 was difficult to collect due to distance learning.

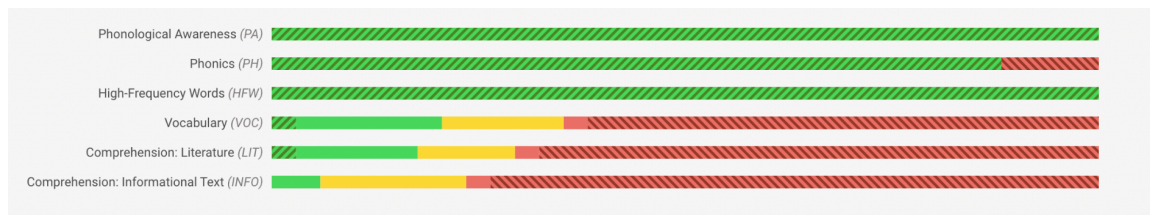
I-Ready: Overall Reading Placement

Students Assessed/Total: 34/42



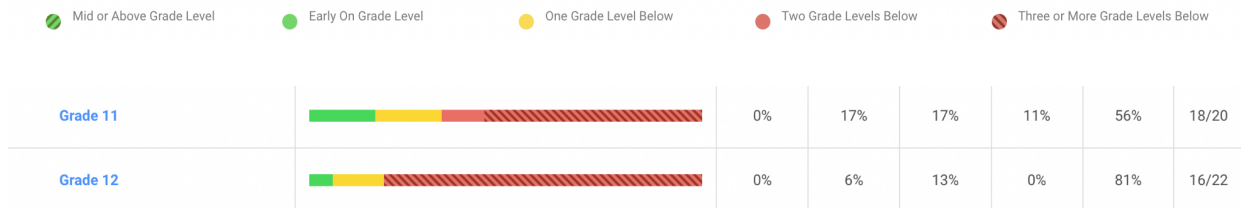
In summary, the majority of FLHS students are significantly below grade level in reading comprehension. This is true traditionally, but likely this is exacerbated by the past year and a half of distance learning which was not productive for most of our FLHS students.

I-Ready: Reading Comprehension by Domain



FLHS experience comprehension struggles largely due to a limited vocabulary. Some of this is due to their status as second language learners. Some of this is due to a disability. Some of this performance is due to a lack of engagement with traditional curriculum due to poor attendance or a disconnect with the traditional format of their education.

I-Ready: Reading Comprehension by Grade Level



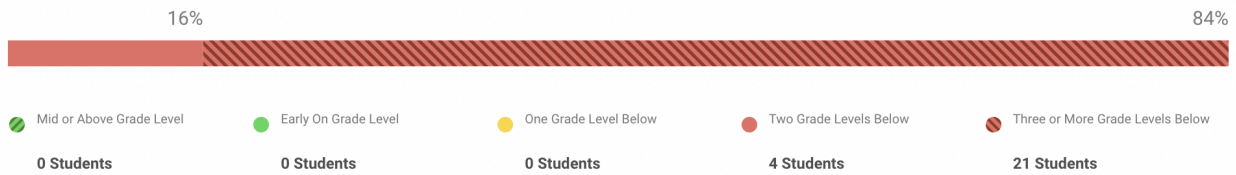
The grade level decline in reading comprehension aligns with our belief that the distance learning format was particularly difficult for Folsom Lake High students. Many of the 12th grade students assessed were FLHS students during distance learning. Attendance during distance learning was very poor, averaging around 50% in many cases. Additionally, the reconstitution of the school and restaffing occurred in the middle of distance learning. This unfortunate situation likely resulted in lost time for many of our FLHS seniors.

All 11th grade students were enrolled at Folsom High or Vista del Lago High during distance learning. The distance learning format was also challenging for our 11th grade students but they had the opportunity to be engaged in a more traditional program at the two comprehensive high schools as these programs did not experience the unfortunate confluence of distance learning and reconstitution.

The 2020-2021 reconstitution resulted in two teachers being asked to teach four or five separate preps as the 2021 FLHS bell schedule did not align with the Folsom High bell schedule. Additionally, the district's direction for the 2020-2021 school year was to completely separate the FLHS and FHS programs due to a few parent concerns regarding students who felt anxiety about being part of a large, comprehensive school community.

I-Ready: Overall Math Placement

Students Assessed/Total: 25/42



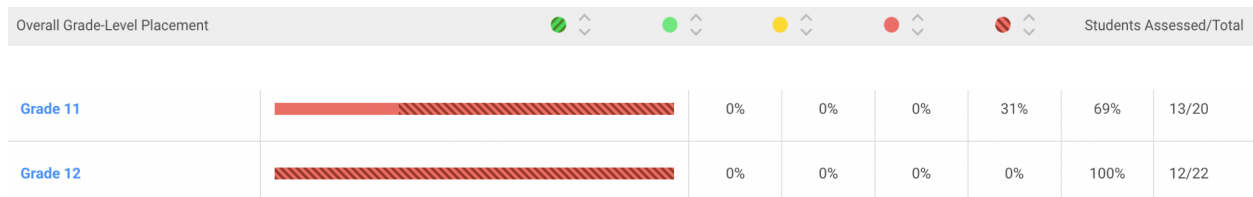
Overall math performance for FLHS students is very low. This is not a surprise. Math performance is a significant indicator for success at Folsom High. Most of our FLHS students entered FHS below grade level in math. Often combined with poor attendance, this is a recipe for challenges in the area of math comprehension. Similar to reading comprehension, distance learning was disastrous for our students in the area of math. Due to distance learning and staffing issues in 2020-2021, math content was largely delivered through APEX, an online curriculum with a credentialed teacher available for support. This content delivery method was not successful.

I-Ready: Mathematics Performance by Domain



Domain performance would indicate that FLHS students struggle significantly with abstract mathematics concepts. This struggle typically starts in middle school and is difficult to get a handle on late in high school. Following distance learning, Folsom High has restarted a math intervention program available to Folsom Lake High students. The format of this intervention is to pull students from their PE, elective with teacher consent or APEX workshop to support students with specific learning targets. Students are not rostered to the intervention teacher. As soon as a student reaches proficiency on a specific standard, he or she does not need to attend intervention until they require support with a future learning target.

I-Ready: Math Performance by Grade Level



Similar to FLHS reading comprehension scores, the math performance scores for FLHS seniors is lower than FLHS juniors. However, unlike reading comprehension, math instruction for struggling students was particularly

challenging during distance learning. It is a goal of ours to ensure that our students make up ground in the next year or so of direct instruction. Staffing inconsistencies have recently made this particularly challenging as we lost our math teacher in late September and we are in the process of hiring a new, qualified teacher.

Direct math instruction through a qualified FLHS or FHS teacher is a top priority. The two math classes taught by a FLHS teacher are Integrated Math 2 Foundations and Personal Business Finance.

EDMENTUM Reading diagnostic #1 Fall 2022

Folsom Lake High School

Percentile Rank	Diagnostic 1	Diagnostic 2	Diagnostic 3
● 0 - 24th	22% (10)	-	-
● 25 - 49th	30% (14)	-	-
● 50 - 74th	30% (14)	-	-
● 75 - 99th	17% (8)	-	-
Students Tested	46	0	0

EDMENTUM Math Diagnostic #1 Fall 2022

Folsom Lake High School

Percentile Rank	Diagnostic 1	Diagnostic 2	Diagnostic 3
0 - 24th	26% (12)	-	-
25 - 49th	41% (19)	-	-
50 - 74th	22% (10)	-	-
75 - 99th	11% (5)	-	-
Students Tested	46	0	0



Summary

Topic Description	Results	Comparison
<p>Emotion Regulation</p> <p>How well students regulate their emotions.</p>	<p>51%</p> <p>0</p> <p>since last survey</p>	<p>48% Folsom-Cordova Unified (CA)</p>
<p>Grit</p> <p>How well students are able to persevere through setbacks to achieve important long-term goals.</p>	<p>58%</p> <p>▲2</p> <p>since last survey</p>	<p>54% Folsom-Cordova Unified (CA)</p>
<p>Growth Mindset</p> <p>Student perceptions of whether they have the potential to change those factors that are central to their performance in school.</p>	<p>55%</p> <p>▲4</p> <p>since last survey</p>	<p>53% Folsom-Cordova Unified (CA)</p>
<p>Self-Efficacy</p> <p>How much students believe they can succeed in achieving academic outcomes.</p>	<p>46%</p> <p>0</p> <p>since last survey</p>	<p>48% Folsom-Cordova Unified (CA)</p>
<p>Self-Management</p> <p>How well students manage their emotions, thoughts, and behaviors in different situations.</p>	<p>77%</p> <p>▲4</p> <p>since last survey</p>	<p>74% Folsom-Cordova Unified (CA)</p>
<p>Social Perspective-Taking</p> <p>The extent to which students consider the perspectives of their teachers.</p>	<p>42%</p> <p>▲2</p> <p>since last survey</p>	<p>42% Folsom-Cordova Unified (CA)</p>



Summary

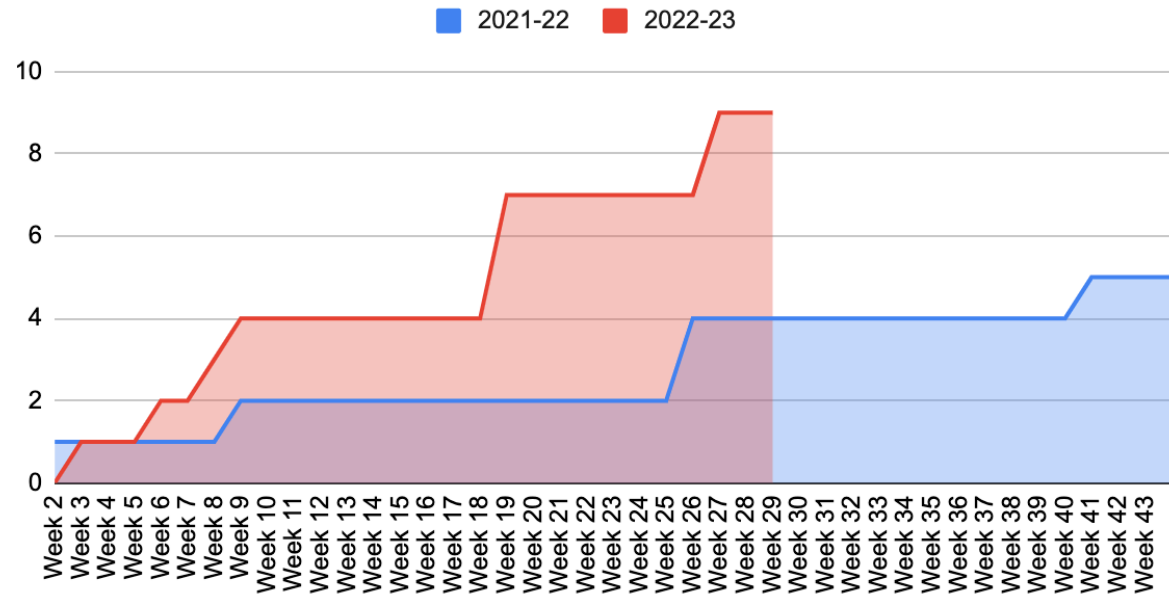
Topic Description	Results	Comparison
<p>Emotion Regulation</p> <p>How well students regulate their emotions.</p>	<p>32%</p> <p>▼ 5</p> <p>since last survey</p>	<p>48% Folsom-Cordova Unified (CA)</p>
<p>Grit</p> <p>How well students are able to persevere through setbacks to achieve important long-term goals.</p>	<p>32%</p> <p>▲ 3</p> <p>since last survey</p>	<p>54% Folsom-Cordova Unified (CA)</p>
<p>Growth Mindset</p> <p>Student perceptions of whether they have the potential to change those factors that are central to their performance in school.</p>	<p>38%</p> <p>▲ 16</p> <p>since last survey</p>	<p>53% Folsom-Cordova Unified (CA)</p>
<p>Self-Efficacy</p> <p>How much students believe they can succeed in achieving academic outcomes.</p>	<p>27%</p> <p>▲ 12</p> <p>since last survey</p>	<p>48% Folsom-Cordova Unified (CA)</p>
<p>Self-Management</p> <p>How well students manage their emotions, thoughts, and behaviors in different situations.</p>	<p>51%</p> <p>▲ 9</p> <p>since last survey</p>	<p>74% Folsom-Cordova Unified (CA)</p>
<p>Social Perspective-Taking</p> <p>The extent to which students consider the perspectives of their teachers.</p>	<p>35%</p> <p>▲ 9</p> <p>since last survey</p>	<p>42% Folsom-Cordova Unified (CA)</p>

Looking at this survey data, we see that Folsom High School students show higher percentages in all categories, Folsom Lake students show MORE growth since the last survey was taken. Looking at the spring 2022 data we see that Folsom Lake students not only showed positive growth in almost all areas, but in comparison, the spring data shows that FLHS students dropped in almost every area.

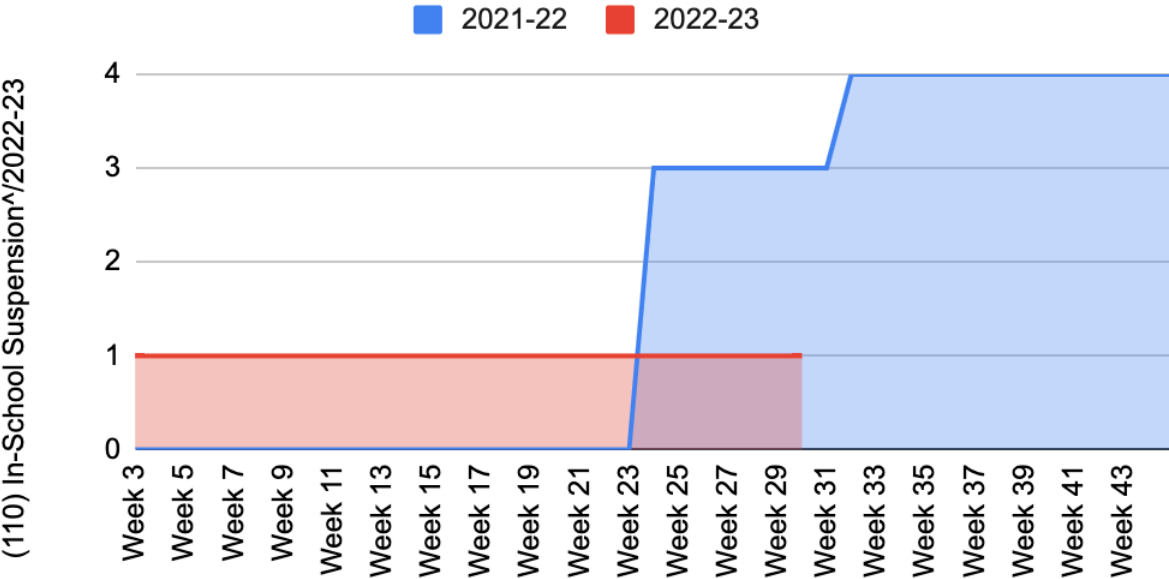
Summary

Topic Description	Results
Emotion Regulation How well students regulate their emotions.	37% ▼ 11 since last survey
Grit How well students are able to persevere through setbacks to achieve important long-term goals.	29% ▼ 1 since last survey
Growth Mindset Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	22% ▼ 24 since last survey
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	15% ▼ 13 since last survey
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	42% ▼ 16 since last survey
Social Perspective-Taking The extent to which students consider the perspectives of their teachers.	26% ▼ 20 since last survey

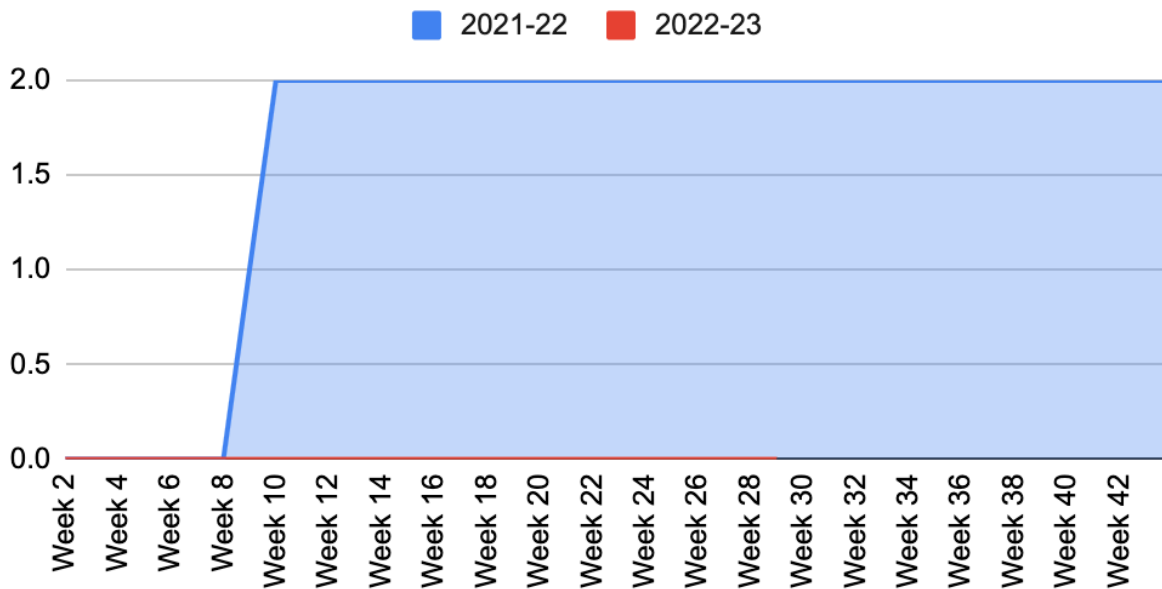
Cumulative Number of Students Receiving an Out of School Suspension: Year over Year



Cumulative Number of Students Receiving an In-School Suspension Year over Year



Cumulative Number of Students Receiving a Class Suspension Year over Year



FLHS has experienced a statistically significant increase in discipline during the 2022-2023 school year, primarily due to personal conflicts resulting in physical altercations as well as a few significant incidents of drug possession or distribution. Anecdotally, we believe that the increase is largely due to the lack of a full-time counselor during the current school year. During the 2021-2022 school year, our full-time counselor, Sophia Montes, would utilize restorative practices to address concerns before they rose to the level of school discipline. She would also alert administrators who would intervene and support. It is important to note that out-of-school suspensions at Folsom High have been reduced by 50% from 2021-2022 to 2022-2023. Thus, the trend at FLHS is unique for our two cultures.

Trusted relationships are absolutely essential to the success of the students at FLHS. In addition to the absence of a full-time counselor, we also lost a teacher mid-year and were unable to fill the position for more than a month, leaving FLHS with one full-time teacher.

II: Significant, Recent Changes and Developments

In the spring semester of 2019, the FCUSD school board voted to reconstitute FLHS and move the school to the portables located on the campus of Folsom High School. The following occurred during the reconstitution:

- The previous principal, Leanne Linson, was moved to a middle school assistant principal position in the district.
- Howard Cadenhead, principal at Folsom High School, agreed to serve as principal of both sites: FLHS and FHS.

- 2.4 Full time equivalent teaching positions were transferred to the reconstituted program at FHS. This included one full time social science/English teachers, one math/science teacher and a .4 CTE teacher.

The 2021-2022 school year was the first full year of in-person learning using the new model in which FLHS followed the FHS bell schedule and FLHS students were fully engaged in FHS athletics and extracurricular activities. This was also the first year where FLHS students had access to all FHS courses, particularly electives and CTE options.

FLHS graduates participate with FHS graduates in a fully integrated ceremony in the FHS stadium. There is no visible difference in our graduates; however, FLHS students receive a FLHS diploma. FLHS graduates are included in all FHS senior activities such as picnics, breakfast, Disney trip, Sober Grad Night, Senior Ball, etc.

In the summer of 2021, administrators, counselors from FHS and FLHS, teachers from FHS and FLHS and classified staff met to complete a re-envisioning process. For reference, we are including the previous and new School-Wide Learner Outcomes, Mission and Vision statements.

FLHS: Previous Vision/Mission/SLOs:

SLOs

Achieve Academic Proficiency in all Core Academic Areas by Utilizing:

- Common Core State Standards
- Critical and analytical thinking skills
- Technology and literacy strategies integrated throughout curriculum
- Challenging and extensive academic curriculum
- College and career readiness preparation

Communicate Effectively by

- Expressing ideas clearly through verbal, written, artistic, and technological forms of communication
- Discussing ideas with diverse audiences through speaking, listening, writing and the arts
- Working collaboratively in teams
- Making strategic use of digital media and visual outcomes

Become Constructive and Collaborative Thinkers Who

- Work effectively within culturally and organizationally diverse settings
- Apply creative solutions to academic, professional, and personal challenges
- Utilize academic knowledge for real world situations

Become Responsible Citizens Who

- Contribute time and energy to improve the welfare of themselves and others
- Abide by school and community rules, laws, and regulations
- Assume personal responsibility as a member of a family, a community, and the world by learning self-monitoring skills and the understanding of consequences

Be Self-Sufficient Life Long Learners Who

- Use appropriate resources/technology to complete tasks on time
- Can perceive, define, and accomplish tasks with intended results
- Demonstrate the ability to work both independently and collaboratively
- Exhibit self-discipline and time management skills
- Complete a Senior project

FLHS: 2021 Revised Vision/Mission/SLOs:

Vision:

Success through resilience and responsibility

Mission:

Through personalized support, Folsom Lake High School provides an inclusive, educational community that fosters resiliency and academic success.

SLOs

Folsom Lake High School students will become proficient learners, effective communicators, critical thinkers and resilient community members

Proficient Learners:

Students will develop the life skills to become lifelong learners

Effective Communicators:

Students will build skills necessary for effective personal and professional communication

Critical Thinkers:

Students will apply knowledge to solve problems

Resilient Community Members:

Students will strengthen the skills necessary to assume personal responsibility

The design of the FLHS vision, mission and SLOs was constructed to compliment that of Folsom High's vision, mission and SLOs as the vast majority of FLHS students will be familiar with the FHS statements and expectations prior to enrolling at FLHS.

Folsom High Vision, Mission, SLOs:

Vision:

Balance in pursuit of excellence

Mission:

Folsom High School provides an academically rigorous and emotionally supportive culture where all students have the opportunity to develop the skills necessary to succeed in a diverse, global society

SLOs:

Folsom High School students will become life-long learners, critical thinkers, effective communicators and globally responsible citizens

Life-Long Learners:

Students will value and develop the skills necessary to support life-long learning

Critical Thinkers:

Students will develop critical thinking skills necessary for success in a competitive, global society

Effective Communicators:

Students will develop effective speaking, writing and listening skills

Globally Responsible Citizens:

Students will develop environmental and community responsibility

While similarities exist, the focus of Folsom Lake High is upon resilience and personal responsibility as the majority of FLHS students are experiencing personal or academic challenges. Mental health, personal or family crises are not unusual for our FLHS students. These students often need personal and academic confidence. They need predictability, routine, and control. They need a stable set of patient adult advocates. These supports reflect effective trauma informed care for all kids.

The FLHS redesign has been focused on the following principles:

- An emphasis on building quality relationships through patient and consistent relationships with adults
- Valuing student voice
- A high level of academic and social/emotional personalization
- Appropriately rigorous academic expectations with direct instruction in the core academic areas
- Valuing military, training, and career options that do not require a university education

With the vision, mission, SLOs and core values in mind, the program has been designed and staffed in order to provide students with the following resources:

- Access to the full spectrum of courses at Folsom High
- Access to special education services at Folsom High
- An APEX workshop model for the purpose of acceleration and credit recovery

- A flexible schedule that may allow students to work in the afternoons or start school later in the morning
- Access to all interventions offered at Folsom High including a full-time ELA intervention specialist, a full time math intervention specialist and an English Language Development course
- A shared advisory (PAWS) period with Folsom High where FLHS students may receive support from any of their teachers
- Access to all Folsom High clubs (currently 52 clubs)
- The ability to participate in athletics at Folsom High
- Access to the school nurse at Folsom High
- Access to all Folsom High extracurricular activities such as dances, rallies and all events
- Access to Folsom High’s college and career coordinator
- Access to Folsom High’s extensive Visual and Performing Arts and Career and Technical Education programs
- Access to two mental health specialists
- 1:1 Chromebook to student ratio
- Student reps on the Folsom High Student Senate, Culture and Diversity Student Council

The current FLHS master schedule, designed with these principles in mind, is as follows:

Folsom Lake 2021-2022 Master Schedule

	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6
Brian Nichols (FLHS)	APEX Lab	English 3	Econ/Gov	Prep	English 4	APEX Lab
Jamie Brown (FLHS)	APEX Lab	APEX Lab	Prep	Business Math	IM 2 Foundations	APEX Lab
Mary Beth Story (FLHS)				Principles of Marketing CTE	Principles of Marketing CTE	
Maddie Canty (FHS)				Physics		
Gina Watson (FHS)			US History			

Folsom Lake 2022-2023 Master Schedule

	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6
Nichols (FLHS)	English 3	English/APEX Combo	Econ/Gov	Gov/Econ	English 4	APEX
Beaver (FLHS)	APEX	Personal Business Finance	IM 2 Foundations	PREP	"Math Focused" APEX	APEX
Canty (FHS)			Physics			
Carroll (FHS)				US History		
Johnstone (FHS)					US History	

Administrators and the counselor design the master schedule by outlining the academic needs of every FLHS student. With names redacted, we are including this student-need matrix in the appendix of this document. We then clustered these needs with the goal of maximizing access to direct-taught, core academic courses.

For classes not directly taught, students have the following options:

- If the course is credit recovery, the student may take the course on APEX during one of our workshops.
- If the course is not being repeated, we are encouraging students to take the course at FHS.

Ideally, we would limit two or maybe three preps. However, Mr. Nichols was kind enough to add Economics/Government to his repertoire in order to best serve our students. In order to limit preps, we pulled two teachers from Folsom High to teach US History and Physics. These two teachers are exceptionally skilled at supporting and building relationships with students.

The FLHS classes taught by FHS teachers are pure--meaning they do not have FHS enrolled students in that particular section. For the most part, these courses are small with only 20 or so students.

In the summer of 2021, we hired Sophia Montes as a full-time counselor for our FLHS students. The funding for this position is .5 general fund and .5 grant funded (Comprehensive Support and Improvement), .5 permanent and .5

temporary. In the summer of 2022, this position was approved as a permanent, full-time, funded position. Prior to this approval, Sophia accepted a full-time, permanent position at Folsom High due to job security; subsequently, we have consistently advertised but been unable to find a qualified applicant for the FLHS counselor position.

In order to continue individualized academic and social/emotional support for students, a part time counselor from another school in our district is serving students at FLHS two days a week. The Folsom High counselors are also being compensated for serving the FLHS students in their alphabet.

The culture of FLHS has been significantly affected by our inability to hire a full-time counselor for FLHS. With four Assistant Principals at FHS and 2,700 students, it is challenging to spend the time we would like with our Folsom Lake students as many of these students face significant personal challenges.

The time needed to design and monitor individual education plans for each FLHS student is significant. For example, one student might have two FLHS courses, three FHS courses and an APEX Workshop. This particular student may need to recover thirty credits this year to remain on graduation track by earning 200 credits by the end of her senior year.

Another student may have three FLHS classes, one FHS class, one APEX workshop and sixth period open so he can get to his job and earn work experience credits.

The APEX workshop plan for each student is communicated to our APEX workshop teachers who monitor progress daily and communicate with our counselor and parents.

When present, the FLHS counselor meets regularly with each student and parents to review progress toward the graduation plan, and she is able to refer students to one of two FHS/FLHS Mental Health Specialists for support.

The FLHS counselor tracks each student's graduation, post secondary and APEX course recovery options separately. Progress meetings are held regularly with each student and parent/guardian. Student plans are similar to the following sheet:

Folsom Lake High School Grad Plan						
Student Name: _____		Grade Level: <u>12</u>		School Year: <u>2021/2022</u>		
Subject	Credits Needed	Credits Earned		Courses in Progress		Credits Possible
		S1 (A)	S2 (B)	Semester 1		
English 1	10	5	5	1. Adv. Manuf. & Product. A		5
English 2	10	5	5	2. Weight Training A		5
English 3	10	5	5	3. Economics		5
English 4	10			4. Personal Bus. Finance A		5
PE	0			5. English 4A		5
Algebra (IM1)	10	5	5	6a. US History A APEX		5
Geometry (IM2/IM2 F)	10	5	5	6b. US History B APEX		5
				9. Work Experience A		5
Math (IM1F, Bus	10		5	Total Possible:		40
World Cultures	10	5	5	Semester 2		
US History	10			1. Adv. Manuf. & Product. B		5
Economics	5			2. Weight Training B		5
Government	5			3. Government		5
Fine Art/Lang./CTE	10	5	5	4. Personal Bus. Finance B		5
Life Science (Biology)	10	5	5	5. English 4B		5
Physical Science (Phys./Chem.)	10	5	5	6a. Elective or APEX Elective		5
Third Year Sci./CTE	10	5	5	9. Work Experience B		5
Health	5	5				
Electives	55	25		Total Possible:		35
Summer School Recommendations						
	Required:	Earned:	Needed:	APEX Elective (if needed)		
Total Credits:	200	135	65	Course:	Goal Completion	Credits Awarded:
				US History A	10/15/2021	<input type="text"/>
				US History B	12/14/2021	
				APEX Elective (i	4/1/2022	

Additionally, the FLHS counselor spends a significant amount of time supporting positive attendance. Poor attendance is often the reason that students are credit deficient and needing to enroll in a credit recovery program. Because FLHS is located in the portables, on the outskirts of the campus and next to the student parking lot, it is difficult to effectively monitor students who come and go. To complicate matters, FLHS is located adjacent to the satellite campus of the district's independent study High School, Walnutwood. Students come and go from Walnutwood throughout the day to meet with their independent study instructors. Because of these dynamics, a full-time counselor at FLHS is critical for student success.

III: Ongoing School Improvement

Due to the recent, revolutionary redesign and relocation of the FLHS program, it is difficult to find reliable, longitudinal data. However, we feel like we have a good understanding of the needs of these students as they often come from Folsom High.

Thus, we continue to focus on two main areas for improvement: attendance and engagement, and reading comprehension.

The data we have clearly indicates that FLHS attendance is far below that of FHS. While many factors—often out of our control—affect this data, the one factor we can control is educational relevance or engagement. Many of our FLHS students are engaged in FHS programs such as CTE, art, or athletics. Many or most FLHS students attend FHS activities such as dances, games, parades and rallies.

Academically, we are looking at the possibility of project based learning and getting FLHS students engaged in CTE pathways and clubs earlier. Additionally, we are focused on teaching academic vocabulary through a variety of strategies, including Guided Language Acquisition and Development.

We are using BASE Education (<https://base.education/>), Social Emotional Learning, modules to systemically address SEL concerns and to prompt classroom discussion of SEL concerns. These modules for 11th and 12th grade students are listed below. Other modules may be utilized as necessary.

11th Grade	12th Grade
Mindfulness	Equity
Self-Esteem	All or Nothing Thinking
Future Goals	Healthy Relationships
Stress Management	Motivation
Primary & Secondary Impacts of behavior	Life Changes & Adjustments

These areas of focus are reflected in both our Site Plan for Student Achievement (SPSA) as well as our WASC report from 2021-2022.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

It is important to note that, prior to redesign and movement to Folsom High, Folsom Lake High School was placed on “probation” by WASC. The first visit following the redesign was during the 2021-2022 school year.

The visiting WASC committee in 2021-2022 provided the following feedback from their visit. This feedback is followed by an update on our progress in addressing this guidance.

Folsom Lake High School will develop and implement consistent, equitable assessment strategies that encourage a growth mindset.

Folsom Lake and Folsom High have both focused on ensuring equitable and highly effective assessment and grading strategies. Both faculties have studied the books *Grading for Equity* and *Grading Smarter, Not Harder*. Three significant takeaways from both books are the following concepts:

- Frequent, low to no stakes formative assessment
- Flexible homework policies
- Multiple opportunities to demonstrate mastery

District-wide, we are in our first year implementing Edmentum as our growth-model assessment for ELA and math. Edmentum also offers individualized interventions for ELA and math. Additional training for our FLHS teachers is needed.

FLHS will develop and implement a comprehensive, four-year academic and SEL competency matrix.

As FLHS is a two-year program with 11th and 12th grade students, the two-year SEL matrix for FLHS was shared and addressed earlier in this document.

Folsom Lake High will increase the academic achievement of specific student groups including Hispanic, second language learners and special education students.

As mentioned previously, we are focused on Guided Language Acquisition and Development training and strategy implementation. We are also making a strong effort to find a counselor for FLHS who speaks Spanish if possible as FLHS is disproportionately Hispanic students whose home language is Spanish.

Currently, we have two students at FLHS who qualify for an IEP; thus, this is not a significant area of focus. These students are served by FHS special education teachers and are typically enrolled in FHS study skills classes.

Folsom Lake High School will develop and implement a cohesive, cross-curricular approach to teaching reading comprehension, language acquisition and academic vocabulary.

As mentioned above, FLHS is focused on training and implementation of Guided Language Acquisition and Development strategies for the purpose of addressing reading comprehension and academic vocabulary. FLHS teachers are served by the FHS English Language Development instructional coach, Helen Watson. We are deepening this relationship for the 2023-2024 school year as our allocation of support from Helen and a Bilingual Instructional Aid is doubling.

The implementation of Edmentum will also support these goals as reading interventions are prescribed to each student based upon their assessment results.

V: Schoolwide Action Plan

The development of both the Folsom High and Folsom Lake High action plans has been a collaborative process. As teachers at both sites actively support FLHS students and each other, we felt it was important to align the actions that will become our focus over the next six years. The Folsom High actions are largely focused on at-risk students at FHS. It is these students who typically become FLHS students.

We have made a few additions to the Folsom Lake action plans to make sure that we are meeting the unique needs of our students.

Chapter V

SCHOOLWIDE ACTION PLAN & GOALS

Goal 1:	Folsom Lake High School will develop and implement consistent, equitable assessment strategies that encourage a growth mindset.
Rationale/Critical Need:	<p>Folsom High School students have indicated a high rate of feeling as if they are “doing school” as measured by our Stanford/Challenge Success Survey (CHKS) (2018/2019) and the annual California Healthy Kids Survey. Through collaboration with Stanford’s Challenge Success coaching team, FHS learned that the ratio of students feeling as if they are “doing school” is higher than at comparable schools. Since 2018/2019, FHS has worked to ensure relevance through academics.</p> <p>This shift involves a deep reflection on our assessments and a move toward developing a growth mindset through assessment strategies. The shift also includes a move toward mastery learning through low to no stakes formative assessments and mastery learning with strategic opportunities for summative assessment retakes.</p> <p>Consistent, systemic grading practices are an equity issue that supports achievement for all but also addresses some of the concerns we have with supporting our special education, English learner and Hispanic subgroups.</p> <p>Because so many of the Folsom Lake High students are former Folsom High students, we have chosen to utilize parallel data and goals.</p>
Supporting Data:	Analysis of academic, letter grade data indicates a significant percentage of students who earn D and F grades. D/F rates also indicate potential inconsistencies between teachers in some PLCs. Students and parents also report concerns of inconsistencies in grading policies between teachers within a PLC. Enrollment data indicates an annual decline of between 60 and 83 students per year, often due to credit deficiency as students move from Folsom High to Folsom Lake High (alt ed) or Walnutwood (independent study).
Growth Targets:	<p>Annually increase by 3% the number of 11th grade students who indicate “pretty much true” or “very much true” regarding positive “Academic Motivation” as measured by the CHKS.</p> <p>Annually increase by 3% the number of 11th grade students who indicate “pretty much true” or “very much true” regarding positive “Belief in Self.”</p> <p>Decrease academic A-F discrepancies between teachers within PLC’s</p>

District Goals Addressed:	LCAP 2.2: Increase the high school graduation rate and decrease the dropout rate for all students. LCAP 6.6: Grad rate focus; monitor yearly high school progress to ensure all student make annual progress toward graduating within their 4 year cohort
Impact on Student Learning	Students should develop more control over their learning process by developing a growth mindset through their engagement with a consistent assessment system that grades proficiency and not compliance. Students will experience additional opportunities to demonstrate proficiency, encouraging them to remain engaged in the learning process. Students should make a strong connection between their effort and their achievement.
Means to Monitor and Report Progress:	Consistent monitoring and reporting of A-F data Consistent monitoring and reporting of enrollment trends Annual site surveys regarding growth mindset and academic engagement Annual analysis and reporting of CHKS results

Tasks	Purpose	Responsible Persons	Resources, PD Required	Timeline
All teachers will be trained to develop clear, skill and knowledge based learning targets.	FHS/FLHS recognizes the importance of grading students upon proficiency and not upon compliance. Consistent implementation of these grading practices is an equity issue.	FHS/FLHS Admin/Leadership/Professional Learning Team/PLC leads	FHS/FLHS will continue to study and implement the strategies presented in three books: <i>Grading Smarter, Not Harder</i> ; <i>Grading for Equity</i> ; <i>Culturally Relevant Pedagogy and The Brain</i> . Additional training for PLC leads regarding implementation will be conducted.	Grading Smarter, Not Harder and Grading for Equity studied and key concepts presented to staff prior during the 2021-2022 school year. Culturally Relevant Pedagogy and the Brain studied and key concepts presented to staff by the end of the 2022-2023 school year.
Based upon clear learning targets, students will be required to conduct self-evaluation in all curricular areas. Appropriate frequency of self-evaluation will be determined by each	Self evaluation is critical to developing learning through a growth mindset as well as being critical to student motivation and relevance.	FHS/FLHS Admin/Leadership/Professional Learning Team/PLC leads	Time for development of self-evaluation strategies. Possible enrichment of self-evaluation strategies specific to each academic area.	Teachers will implement strategies with agreed upon frequency starting with the 2022-2023 school year. Strategies and resulting data will be analyzed in PLCs in an ongoing manner.

PLC in consultation with supporting administrators.				
Staff will implement grading systems based upon content and skill mastery, not upon compliance.	Consistent implementation of these grading practices is an equity issue.	FHS/FLHS Admin/Leadership/Professional Learning Team/PLC leads	Continued opportunities for book studies and professional development. FHS will partner with FCUSD to look for PD opportunities for PLC leads and Leadership Team.	Each PLC will develop an appropriate implementation timeline prior to the 2022-2023 school year.
Staff will implement strategies that encourage students to adopt a growth mindset and develop control over the learning process.	Understanding and developing a growth mindset is critical to student control over the learning process and leads to increased relevance.	FHS/FLHS Admin/Leadership/Professional Learning Team/PLC leads	Continued opportunities for book studies and professional development. FHS/FLHS will partner with FCUSD to look for PD opportunities for PLC leads and Leadership Team.	Each PLC will identify and implement strategies specifically for the purpose of teaching and developing a growth mindset prior to the start of the 2022-2023 school year.
PLCs and/or singleton teachers will develop and implement the use of clear rubrics when appropriate.	Clear rubrics are critical to all areas of an equitable assessment system including student self-evaluation.	FHS/FLHS Admin/Leadership/Professional Learning Team/PLC leads	Potential need for training on rubric development and use in specific subject areas.	Ongoing process of development and revision. Departments and PLC's will share sample rubrics used with the entire staff prior to the end of the 2022-2023 school year.
Parents and students will be educated regarding grading upon proficiency, growth mindset and student self-evaluation.	Parents and students will need to understand the reason for the shift in grading practices. Students and parents will need to understand potential outcomes and how to navigate the expectations.	FHS/FLHS Admin/FLHS Staff	Likely not needed.	Starting the 2022-2023 school year, strategic communication will be shared with parents and students.
FHS will survey students annually to determine growth mindset, equity and	We will need to annually measure progress related to this goal as well as measure	FHS/FLHS Admin, FLHS Staff	Likely none. If funding is available, we might consider partnering with a data collection agency like the	Survey to be conducted in September and May annually. First survey to be conducted

academic engagement.	the effect on learning and mental health.		group that works with Challenge Success.	in September of 2022.
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Goal 2:	Folsom Lake High will develop and implement a comprehensive, four-year academic and SEL competency matrix.
Rationale/Critical Need:	<p>Folsom High School students have indicated the need for a more balanced approach to their academics as measured by the California Healthy Kids Survey (2018/2019) and our Stanford Challenge Success student survey. Through these surveys, FHS determined that while our students continue to be academically successful, they feel high levels of stress, leading to the need for regular SEL lessons. While the existing survey represents Folsom High students, students who moved to FLHS are represented in this data.</p> <p>By consistently addressing both SEL and academic competencies, FHS/FLHS will build capacity within its students to be able to better manage mental health, while developing skills that are important to being academically successful.</p> <p>Because so many of the Folsom Lake High students are former Folsom High students, we have chosen to utilize parallel data and goals.</p>
Supporting Data:	Analysis of the FLHS California Healthy Kids Survey, Stanford/Challenge Success survey data. Multiple student-led conversations based on tenets of Challenge Success indicated the need to address SEL and academic competencies to provide students the skills necessary to be successful academically, as well as balanced in order to maintain their mental health.
Growth Targets:	<p>Decrease the number of students who report feeling sad, anxious, or unable to cope as reported by the California Healthy Kids Survey.</p> <p>Decrease the parent reports of lack of support for student's SEL needs as reported via the California Healthy Kids Survey.</p>
District Goals Addressed:	LCAP 3.1: Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
Impact on Student Learning	Students need to be provided the skills that will allow them to be both academically and emotionally balanced. By focusing on SEL and academic competencies, students will learn skills that support both their desire to be successful and their need to be mentally healthy.
Means to Monitor Progress:	<p>Consistent monitoring of SEL through Panorama and 1-5 surveys.</p> <p>Annual analysis and reporting of the California Healthy Kids survey.</p>

Tasks	Purpose	Responsible Persons	Resources, PD Required	Timeline
Teachers, admin, students and parents will collaborate to identify the SEL skills to be addressed through the four-year matrix.	FLHS understands the importance of building SEL skills within our student body to support their mental health needs in conjunction with their academic pursuits.	FLHS Admin/MHS/Counselors/students/parents	Training from district SEL coordinator on SEL skills for faculty and staff. Training for PLC leads regarding implementation will be conducted.	FLHS admin team will provide feedback on SEL skills in Fall 2021. Skills will be identified at each grade level by the end of the 2021-2022 school year.
Teachers, admin, students and parents will collaborate to identify the academic competencies to be addressed through the four-year matrix.	FLHS understands there is more to academic success than compliance, such as turning things in on time.	FLHS Admin/MHS/Counselors/students/parents	Training about how to develop academic “soft skills” and competencies. Will also need an understanding of the importance of and how to break down.	Each PLC will identify and implement strategies specifically for the purpose of teaching and academic competencies.
SEL competencies will be scheduled and assigned to responsible parties throughout the four-year matrix.	FLHS is committed to integrating SEL competencies throughout various curricular areas.	FLHS Admin/PLC leads	Training from district SEL coordinator on SEL skills for faculty and staff. Training for PLC leads regarding implementation will be conducted.	Each PLC will identify and implement strategies specifically for the purpose of teaching identified SEL competencies.
Academic competencies will be scheduled and assigned to responsible parties throughout the four-year matrix.	FLHS is committed to integrating academic competencies throughout various curricular areas.	FLHS Admin/PLC leads	Training about how to develop academic “soft skills” and competencies. Will also need an understanding of the importance of and how to	Each PLC will identify and implement strategies specifically for the purpose of teaching and academic competencies.

			break down.	
SEL and Challenge Success/PBIS teams will collaborate entry and exit surveys for students at each grade level to gauge progress.	Pre and post student survey data will allow FHS to determine progress towards SEL goals.	FLHS Admin/PBIS team	Development of a pre/post survey by the PBIS team. Likely none. If funding is available, we might consider partnering with a data collection agency like the group that works with Challenge Success.	PBIS team will identify survey questions for pre/post data collection, which will occur twice a year.

Goal 3:	Folsom Lake High will increase the academic achievement of specific subgroups including Hispanic, second language learners and special education students.
Rationale/Critical Need:	Often, FHS Hispanic, special education and English learner subgroups have all fallen in the yellow or orange categories of the California School Dashboard. In our last year of reliable data--2019--our Hispanic subgroup of students appeared in the blue in both math and ELA likely due to the specific cohort of students. Additionally, Hispanic students are overrepresented at FLHS. The FLHS student body includes special education students from Folsom High. Traditionally, the FHS Special Education subgroup scores significantly lower than expected in the area of math in particular.
Supporting Data:	Analysis of letter grade data indicates that a significant percentage of our special populations, particularly our Special Education students, have a higher overall number of D's and F's. Analysis of annual standardized testing supports the notion that our Special Education and English language students score lower than any other population.
Growth Targets:	Decrease the number of F's for identified special populations. Increase standardized test scores (iReady, CAASPP) of special populations.
District Goals Addressed:	LCAP 4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction. LCAP 4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction. LCAP 4.6 - Grad rate focus; monitor yearly high school progress to ensure all students make

	annual progress toward graduating within their 4 year cohort.
Impact on Student Learning	All students should be prepared and able to be successful not only at FLHS, but with their postsecondary plans. Our Special Education, English language learners, and Hispanic students are three special populations that consistently demonstrate academic gaps.
Means to Monitor Progress:	Consistent monitoring and reporting of A-F data. Consistent monitoring and reporting of standardized testing data for the populations addressed.

Tasks	Purpose	Responsible Persons	Resources, PD Required	Timeline
Teachers, instructional aids and administrators and will receive training on strategies to support English Learners.	The number of EL students has steadily increased, particularly in the number of 1 or 2 level English learners.	FLHS Admin	FLHS will partner with the FCUSD Categorical Funds department for training for all staff. FLHS will research potential approaches for training such as Guided Language Acquisition and Development (GLAD) strategies. A small number of FHS teachers have already been trained in GLAD strategies.	Training to begin prior to the fall of 2022 and will continue in appropriate chunks in an ongoing manner.
Quarterly, academic (letter grade) data will be pulled for EL, Hispanic and Special Education students specifically.	All staff should be familiar with achievement and attendance data related to these specific subgroups.	FLHS Admin/teachers	PD to be provided regarding the use of FCUSD adopted growth model, adaptive assessment program (replacement for I-Ready)	Data will be shared with teachers directly through email and through FHS Division Leads.
Administrators or an identified teacher/specialist with a designated period will directly observe identified EL students needing support in their	It is critical that we support core academic teachers with EL strategies as well as ensuring that	FLHS Admin or identified specialist	PD to be provided regarding effective strategies for English learners (possibly GLAD strategies)	Observations will begin in the fall of 2022 and will be ongoing. Admin will develop a support form prior to the fall of 2022. Support form

academic setting for the purpose of providing teachers with appropriate ELD strategies.	strategies are being employed equitably.			will be vetted by FLHS administration and teachers prior to use.
FLHS will implement attendance improvement and engagement strategies specifically targeting our Hispanic students for the purpose of improving academic achievement.	Hispanic students are typically 2% more likely to be “chronically absent” than any other numerically significant subgroup.	FLHS Admin/Counselor/FLHS Engagement team	FLHS will work with district attendance and engagement workgroups to develop effective strategies for attendance intervention.	Strategies to be implemented starting in the fall of 2022 and augmented in an ongoing manner.
Teachers will be trained on culturally relevant pedagogy.	Culturally relevant pedagogy is an equity concern that is core to addressing academic achievement for marginalized student groups as well as building a culture that supports all students. We are also hopeful that culturally relevant pedagogy would refine our school culture in ways that would improve the attendance of our Hispanic students.	FLHS Admin/FHS Professional Learning Team	Book study of <i>Culturally Relevant Pedagogy and The Brain</i> led by PL Team. Strategies delivered to staff, departments and PLCs as appropriate.	Book studied during the 2022-2023 school year.
Teachers will implement culturally responsive instructional strategies in order to improve academic achievement.	See above	FLHS Admin/FHS Professional Learning Teams	Book study of <i>Culturally Relevant Pedagogy and The Brain</i> led by PL Team. Strategies delivered to staff, departments and PLCs as appropriate.	Teachers/PLC’s to share effective strategies starting in the spring semester 2023.

Teachers will utilize beginning, mid year, and end of year data generated by our growth model, adaptive assessment system, to identify learning needs within these specific subgroups.	The use of a growth model, adaptive assessment	FLHS Admin/Teachers	PD to be provided regarding the use of FCUSD adopted growth model, adaptive assessment program (replacement for I-Ready)	Once FLHS has full implementation, faculty will utilize the adaptive assessment system to monitor student growth and will refer students who are below grade level to either math or English intervention.
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Goal 4:	Folsom Lake High School will develop and implement a cohesive, cross-curricular approach to teaching reading comprehension, language acquisition and academic vocabulary.
Rationale/Critical Need:	Many Folsom High School students have historically scored three or more years below grade level in the area of reading comprehension, vocabulary and English Learner instructional strategies.
Supporting Data:	<p>The most recent I-Ready results indicate that historical data and resulting WASC areas of concern hold true: The majority of FLHS students score more than three years below grade level in the areas of comprehension of literature and informational text as well as vocabulary development.</p> <p>The struggle with comprehending informational text or limited vocabulary can impact academic performance across the spectrum, including math.</p>
Growth Targets:	FLHS students will average two grades of improvement in the areas of vocabulary and informational text as measured by our current growth model assessment system (currently I-Ready)
District Goals Addressed:	<p>LCAP 3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.</p> <p>LCAP 4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).</p> <p>LCAP 2.2 - Increase the high school graduation rate and decrease the dropout rate for all students.</p>
Impact on Student Learning	Students should improve their comprehension and, thus, access to all content areas. This should be demonstrated through student writing, reading and speaking samples. This should also be measurable through academic letter grades.
Means to Monitor and Report	Consistent monitoring and reporting of A-F data

Progress:	Three time per year assessment through a growth model assessment system such as I-Ready.
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Tasks	Purpose	Responsible Persons	Resources, PD Required	Timeline
All teachers will be trained to effectively teach students academic vocabulary through Learning Targets and other highly effective strategies.	The level of proficiency with academic vocabulary is a significant indicator of academic success.	FLHS Admin/FLHS Teachers	FLHS teachers will receive staff development on the use of Learning Targets in combination with academic vocabulary instruction, word walls, student vocab lists, academic discourse strategies, etc.	Starting in the spring of 2022 and ongoing
All FLHS teachers will receive training in language acquisition such as Guided Language Acquisition and Development (GLAD)	GLAD strategies are highly effective and research based methods for teaching language acquisition and vocabulary	FLHS Admin/FLHS Teachers	Potential specialist training or subs for release time. GLAD training needed.	ASAP. FCUSD has offered GLAD training with some frequency. Traditionally, this is a six day training. Truncated versions would also be effective.
FLHS teachers will be taught specific strategies to assist students with reading comprehension.	Most secondary teachers are not trained in the area of reading comprehension. Key strategies will be effective for teachers in all curricular areas when supporting students who are more than three grade levels behind in reading comprehension.	FLHS Admin/FHS reading specialist/FLHS Teachers	FHS reading specialists may be able to provide the training we need. If not, we will look for support from our district office.	Starting in the summer of 2022 and ongoing
An annual cross curricular project will be developed with the purpose of creating an assessment of each student's speaking, reading	FLHS students need real-world, high-interest opportunities to demonstrate their growth in these skill areas.	FLHS Admin/FLHS Teachers	Time needed for project development, planning and refinement.	Planning to begin in the summer of 2022 with implementation in the 2022-2023 school year.

comprehension and academic or professional vocabulary.				
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