



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Folsom High School	34673303433216	May 21, 2025	August 14, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the School Site 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.

This plan is being used by Folsom High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Folsom High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Folsom High School (FHS) will continue to recruit and hire highly qualified and effective staff. FHS staff and administration will develop new ways to engage our parent and student communities in ongoing learning regarding academic success, personal health, and career goals. By developing a high functioning professional development team, FHS will ensure that all teachers improve their practice in an ongoing way. FHS administration and instructional staff will monitor student progress through Edmentum assessments, academic grades, Professional Learning Communities (PLC)-level common and formative assessments, and district-wide assessments.

School Vision and Mission

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.

Vision:

Balance in pursuit of excellence

Guiding Principles:

Represent your school positivity.

Celebrate the success of others.

Give grace.

Look to lead.

Create community.

School & Community Profile

Folsom Cordova Unified School District's (FCUSD) vision statement provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st century.

Folsom High School is located along Highway 50 and serves the growing city of Folsom in Sacramento County. Single family homes, apartments, and business structures continue to be built at a rapid pace. A new community, Folsom Ranch, is currently under development on the south side of Highway 50 and is expected to add 10,000 new homes, a new high school, a middle school, and five elementary schools over the next decade or so. FHS, built in 1922, was the first high school within FCUSD and moved to the present campus in the fall of 1998. The campus sits on sixty-five landscaped acres abutting a reservoir and includes several athletic facilities and fields as well as a professional theater. Even though the facility is 22 years old, it maintains an overall good state of repair, and many who see the campus for the first time mistake it for a community college. The school includes a Learning Resource Center (library), a TV studio, a theater complex, a stadium complex, seven computer labs, two gymnasiums, a weight room, a dance room, science labs, a food service area, and many academic classrooms. In November of 2014, the Folsom Community overwhelmingly passed the Measure G schools bond in order to support the addition of new school facilities and to support facility upgrades, technology, and infrastructure updates. In the summer of 2017, Folsom High School added the Measure G-funded auxiliary gymnasium and physical education classroom. Additionally, the bond funded the installation of 80-inch televisions or projectors, Apple TVs, and iPads in every instructional space on campus. Our new Career Technical Education (CTE) building was completed in August of 2020. The new CTE building will house the Manufacturing and Product Development and Engineering and Architect pathways and will also include the installation of portable classrooms.

In 2022, Folsom High School was granted a six-year accreditation through the Western Association of Secondary Schools and Colleges. Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged, and welcomed. Community stakeholders include parent representatives in the School Site Council, Challenge Success Committee, Booster Clubs, Parent Teacher Student Association (PTSA), and many other volunteer opportunities throughout the school year. Folsom High School fosters an inclusive climate where a wide variety of opportunities are available to all students. Typically, approximately 37 student clubs (club list available on the FHS web page) are offered along with a full range of athletic opportunities. Folsom High annually has 800-900 student-athletes. A significant majority of FHS students report that they feel a significant level of connectedness to the school (measured by the California Healthy Kids Survey (CHKS)).

The ethnic distribution of FHS is:

Federal Ethnicity and Race as of Oct 3, 2024

White: 41%

Asian: 29%

Hispanic: 15.5%

Two or More Races: 11%

Black/African American: 2.6%

Native Hawaiian/Pacific Islander: .5%

American Indian/Alaska Native: .27%

teachers: 112

counselors: 6

May 5, 2025

9th- 738

10th- 682

11th- 702

12th- 693

13th-46

TOTAL: 2812

In a traditional school year, the academic calendar is two semesters. Classes meet four days per week on a modified block schedule. Two days a week, classes are 58 minutes each. One day a week, classes are 41 minutes each. On a block day, classes are 101 minutes in duration. With COVID-19, our school board adopted a distance learning model. Under this model, students remotely use their devices to sign into their classes. In August 2020, teachers were provided Professional Development (PD) on resources for distance learning which will include strategies to incorporate synchronous and asynchronous learning within their lessons.

Special Features and Range of Curriculum Offered:

Social Science

World Cultures, Global Perspective Studies (GPS) World Cultures, Advanced Placement (AP) European History, U.S. History, GPS U.S. History, AP U.S. History, Economics, Government, AP Government, AP Human Geography, and AP Psychology.

Math

Foundations of Integrated Math 1, Integrated Math 1, Foundations of Integrated Math 2, Integrated Math 2, Foundations of Integrated Math 3, Integrated Math 3, Personal Business Finance, Trigonometry, Statistics/Problem Solving, AP Statistics, Highlights of Calculus, AP Calculus AB, AP Calculus BC, Advanced Financial Algebra

Science

Biology, AP Biology, Chemistry, Honors Chemistry, AP Chemistry, Forensics, Physics, AP Physics, AP Environmental Science, Human Anatomy and Physiology

English

English 1-4; Honors English 1-2; AP English Language, AP English Lit, GPS English 9, GPS English 12, English Reading and Writing Curriculum 12 (California State University (CSU) aligned) AP Seminar and AP Research.

World Language

Spanish 1-4, AP Spanish Language; French 1-3, AP French, Language; German 1-3, AP German Language

Visual & Performing Arts

Drama 1-4, Drawing/Painting 1-3, AP Studio Art: Digital & Drawing/Painting, 3-D Design 1-3, Digital Art 1-2, Media Production 1-2, Fashion Design, Concert Band, Guitar, Orchestra, Jazz Band, Choirs: Beginning, Concert, Chamber and Jazz, Film as Visual Literature, Speech and Debate 1-2, GPS Intercultural Speech Communication, Introduction to Technical Theater, Musical Theatre

Career and Technical Education (CTE) Pathways:

Media, Game Design, Computer Science, Product Innovation and Design, Engineering, Patient Care

Accelerated College Entrance (ACE) credit at California State Universities may be earned in the following courses:

Media Production, French 3, AP French, German 3, AP German, AP US History, Spanish 3, Spanish 4, AP Spanish, Speech and Debate 2

Educational Partner Involvement

How, when, and with whom did Folsom High 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

A Site Council representing all stakeholders meets three times annually to review the SPSA, approve the safety plan and provide operational and programmatic recommendations.

The 2023-2024 Dates were as follows:

August 26, 2024

November 18, 2024

March 3, 2025

A minimum of four English Language Advisory Committee meetings are held annually.

2024-2025 ELAC Dates:

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Folsom High School has identified the need for additional targeted support in mathematics and for early English Learners and Long-Term English Learners (LTEL).

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Students with disabilities performance in the area of English Language Arts (ELA) and Math are both in the red.

As a response to this data, Folsom High has implemented the following practices.

1. Mild-mod students with disabilities are all mainstreamed in ELA.
2. Almost all students with disabilities are mainstreamed all classes except for one math class for 12th grade students.
3. Folsom high staff have focused on clear and effective learning outcomes through the use of Learning Targets.

4. Tier 1 instruction of core "Academic Habits" have been implemented across the board.
5. CAASPP interim assessments are being implemented.

Suspension Rates for 2024-2025 were high but were reduced significantly in the 2024-2025 school year through SEL instruction, use of other means of correction and near full inclusion.

English Learner progress for 2023-2024 was in the orange. Early indicators show that this has been remedied in 2024-2025 through improved communication regarding the importance of English Language Proficiency Assessments for California (ELPAC) testing and a greater attention to the reclassification process.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following groups performed two or more levels below "All Students."

ELA:

Students with Disabilities/English Learners: FHS moved to near-full inclusion with a push-in model for 2024-2025. We also used the Edmentum/Exact Path platform in study skills courses to address deficiencies in reading comprehension. FHS has also focused on Academic Talk to support the writing and comprehension of all students but specifically the above two subgroups. FHS has also provided regular instructional strategies for all teachers regarding supporting English Learners (ELs).

Math:

Students with Disabilities: FHS moved to a near full inclusion model for mild/moderate students with disabilities with push-in support.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Folsom High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.30%	0.29%	0.21%	8	8	6
African American	2.36%	1.91%	2.42%	63	52	68
Asian	22.84%	23.84%	24.63%	611	648	691
Filipino	3.40%	3.68%	3.78%	91	100	106
Hispanic/Latino	14.17%	15.05%	15.47%	379	409	434
Pacific Islander	0.64%	0.59%	0.53%	17	16	15
White	48.15%	43.89%	42.87%	1,288	1193	1203
Multiple/No Response	8.15%	9.05%	9.91%	218	246	278
Total Enrollment				2,675	2718	2806

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	701	718	697
Grade 10	715	718	730
Grade 11	627	670	702
Grade 12	632	612	677
Total Enrollment	2,675	2,718	2,806

Conclusions based on this data:

1. Demographics by ethnicity have not changed significantly in the last three years.
2. Enrollment is slowly growing.
3. Our Hispanic population has grown steadily.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	99	114	118	2.9%	3.7%	4.2%
Fluent English Proficient (FEP)	595	631	653	22.9%	22.2%	23.3%
Reclassified Fluent English Proficient (RFEP)				22.4%		

Conclusions based on this data:

1. EL enrollment has increased slightly over the past three years.
2. Reclassified Fluent English Proficient (RFEP) students have remained steady through 2024.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	592	640	697	588	632	681	587	631	681	99.3	98.8	97.7
All Grades	592	640	697	588	632	681	587	631	681	99.3	98.8	97.7

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2680.	2661.	2665.	53.32	45.96	48.60	33.05	30.90	29.96	8.86	15.37	13.22	4.77	7.77	8.22
All Grades	N/A	N/A	N/A	53.32	45.96	48.60	33.05	30.90	29.96	8.86	15.37	13.22	4.77	7.77	8.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	47.19	40.89	46.10	46.85	49.92	44.48	5.96	9.19	9.43
All Grades	47.19	40.89	46.10	46.85	49.92	44.48	5.96	9.19	9.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	56.05	50.32	49.85	36.63	41.11	42.18	7.33	8.57	7.96
All Grades	56.05	50.32	49.85	36.63	41.11	42.18	7.33	8.57	7.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	25.55	23.61	22.83	70.19	70.36	71.13	4.26	6.02	6.04
All Grades	25.55	23.61	22.83	70.19	70.36	71.13	4.26	6.02	6.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	45.66	39.78	38.03	51.28	54.99	55.65	3.07	5.23	6.31
All Grades	45.66	39.78	38.03	51.28	54.99	55.65	3.07	5.23	6.31

Conclusions based on this data:

1. The number of students below standards increased steadily since 2021-2022.
2. The area where students struggled most the past three years was in "writing." Regardless, the number of students "At" or "Above" is strong. The 6-7% of students below are likely students who are chronically absent.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	589	639	692	577	625	668	577	625	666	98.0	97.8	96.5
All Grades	589	639	692	577	625	668	577	625	666	98.0	97.8	96.5

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2646.	2634.	2630.	28.77	26.40	25.68	29.46	26.08	27.63	21.14	26.08	22.37	20.62	21.44	24.32
All Grades	N/A	N/A	N/A	28.77	26.40	25.68	29.46	26.08	27.63	21.14	26.08	22.37	20.62	21.44	24.32

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	32.76	28.00	24.92	55.81	56.64	57.06	11.44	15.36	18.02
All Grades	32.76	28.00	24.92	55.81	56.64	57.06	11.44	15.36	18.02

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	27.90	26.56	24.02	61.87	61.60	63.66	10.23	11.84	12.31
All Grades	27.90	26.56	24.02	61.87	61.60	63.66	10.23	11.84	12.31

Conclusions based on this data:

1. Overall, the number of students below proficiency increased by 1.98%.
2. Students struggled most with "Problem Solving and Modeling/Data Analysis." This is not a surprise to us as problem solving and modeling require complex thinking where thinking must be visible and modeled through conversation. FHS and FCUSD have focused on Building Thinking Classroom strategies in 2024-2025 to address this deficiency.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1570.7	1552.2	1530.5	1572.3	1539.3	1523.3	1568.4	1564.6	1537.2	31	24	39
10	1583.4	1563.1	1558.0	1583.3	1557.3	1547.1	1583.0	1568.3	1568.6	32	26	25
11	1593.9	1554.0	1561.8	1603.7	1537.0	1557.1	1583.5	1570.5	1566.1	14	22	24
12	*	*	1538.2	*	*	1531.4	*	*	1544.3	8	9	16
All Grades										85	81	104

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	22.58	17.39	12.82	41.94	26.09	25.64	22.58	47.83	25.64	12.90	8.70	35.90	31	23	39
10	37.50	29.17	16.00	28.13	33.33	40.00	18.75	20.83	24.00	15.63	16.67	20.00	32	24	25
11	28.57	28.57	20.83	21.43	19.05	29.17	50.00	33.33	37.50	0.00	19.05	12.50	14	21	24
12	*	*	12.50	*	*	18.75	*	*	50.00	*	*	18.75	*	*	16
All Grades	28.57	22.08	15.38	32.14	27.27	28.85	27.38	37.66	31.73	11.90	12.99	24.04	84	77	104

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	38.71	13.04	20.51	38.71	60.87	30.77	16.13	17.39	25.64	6.45	8.70	23.08	31	23	39
10	43.75	29.17	32.00	28.13	37.50	44.00	15.63	16.67	4.00	12.50	16.67	20.00	32	24	25
11	50.00	38.10	25.00	21.43	19.05	33.33	28.57	23.81	41.67	0.00	19.05	0.00	14	21	24
12	*	*	25.00	*	*	50.00	*	*	6.25	*	*	18.75	*	*	16
All Grades	42.86	23.38	25.00	32.14	40.26	37.50	17.86	22.08	21.15	7.14	14.29	16.35	84	77	104

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	16.13	21.74	5.13	19.35	13.04	15.38	38.71	34.78	38.46	25.81	30.43	41.03	31	23	39
10	21.88	8.33	20.00	25.00	37.50	24.00	37.50	33.33	36.00	15.63	20.83	20.00	32	24	25
11	21.43	9.52	12.50	14.29	23.81	16.67	42.86	47.62	37.50	21.43	19.05	33.33	14	21	24
12	*	*	0.00	*	*	12.50	*	*	62.50	*	*	25.00	*	*	16
All Grades	17.86	11.69	9.62	22.62	23.38	17.31	39.29	42.86	41.35	20.24	22.08	31.73	84	77	104

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	12.90	4.35	10.26	80.65	86.96	53.85	6.45	8.70	35.90	31	23	39
10	15.63	25.00	4.00	71.88	66.67	80.00	12.50	8.33	16.00	32	24	25
11	14.29	23.81	8.33	57.14	52.38	62.50	28.57	23.81	29.17	14	21	24
12	*	*	6.25	*	*	56.25	*	*	37.50	*	*	16
All Grades	14.29	15.58	7.69	72.62	71.43	62.50	13.10	12.99	29.81	84	77	104

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	70.00	73.91	46.15	23.33	17.39	30.77	6.67	8.70	23.08	30	23	39
10	75.00	66.67	68.00	15.63	12.50	12.00	9.38	20.83	20.00	32	24	25
11	84.62	52.38	58.33	7.69	19.05	33.33	7.69	28.57	8.33	13	21	24
12	*	*	62.50	*	*	25.00	*	*	12.50	*	*	16
All Grades	75.61	63.64	56.73	17.07	18.18	25.96	7.32	18.18	17.31	82	77	104

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	19.35	26.09	12.82	51.61	39.13	35.90	29.03	34.78	51.28	31	23	39
10	31.25	16.67	20.00	43.75	58.33	48.00	25.00	25.00	32.00	32	24	25
11	21.43	19.05	16.67	42.86	42.86	33.33	35.71	38.10	50.00	14	21	24
12	*	*	0.00	*	*	56.25	*	*	43.75	*	*	16
All Grades	25.00	18.18	13.46	46.43	48.05	41.35	28.57	33.77	45.19	84	77	104

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	12.90	8.70	0.00	74.19	73.91	69.23	12.90	17.39	30.77	31	23	39
10	6.25	0.00	8.00	84.38	87.50	68.00	9.38	12.50	24.00	32	24	25
11	28.57	28.57	12.50	64.29	57.14	79.17	7.14	14.29	8.33	14	21	24
12	*	*	6.25	*	*	75.00	*	*	18.75	*	*	16
All Grades	12.05	11.69	5.77	77.11	74.03	72.12	10.84	14.29	22.12	83	77	104

Conclusions based on this data:

1. Annual data varies significantly as our number and classification of EL students can vary widely from year to year.
2. The number of EL students tested annually has remained fairly steady over the past three years.
3. The overall level of performance has decreased slightly as we have seen a slight increase in the number of level 1 students. Shifts in demographics of EL students varies historically due to geopolitical events.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,806	18.2%	4.2%	0.1%
Total Number of Students enrolled in Folsom High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	4.2%
Foster Youth	3	0.1%
Homeless	28	1%
Socioeconomically Disadvantaged	512	18.2%
Students with Disabilities	265	9.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	68	2.4%
American Indian	6	0.2%
Asian	691	24.6%
Filipino	106	3.8%
Hispanic	434	15.5%
Two or More Races	278	9.9%
Pacific Islander	15	0.5%
White	1,203	42.9%

Conclusions based on this data:

1. Our newest-2025-data reflects a significant increase in the number of Socioeconomically Disadvantaged students: 19.8%.

2. Our Hispanic population is growing steadily as is our "Two of More Races" demographic.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  Orange		
College/Career  Green		

Conclusions based on this data:

- 1. Overall performance remains strong.
- 2. Suspension rates for 2023-2024 were unusually high.
- 3. English Learners need additional supports.

School and Student Performance Data

Academic Performance English Language Arts

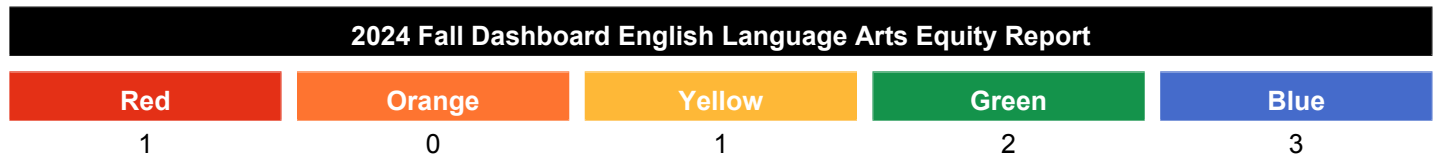
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 84.7 points above standard Increased 7.8 points 669 Students	English Learners  Yellow 28.7 points below standard Increased 29.4 points 40 Students	Long-Term English Learners  No Performance Color 82.8 points below standard Increased 13.8 points 13 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Blue 55.4 points above standard Increased 33.5 points 114 Students

Students with Disabilities  Red 64.5 points below standard Declined 11.2 points 44 Students	African American  No Performance Color 10.1 points above standard 17 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 119.8 points above standard Increased 11.2 points 165 Students	Filipino  No Performance Color 132.6 points above standard Increased 61.0 points 31 Students	Hispanic  Green 32.7 points above standard Maintained 2.4 points 98 Students
Two or More Races  Green 63.8 points above standard Declined 5.2 points 65 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  Blue 86.2 points above standard Increased 8.1 points 288 Students

Conclusions based on this data:

1. EL performance is low at 28 point below standard.
2. Students with Disabilities performance is very low. Students with disabilities are the one group performing significantly below standard at 64 points below the standard.

School and Student Performance Data

Academic Performance Mathematics

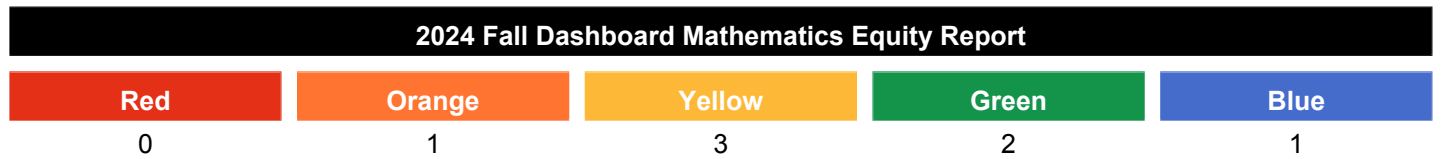
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 5.4 points above standard Maintained 0.3 points 651 Students	English Learners  Yellow 88.4 points below standard Increased 30.5 points 40 Students	Long-Term English Learners  No Performance Color 135.5 points below standard Increased 20.0 points 13 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Green 31.4 points below standard Increased 25.5 points 111 Students

Students with Disabilities  Orange 119.2 points below standard Increased 14.9 points 42 Students	African American  No Performance Color 78.0 points below standard 17 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 74.9 points above standard Increased 8.4 points 158 Students	Filipino  No Performance Color 34.0 points above standard Increased 44.5 points 31 Students	Hispanic  Green 49.8 points below standard Increased 8.8 points 96 Students
Two or More Races  Yellow 27.4 points below standard Declined 29.6 points 61 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  Yellow 5.0 points below standard Declined 7.8 points 283 Students

Conclusions based on this data:

1. Students with disabilities continue to perform well below standard.
2. Most subgroups improved: specifically, Socioeconomically Disadvantaged students.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Red
39% making progress.	27.7% making progress.
Number Students: 77 Students	Number Students: 47 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.4%	33.8%	6.5%	29.9%

Conclusions based on this data:

1. English Learner data changes significantly due to lower numbers (77) and varying enrollment.
2. One challenge we have recently recognized is getting our EL students to take the ELPAC seriously. We seem to have improved this in 2024-205 through improved communication and administration.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

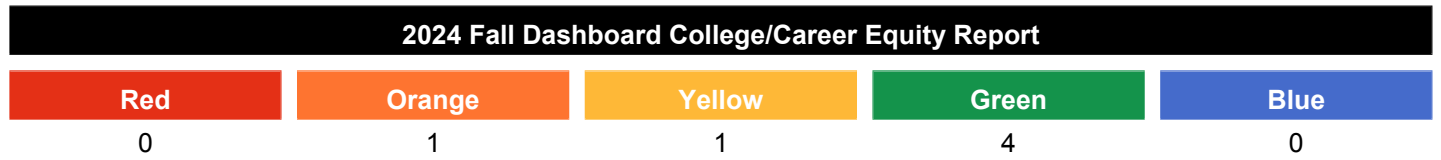
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Green 65.8 Prepared Maintained 1.2 655 Students	English Learners  No Performance Color 32.5 Prepared Declined 3.5 40 Students	Long-Term English Learners  No Performance Color 30 Prepared Increased 6.5 20 Students
Foster Youth  No Performance Color Less than 11 Students 0 1 Student	Homeless  No Performance Color 42.9 Prepared Maintained 1.7 14 Students	Socioeconomically Disadvantaged  Green 48.7 Prepared Increased 3.5 152 Students

Students with Disabilities  Yellow 16.9 Prepared Increased 2.4 65 Students	African American  No Performance Color 54.5 Prepared Increased 27.3 11 Students	American Indian  No Performance Color 0 Students
Asian  Green 82.2 Prepared Declined 7.4 157 Students	Filipino  No Performance Color 57.1 Prepared Declined 17.9 21 Students	Hispanic  Orange 45.7 Prepared Declined 2.5 105 Students
Two or More Races  Green 61.4 Prepared Increased 4.3 57 Students	Pacific Islander  No Performance Color Less than 11 Students 0 3 Students	White  Green 66 Prepared Increased 3.9 297 Students

Conclusions based on this data:

1. Hispanic students and students with disabilities need additional supports in order to ensure they are prepared for college and career.
2. Overall, we maintained our level of preparedness.

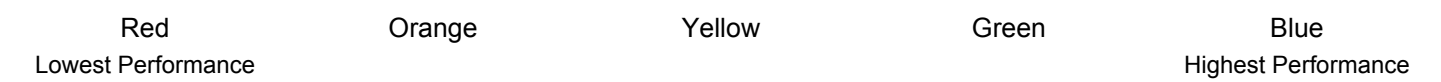
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

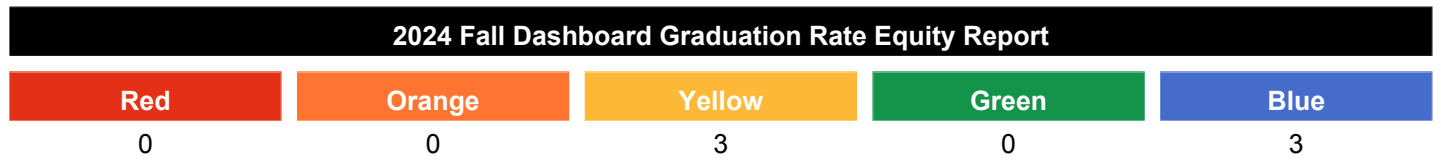
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 97% graduated Maintained 0.6% 657 Students	English Learners  No Performance Color 95% graduated Declined 5% 40 Students	Long-Term English Learners  No Performance Color 95% graduated Declined 5% 20 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color 92.9% graduated Declined 1.3% 14 Students	Socioeconomically Disadvantaged  Yellow 92.2% graduated Declined 1.7% 153 Students

Students with Disabilities  Yellow 78.8% graduated Increased 6.1% 66 Students	African American  No Performance Color 100% graduated Increased 9.1% 12 Students	American Indian  No Performance Color 0 Students
Asian  Blue 97.5% graduated Maintained 0.1% 157 Students	Filipino  No Performance Color 95.2% graduated Declined 4.8% 21 Students	Hispanic  Blue 96.2% graduated Maintained 0.2% 106 Students
Two or More Races  Yellow 94.7% graduated Declined 2.9% 57 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Blue 97.3% graduated Increased 2.1% 297 Students

Conclusions based on this data:

1. Overall, graduation rates remain high and significantly above state averages.
2. Students with disabilities, socioeconomically disadvantaged students and students of two or more races were two levels below their peers.

School and Student Performance Data

Conditions & Climate Suspension Rate

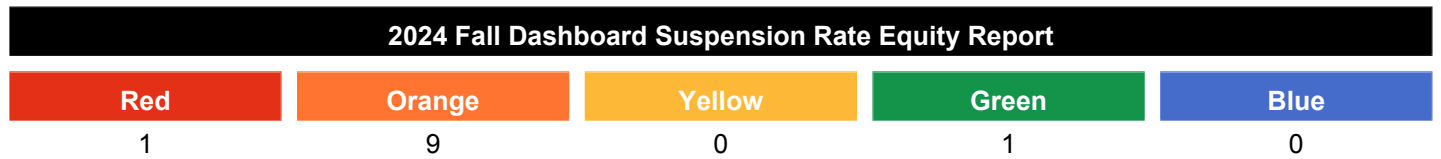
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 2.5% suspended at least one day Increased 1% 2930 Students	English Learners  Orange 7.1% suspended at least one day Increased 2.9% 141 Students	Long-Term English Learners  Orange 7.9% suspended at least one day Increased 1% 76 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  Orange 8% suspended at least one day Increased 5.4% 50 Students	Socioeconomically Disadvantaged  Orange 5.6% suspended at least one day Increased 2.4% 587 Students

Students with Disabilities  Red 7.3% suspended at least one day Increased 3.3% 301 Students	African American  Orange 5.3% suspended at least one day Increased 1.8% 75 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
Asian  Green 0.7% suspended at least one day Maintained 0.2% 708 Students	Filipino  Orange 1.9% suspended at least one day Increased 1.9% 107 Students	Hispanic  Orange 5.9% suspended at least one day Increased 3.6% 461 Students
Two or More Races  Orange 5% suspended at least one day Increased 2.1% 300 Students	Pacific Islander  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	White  Orange 1.7% suspended at least one day Increased 0.5% 1256 Students

Conclusions based on this data:

1. Overall, suspension rates were higher than normal.
2. Suspension rates of Students with Disabilities were highest at 7%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Ensure progress and appropriate educational outcomes for all students.

Folsom High will work to provide targeted interventions to all students in need. Special attention will be paid to progress monitoring and the support of Students with Disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

School Goals

Goal 1.1 A significant number of students are not meeting grade-level math standards. This is particularly true for Hispanic students and Students with Disabilities.

Goal 1.2 Through the implementation of an ELD course and interventions, all students will make adequate annual progress toward English proficiency.

Goal 1.3 Special Education CAASPP proficiency rate in ELA in 2022-2023 was 50%.

Goal 1.4- Graduation rate has dropped about 1% since the pandemic. This drop is represented most in our EL and special education populations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Goal 1.1 Our previous Edmentum assessment scores and CAASPP scores indicated that at least 38% of our students are not performing at grade level in mathematics.	School Goal 1.1 Our previous Edmentum assessment scores and CAASPP scores indicated that at least 38% of our students are not performing at grade level in mathematics.	School Goal 1.1 Edmentum assessment results and CAASPP scores will indicate that at least 62% of our students will perform at grade level in mathematics by the end of 2022-2023.
School Goal 1.2 Through ELD courses and interventions, all students will make adequate annual progress toward English proficiency.	School Goal 1.2 Through the implementation of an ELD course and interventions, all students will make adequate annual progress toward English proficiency.	School Goal 1.2 Through the implementation of an ELD course and interventions, all students will make adequate annual progress toward English proficiency.
School Goal 1.3 Special Education CAASPP proficiency rates 2023-2024 ELA 25% Math 16%	School Goal 1.3 Special Education CAASPP proficiency rates 2023-2024 ELA 25% Math 16%	School Goal 1.3 Special Education CAASPP proficiency rates 2025-2026 ELA 45% Math 30%
School Goal 1.4 Graduation rate for 2024 was 97%.	School Goal 1.4 Graduation rate for 2024 was 97%.	School Goal 1.4 Graduation rate for 2025-2026 will be 97.5% or higher.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Integrated Math 1 students will be supported by a co-teaching model requiring .4 FTE of certificated support. .73 or 29.5 hours of bilingual instructional support will be utilized to push into ELD and gen ed classes.	Integrated Math 1 students	35368 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention (supplemental) Teacher 12428 LCFF - Supplemental 3000-3999: Employee Benefits Intervention (supplemental) Teacher Benefits 59068 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Math intervention teacher 20230 LCFF - Supplemental 3000-3999: Employee Benefits Math teacher Benefits 26989 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual instructional assistant

			18170 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
1.2	All identified students will be assessed multiple times this year through the Renaissance, growth model assessment program. Students not performing at grade level will be served through targeted and timely interventions.	All students in ELA and all students in math courses through IM3.	
1.3	Students will be supported through a push-in model. Special education teachers, general education teachers and supporting administrators will develop shared expectations and commitments for push-in support and possibly for a co-teaching model.	Special education students will be scheduled in general education classes (not sheltered classes) when at all possible.	
1.4	Progress monitoring with formative assessment for all students for all courses	All students will benefit from this strategy	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Software Pear Assessment online
1.5	Level 1 and Level 2 English learners will have access to a scheduled English Learner Development course, math intervention, and push-in support through a teacher and bilingual instructional aid.	Level 1/2 ELLs	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

While we await disaggregated CAASPP scores for the 2024-2025 year, we are hopeful that our Hispanic students showed improvement as we focused on serving this demographic.

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

Early CAASPP returns and A-F data demonstrate that Students with Disabilities are performing well below their peers.

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.

We will continue our work targeting Hispanic students, English Learners and Students with Disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Students at Folsom High will be motivated to become academically successful in an emotionally safe environment.

Students from historically marginalized groups will demonstrate engagement and academic achievement while reporting that they feel supported and safe.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 2.1- In the 2024-2025 school year, FHS attendance rates have hovered near 96%. Significant effort was made to address chronic absences resulting in a slight decrease.

Goal 2.2 - With the current climate our students endure with social media and incidents that have occurred at Folsom High School, our school needs to have a better overall understanding of the different cultures we have on campus.

Goal 2.3- In 2023-2024 FHS had disproportionate suspension rates of African American, English learners and special education students.

Goal 2.4- Increase parent participation in all aspects at FHS.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 2.1- Average daily attendance (ADA)	Goal 2.1- As of April 2025, FHS is currently at 95.9% ADA	Goal 2.1- Maintain an overall school attendance rate of 96% or higher for the 2025-2026 school year. Increased attendance should result in increased academic achievement (A-F data).
Goal 2.2 - California Healthy Kids Survey (CHKS) and Panorama SEL surveys	Goal 2.2 - On the 2024 CHKS, 9% of junior students report experiencing harassment 1 or more times in the past 12 months. 5% of students report that they have experienced harassment because they are gay, lesbian, bisexual or someone thought they were.	Goal 2.2 - On the 2025 CHKS, fewer than 5% of junior students will report experiencing harassment 1 or more times in the past 12 months. Fewer than 5% of students will report that they have experienced harassment because they are gay, lesbian,

		bisexual or someone thought they were.
Goal 2.3- Disaggregated suspension data	Goal 2.3- During the 2023-2024 school year, 7.1% of African American students and 7.8% of Special Education students were suspended for at least one day.	Goal 2.3- During the 2025-2026 school year, 3% or fewer African American students and 4% of Special Education students will be suspended for at least one day. Fewer missed days should result in increased academic achievement (A-F data).
Goal 2.4- California Healthy Kids Survey (CHKS)	Goal 2.4- On the 2024 CHKS, 37% of 11th grade students reported that "School is really boring."	Goal 2.4- On the 2025 CHKS, fewer than 30% of 11th grade students will report that "School is really boring."

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Goal 2.1- Maintain an overall school attendance rate of 96% or higher for the 2025-2026 school year. Increased attendance should result in increased academic achievement (A-F data). Strategy 1 - Ensure that the importance of attendance is shared throughout all classes through the entirety of the year. Strategy 2 - Develop positive recognition and awards for good attendance at intervals. Strategy 3 - Produce and monitor student attendance reports at two-week intervals. Strategy 4 - Hold timely School Attendance and Review Team (SART) and School Attendance and Review Board meetings at timely intervals.	All Students	
2.2	Goal 2.2 - On the 2025 CHKS, fewer than 5% of junior students will report experiencing harassment 1 or more times in the past 12 months. Fewer than 5% of students will report that they have experienced harassment because they are gay, lesbian, bisexual or someone thought they were. Strategy 1 - Teach Recognize, Interrupt and Repair (RIR) strategies to all students. Strategy 2 - Produce and promote the "What We Say Matters," Culture and Diversity Students Council video for all students and staff. Strategy 3 - Grow the participation in Culture and Diversity Student Council (CDSC) through promotion and direct invitations to Black and students with disabilities. Strategy 4 - Work with student leadership and CDSC to develop a more robust, week-long celebration of diversity.	All Students	

2.3	Goal 2.3- During the 2025-2026 school year, 3% or fewer African American students and 4% of Special Education students will be suspended for at least one day. Fewer missed days should result in increased academic achievement (A-F data). Strategy 1 - Educate all students regarding the many supports available to solve student conflict, including conflict mediation, decompression, counseling and more. Review these topics three times annually. Strategy 2 - Embed the FHS Guiding Principles in all aspects of school culture.	All Students	ASB 4000-4999: Books And Supplies Posters, supplies for activities, paint, etc.
2.4	Goal 2.4- On the 2025 CHKS, fewer than 30% of 11th grade students will report that "School is really boring." Strategy 1: Continue to provide professional development for teachers and feedback on the use of Accountable Talk strategies to deepen engagement and create connections. Strategy 2: Continue to develop clear unit plans and learning targets that build clear expectations, relevance and engagement.	All students and parents	
2.5	Goal 2.3 The Culture and Diversity Student Council (CDSC) will be supported by a certificated teacher who is given a release period--.2 FTE--to support and guide the council.	All students	9807 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 Cultural Diversity 3757 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
2.6	.5 bilingual clerk will be added to support student attendance	All students	32726 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk 11910 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
2.8	.313 health assistant will be added to support all students in order to ensure we can serve our student body and improve attendance.	All students	13040 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant 4830 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant

2.9	.25 Account Clerk will be added to support all students and families with engagement opportunities	12094 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Account Clerk 4518 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Communication to parents and teachers was improved due to the implementation of weekly or bi-weekly newsletters. ParentSquare was adopted and implemented for all stakeholders. Early indications are that stakeholders are more engaged, and parents have an improved understanding of the ways they can be involved in their child's education.

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.

We need to find creative ways to increase involvement in Culture and Diversity Student Council and to create a stronger connection between that group and student leadership. We also need to find a creative way to support CDSC as we will no longer have a prep period to support the work.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will receive appropriately rigorous curriculum.

FHS will continue to diversify course offering, dual enrollment, Career and Technical Education offerings and identify and align our essential standards for all courses.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 3.1

SEL and mental health needs seem to have leveled off or reduced slightly during the 2023-2024 school year.

Goal 3.2

A number of academic areas have struggled to implement manageable, effective, shared, skill-based formative assessments that yield performance data that can effectively inform instruction and intervention. This is particularly true in the humanities.

Goal 3.2

Even in the areas where we are collecting quality student data from formative assessments, PLCs are struggling to analyze and act upon the data.

Goal 3.3

As our English Learner (EL) population has increased, so has our need for effective strategies for all staff members.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 3.1 SEL and mental health needs have increased significantly since the pandemic as determined through Mental Health Specialist (MHS) caseloads and behavior incidents. Students and staff surveys related to the efficacy of the BASE SEL program indicated that these groups did not find BASE effective.	Goal 3.1 Student mental health needs were reduced slightly during the 2024-2025 school year based upon MHS caseloads.	Goal 3.1 MHS caseloads will decline and incidents such as behavior and hospitalizations decrease due to our self-made SEL curriculum implementation and 1-5 Check-in. Improved mental health will improve attendance rates, resulting in over 96% ADA for the 2025-2026 year.
Goal 3.2 Core curriculum (ELA, Math, Social Science, Science and World Language) collaborative teams implement common formative assessments for about 50% of all units.	Goal 3.2 Two departments in particular have reported that they struggle with developing common formative assessments that yield highly informative data.	Goal 3.2 All PLCs will demonstrate proficiency in developing common formative assessments that yield highly informative data and result in team developed interventions.
Goal 3.3 PLCs and Division Leads report that they are struggling to lead effective data conversation as necessitated by the PLC process.	Goal 3.3 Maybe 25% of PLC teams have been observed holding effective data conversations.	Goal 3.3 By the end of the 2025-2026 school year, 100% of identified PLC teams will be observed holding an effective data conversation during PLC meetings.
Goal 3.4 English learners progress and reclassification has been flat or declined in the past three years.	Goal 3.4 According to the CA State Dashboard, EL progress declined 9.4% from 2022-2023 to 2023-2024.	Goal 3.4 EL students will demonstrate a 15% increase in progress from 2024-2025 to 2025-2026 as measured by ELPAC.
Goal 3.5 Students with disabilities have scored significantly below the standard on CAASPP assessments in the past four years.	Goal 3.5 25% percent of students with disabilities met the level of proficiency on the 2024 ELA CAASPP. 16% percent of students with disabilities met the level of proficiency on the 2024 Math CAASPP.	Goal 3.5 35% percent of students with disabilities will meet the level of proficiency on the 2025 ELA CAASPP. 20% percent of students with disabilities will meet the level of proficiency on the 2025 Math CAASPP.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Professional development and coaching will be provided to all teachers regarding serving and supporting all English Learners.	English Learner (EL) Students.	35368 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Supplemental Teacher 12428 LCFF - Supplemental 3000-3999: Employee Benefits

			Supplemental Teacher
3.2	FHS SEL curriculum, aligned to the FCUSD guaranteed and viable SEL curriculum will be implemented for all students. Lessons will be developed by our teacher/instructional coach and with a focus on student voice and feedback.	All students	
3.3	Release time will be granted to all subject area collaborative teams in order to finalize unit plans and develop one common formative assessment per unit.	All Students	
3.4	All subject area collaborative teams will receive training to strengthen the analysis and use of common formative assessment to determine team developed interventions.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The focus for the 2024-2025 school year was on access and support for our Hispanic and English Learner subgroups. All actions were implemented. We await disaggregated CAASPP results. Attendance improved and graduation rates remained strong. We also moved to a near-full inclusion model with two model co-teaching arrangements and many push in examples for our students with disabilities. The implementation of common agreements and strategies for push in is ongoing.

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

All actions were implemented.

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.

We plan to stay the course as we have implemented the strategies outlined for 2024-2025 but they need to be strengthened and refined.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students at Folsom High will have access to grade level curriculum and meet the definition of college and career ready.

All students will graduate college or career ready with an emphasis on the progress of special education students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 All students will receive equitable instruction from highly qualified teachers and have access to curriculum that promotes college and career readiness (State Priority 1)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support and all staff training.

4.02 - Maintain schools in good repair to foster a safe and positive environment.

4.03 - 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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 4.1 FHS teachers need professional development to support EL students and students in special education.

Goal 4.2 All school buildings met district and state requirements.

Goal 4.3 Students will be supported with timely and targeted intervention.

Goal 4.4 With the exception of one, 12th grade math course, mild/mod students with disabilities will be in fully inclusive academic classes and will receive support through a push-in or co-taught model.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 4.1 All students, including special education students, must have access to a rigorous curriculum aligned to the state standards. Goal 4.2 Folsom High is in good repair and ensures access to technology and curriculum. Ensure that all facilities are updated and in good standing with state and district standards. Goal 4.3 Teachers and collaborative teams have received training related to linguistic needs of ELs but much more is needed.	Goal 4.1 Historically, FHS has offered a significant number of sheltered courses to students with disabilities. These courses are often significantly less rigorous than our standard, a-g curriculum. Students with disabilities graduated at the rate of 78% in 2024. This rate was 18% lower than the standard. Students with disabilities scored 16% in math CAASPP and 25% on the ELA CAASPP. Goal 4.2 School facilities are generally in good repair. Goal 4.3 Teachers will receive ongoing professional development (PD) related to Guided Language Acquisition and Development (GLAD) strategies.	Goal 4.1 FHS teachers and instructional aids will receive training related to inclusion and support. Clear common agreements and practices for all push-in support will be implemented. Students with disabilities will graduate at the rate of 88% in 2026. Students will demonstrate a 5% improvement in CAASPP scores on the 2026 test. Goal 4.2 100% of Folsom High will be in good or exemplary repair based on the Williams Act criteria. Goal 4.3 English learners will demonstrate improved course grades as well as a 5% improvement in CAASPP scores in both math and ELA. EL progress on ELPAC will improve by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Goal 4.1 All teachers and IAs will receive training regarding strategies to support full inclusion and the push-in model.	Students with Disabilities	None Specified
4.2	Goal 4.2 Maintain all facilities at FHS and add purchases or make changes required by state and county guidelines.	All students.	
4.3	Goal 4.3 EL Instructional Coach will provide all staff with PD related to using GLAD strategies to support ELs.	English Learners	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention Support LCFF - Supplemental 3000-3999: Employee Benefits Intervention Support

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers received regular PD through short presentations, email, newsletters and coaching regarding supporting English Learners and all students by implementing Accountable Talk strategies. Counselors focused on tracking and meeting with Hispanic students and families throughout the school year. A Bilingual Support Aid was hired to support EL students in ELD classes and in general ed courses.

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

Teachers received regular PD through short presentations, email, newsletters and coaching regarding supporting English Learners and all students by implementing Accountable Talk strategies. Counselors focused on tracking and meeting with Hispanic students and families throughout the school year. A Bilingual Support Aid was hired to support EL students in ELD classes and in general ed courses.

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.

All areas of this goal will continue into the 2025-2026 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$312,731.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 (\$)
LCFF - Supplemental	\$312,731.00

Subtotal of state or local funds included for this school: \$312,731.00

Total of federal, state, and/or local funds for this school: \$312,731.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	312,731	0.00
Learning Recovery		

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	312,731.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	139,611.00
2000-2999: Classified Personnel Salaries	84,849.00
3000-3999: Employee Benefits	88,271.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	139,611.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	84,849.00
3000-3999: Employee Benefits	LCFF - Supplemental	88,271.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	172,253.00
Goal 2	92,682.00

Goal 3

47,796.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Howard Cadenhead, Principal	Principal
Nikka Vaughan, Counselor	Other School Staff
Suzanne Ambrosini, Administrator alternate	Other School Staff
Briana Bamber , Teacher	Classroom Teacher
Kristen Davis, Parent alternate	Parent or Community Member
Gual Khan, Parent	Parent or Community Member
Susan Martin , Teacher	Classroom Teacher
Jessica Xu, Parent	Parent or Community Member
Ovan Petaway, Teacher alternate	Classroom Teacher
Danielle Jessup, Parent	Parent or Community Member
Drew Bias, teacher	Classroom Teacher
Student	Secondary Student
Student	Secondary Student
Kelly Cederstrom, Classified alternate	Other School Staff
Eric Eklund, Administrator alternate	Other School Staff
Gina Watson, Teacher alternate	Classroom Teacher

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Suzanne Ambrosini, Assistant Principal	Other School Staff
Helen Watson, Teacher	Classroom Teacher
, Teacher	Classroom Teacher

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: Assistant Principal

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 May 21, 2025.

Attested:



Principal, Howard Cadenhead on 5/21/25



SSC Chairperson, Nikka Vaughan on 5/21/25

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/at si planning webinar 22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/at si plans summary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023

ELAC meetings 2024/2025 school year
September 9th, 2024
May 21, 2025

September 9th, 2024
FHS ELAC meeting agenda

1. Warm Welcome
2. Introductions
3. Information about the EL program:
 - a. Terms
 - b. Supports offered
 - c. Testing
4. Sharing and discussion of SPSA
5. Open for questions
6. Close and invitation to next meeting.



Folsom High School Site Council Meeting
Wednesday
Jul 31, 2024 12:00 PM

Agreed-Upon Meeting Norms			
Be on Time	Be Mindful of cell phone etiquette	Stay engaged as an active listener	Assume good will Ask questions relevant to the group Avoid side conversations
	Introductions - members present at meeting	All	• Danielle Wagner - Parent • Katie Wagner - Student • Louise Cranston - Administrator • Carter Berry - Teacher • Nicole Deatherage - Counselor • Maureen Harris - Administrative Secretary
	Review of LCAP Goals	Louise Cranston	LCAP Goals
	Review of LCAP Budget	Louise Cranston	Reviewed the \$299,000 budget for FHS.
	Questions	All	The team did not have any questions. There was a concern about the safety of the bathrooms on campus, and what the plan is for making sure that all students have appropriate access and safety while in the bathroom. Katie Wagner requested that campus monitors have a more robust schedule of checking bathrooms during passing periods and when students are in class. She also expressed frustration with some staff not allowing students to go to the bathroom due to the limitations of the minga app, or just refusal. Katie was happy about the introduction of Flexischedule and limiting students who are not in her classes to show up during intervention time. A discussion was had about the bathrooms and talking with the campus monitors and administration to address her concerns. The team agreed to the budget and goals.



Folsom High School/ Folsom Lake High School joint Site Council Meeting
Wednesday
May 21, 2025 3:45 PM



Agreed-Upon Meeting Norms			
Be on Time	Be Mindful of cell phone etiquette	Stay engaged as an active listener	Assume good will Ask questions relevant to the group Avoid side conversations
	Introductions - members present at meeting	All	• Louise Cranston - FHS/FLHS Administrator • Eric Eklund - FHS Administrator • Dawn Maxey Parler - FHS Teacher • Suzan Martin - FHS Teacher • Nikka Vaughan - FHS Counselor • Maureen Harris - FHS Administrative Secretary • Danielle Wagner - FHS Parent • Katie Wagner - FHS Student • Kristina Vargas - FLHS Administrative Assistant/Registrar • Ruby Cortez - FLHS Counselor • Emma Christensen - FLHS Student • Tammy Christensen - FLHS Parent
	Review of SPSA	Louise Cranston/Eric Eklund	SPSA Plan 2025 The school goals were reviewed and discussed by the team. There were no questions about the goals for either Folsom High School or Folsom Lake High for the 2025/2026 school year.
	Review of SPSA Budget	Louise Cranston/Eric Eklund	Reviewed the budgets and funding allocations for Folsom High School and Folsom Lake High School. The allocated funding for FHS was discussed. There were no questions about where the money was going. The allocated funding for FLHS will go towards goal #2 in Counseling support, .1 Cultural and Diversity Counsel staffing, and a .5 school clerk. The team was asked for input on the funding. There were no questions.