School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Folsom Hills Elementary School	34673306109755	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 Hills Elementary 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 Hills Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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

School Vision and Mission

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

Empowering all students to thrive through educational excellence.

Our school vision states: In partnership with our community, we inspire and provide all students with a strong foundation for a lifelong love of learning and global citizenship.

Our Mission is: At Folsom Hills Elementary, our mission is to provide a safe and positive learning environment where every student thrives. We are deeply committed to nurturing student success by fostering a culture of collaboration among our dedicated staff. Folsom Hills educators inspire perseverance as students work toward high expectations. We celebrate and honor diversity, recognizing the strength it brings to our school community. Together, we are dedicated to comprehensive social-emotional learning, ensuring that our students not only excel academically but also develop essential life skills.

Our schoolwide academic program is based on clearly defined essential standards and high expectations for all students academically, emotionally, and behaviorally. Staff collaborates using guaranteed and viable curriculum, Professional Development (PD), and interventions to support students at risk in order to close the achievement gap and create an environment for student success. Professional Learning Communities, their interconnected communication, and collaborative strategies have redefined our approach to ensuring this vision is implemented with fidelity.

School & Community Profile

Folsom Hills is an elementary school in Folsom, California, serving Pre-K through 5th grade students and families. For the past few years, Folsom Hills Elementary served approximately 500 students. Students come from a variety of surrounding neighborhoods, primarily The Parkway, Briggs Ranch, and Willow Creek. Numerous students also join us from throughout the district as well, due to our Foreign Language Experience in Spanish program (FLES).

If an individual were to look into any of the 28 classrooms at Folsom Hills Elementary, they would find parent volunteers, along with teachers, assisting students with both academic and social goals and benchmarks. One would also see specially trained parent KILN (ceramics) docents, FAME (artists and composers) docents working with the students. From the Folsom police and fire departments to local businesses, they have a positive and engaging presence on campus.

Folsom Hills Elementary Schools' end goal is to prepare our students to become responsible citizens and productive, caring members of the world at large. Folsom Cordova's strong educational leadership team works hard to support each student academically and emotionally. Opportunities for differentiated instruction are available for each student, including those identified for Gifted and Talented Education, Specialized Academic Instruction, or Intervention. Enrichment programs are offered to ensure all students are supported in meeting grade level standards in reading and math. Multi- tiered System of Supports, English Language Arts groupings, Renaissance, small group math instruction, and intervention are all key components of our academic program. All students in K-5th grades attend school all day - 8:15 to 2:45 pm. We also have a half-day TK program for our youngest learners.

The Folsom Hills Elementary School's team believes that a positive school culture must be provided for all students, coupled with an academically challenging curriculum (and all in a caring and positive school environment). Experienced teachers and support staff, coupled with Professional Learning Communities, consisting of Grade Level Teams, Safety Team, Positive Behavior & Supports, and Intervention Systems all contribute to this over-arching goal. A strong, school-wide Positive Behavior Intervention System, utilizing the "Friendly Fox Five" (Be Respectful, Be Responsible, Be Safe, Be Friendly, Be Productive) standards acknowledges the work of students in creating a healthy and safe learning environment. Students can earn Gold Fox Awards, and other school-wide incentives being used as reinforcements.

Our active Student Council provides awareness of the importance of community service for all children at Folsom Hills. Folsom Hills Elementary is well known for its strong, supportive parent community. In addition to classroom volunteers, parents also serve on our School Site Council, which assists with important curriculum, budget, and facility decisions. Our Parent Teacher Association plans numerous activities that serve as a positive bond between home and school and provide financial support for our many programs. Parent involvement is the focus of our Parent Teacher Association. PTA is improving the quality of instruction by providing funds for field trips, equipment for student productions, technology, books, and other instructional activities.

Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteers may contact Robin Chaffee - Administrative Assistant at rchaffee@fcusd.org, or Monika Himmrich - Principal at mhimmric@fcusd.org. Folsom Hills Elementary encourages parent and community involvement and welcomes the comments of all parties.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Folsom Hills Elementary School engages the community at large, as well as internally, throughout the school year, to obtain feedback and input for the development of our School Plan for Student Achievement (SPSA) plan. School Site Council meetings are held 3-4 times a year. At these meetings, the SPSA is reviewed, and input is welcomed by our parents and community members, as stakeholder involvement is key in developing a coherent, thorough plan. The current SPSA was reviewed, and additional feedback on data and goals was discussed.

Specifically, the following was/is reviewed:
-Academic Data

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

Folsom Hills Elementary School also strives to make sure our goals and objectives align with the LCAP. Professional Learning Communities and other types of meetings throughout the 2023-2024 school year will be used to track and monitor our progress toward those goals. Examples of these interactions and meetings include:

-Staff Development Days 8/4/25, 8/5/25, 10/13/25

- Back to School Night8/13/24

-School Site Council 9/18/24, 12/4/24, 5/21/25

- PTA - Meetings the first Tuesday of every month
- ECBN

- Open House4/10/25

-Staff Meetings - First Thursday of every month

- Grade level PLCs - Three Thursdays a month
- PBIS PLC - monthly
- Safety PLC - monthly
- Student School Council
- Guiding Coalition input

-English Learner Advisory Committee

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 Hills Elementary School works daily to address any areas identified as an area of inequity. Our intervention teacher is on site daily supporting students with small group instruction and targeted interventions to fill these gaps. Our intervention teacher is also providing small group instruction to our English language learners through the HELLO program. We will continue to focus on the philosophy that, "All Means All," and the importance of meeting the individual needs of our students. Of our student population 8% are identified as socioeconomically disadvantaged and 4.9% English learners.

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.

At Folsom Hills there is no overall performance in the "Red" or "Orange" performance category. We will continue to ensure all of our students are meeting standards and showing growth toward the Essential standards.

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.

None

Other Needs

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

In addition to the dashboard data, we also use attendance and discipline data, Panorama data, and California Healthy Kids Survey data to determine areas of need and improvement.

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 Hills Elementary 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%	%	0	0	
African American	0.41%	0.2%	0.85%	2	1	4
Asian	8.59%	10.95%	12.68%	42	54	60
Filipino	0.41%	1.01%	0.85%	2	5	4
Hispanic/Latino	19.84%	19.27%	18.82%	97	95	89
Pacific Islander	%	0.2%	0.21%	0	1	1
White	58.49%	53.75%	52.01%	286	265	246
Multiple/No Response	12.27%	14.6%	14.59%	60	72	69
			Total Enrollment	489	493	473

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	62	75	64
Grade 1	95	57	72
Grade 2	77	100	60
Grade3	92	80	100
Grade 4	74	97	80
Grade 5	89	84	97
Total Enrollment	489	493	473

Conclusions based on this data:

1. Folsom Hills Elementary School has a relatively stable enrollment and attendance rate. We strive for our daily attendance rate to be between 95-97%. This attendance rate can be tracked by the board posted daily in front of the school office. This board states daily attendance rate, and student leaving early each day.
2. The enrollment at Folsom Hills has stayed consistent over the past several years.
3. The school wide focus on cohesion, and an emphasis on "all means all" is necessary to ensure that within our overall population every student gets their individual needs met. Individual families are contacted and counseled when attendance concerns arise.

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	12	21	23	2.8%	2.5%	4.9%
Fluent English Proficient (FEP)	25	23	29	4.2%	5.1%	6.1%
Reclassified Fluent English Proficient (RFEP)				7.1%		

Conclusions based on this data:

1. Our school continues to have a very small percentage of English Language Learners, although we are seeing these number rise.
2. Students who come with a primary language of Spanish, can sometimes be best served by teachers in the Foreign Language-Elementary School program.
3. Careful evaluation of second language students upon enrollment is extremely important. Students needing language support are supported by the classroom teacher as well as our Intervention teacher on site through the use of the HELLO program. We work hard to reclassify student as proficient in English as they go through the grades.

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 3	96	82	103	95	80	103	95	80	103	99.0	97.6	100
Grade 4	79	97	82	78	96	79	78	96	79	98.7	99.0	96.3
Grade 5	89	86	97	89	86	96	89	86	96	100.0	100.0	99
All Grades	264	265	282	262	262	278	262	262	278	99.2	98.9	98.6

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 3	2472.	2506.	2470.	40.00	62.50	42.72	35.79	21.25	27.18	17.89	11.25	20.39	6.32	5.00	9.71
Grade 4	2522.	2517.	2535.	48.72	44.79	51.90	24.36	21.88	26.58	17.95	20.83	13.92	8.97	12.50	7.59
Grade 5	2560.	2580.	2562.	37.08	54.65	40.63	42.70	26.74	38.54	14.61	11.63	13.54	5.62	6.98	7.29
All Grades	N/A	N/A	N/A	41.60	53.44	44.60	34.73	23.28	30.94	16.79	14.89	16.19	6.87	8.40	8.27

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 3	32.63	41.25	29.13	66.32	55.00	61.17	1.05	3.75	9.71
Grade 4	37.18	35.42	32.91	56.41	57.29	59.49	6.41	7.29	7.59
Grade 5	30.34	39.53	31.25	62.92	55.81	62.50	6.74	4.65	6.25
All Grades	33.21	38.55	30.94	62.21	56.11	61.15	4.58	5.34	7.91

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 3	17.89	37.50	25.24	72.63	57.50	62.14	9.47	5.00	12.62
Grade 4	37.18	30.21	31.65	53.85	61.46	63.29	8.97	8.33	5.06
Grade 5	39.33	44.19	29.17	55.06	51.16	62.50	5.62	4.65	8.33
All Grades	30.92	37.02	28.42	61.07	56.87	62.59	8.02	6.11	8.99

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 3	20.00	22.50	17.48	74.74	73.75	76.70	5.26	3.75	5.83
Grade 4	19.23	17.71	31.65	75.64	76.04	59.49	5.13	6.25	8.86
Grade 5	19.10	18.60	17.71	75.28	76.74	77.08	5.62	4.65	5.21
All Grades	19.47	19.47	21.58	75.19	75.57	71.94	5.34	4.96	6.47

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 3	25.26	46.25	33.01	65.26	46.25	58.25	9.47	7.50	8.74
Grade 4	25.64	27.08	35.44	70.51	58.33	59.49	3.85	14.58	5.06
Grade 5	28.09	36.05	35.42	64.04	56.98	57.29	7.87	6.98	7.29
All Grades	26.34	35.88	34.53	66.41	54.20	58.27	7.25	9.92	7.19

Conclusions based on this data:

1. Our CAASPP data suggests that most students are at or near standard in ELA. In 2023/2024 75.5% of students met or exceeded standards. In Math 76.071% of students met or exceeded standards. This was an increase from the previous year.
2. We will continue to focus on classroom based small groupings for writing. Three to four days a week MTSS rotations occur to meet individual student needs . The groupings are based on current classroom assessments which drives our overall instruction. Leveled groupings at each grade level will strive to bring a rise in writing scores and abilities. There will be a focus on high quality first instruction using guaranteed and viable curriculum and student engagement.
3. Staff will commit to developing strategies that address individual needs - school and grade level wide - in an attempt to close the gap in proficiency. Professional Learning Community at each grade level will meet to strategically plan these implementations and will include Specialized Academic Instruction, intervention, Foreign Language-Elementary School, and core teachers. There will continue to be a school wide focus on the 4 essential questions and the fact that, "All means all."

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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 3	96	82	103	95	80	103	95	80	103	99.0	97.6	100
Grade 4	79	97	82	78	96	81	78	96	81	98.7	99.0	98.8
Grade 5	89	86	97	89	86	96	89	86	96	100.0	100.0	99
All Grades	264	265	282	262	262	280	262	262	280	99.2	98.9	99.3

* 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 3	2490.	2510.	2496.	42.11	63.75	51.46	41.05	25.00	30.10	11.58	7.50	15.53	5.26	3.75	2.91
Grade 4	2517.	2538.	2545.	32.05	46.88	51.85	34.62	27.08	27.16	28.21	20.83	14.81	5.13	5.21	6.17
Grade 5	2549.	2554.	2550.	33.71	38.37	40.63	28.09	24.42	27.08	29.21	27.91	18.75	8.99	9.30	13.54
All Grades	N/A	N/A	N/A	36.26	49.24	47.86	34.73	25.57	28.21	22.52	19.08	16.43	6.49	6.11	7.50

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 3	41.05	58.75	45.63	53.68	36.25	49.51	5.26	5.00	4.85
Grade 4	35.90	43.75	45.68	53.85	48.96	46.91	10.26	7.29	7.41
Grade 5	26.97	25.58	27.08	65.17	65.12	64.58	7.87	9.30	8.33
All Grades	34.73	42.37	39.29	57.63	50.38	53.93	7.63	7.25	6.79

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 3	44.21	62.50	45.63	54.74	36.25	49.51	1.05	1.25	4.85
Grade 4	33.33	42.71	51.85	55.13	47.92	41.98	11.54	9.38	6.17
Grade 5	20.22	30.23	32.29	73.03	58.14	56.25	6.74	11.63	11.46
All Grades	32.82	44.66	42.86	61.07	47.71	49.64	6.11	7.63	7.50

Conclusions based on this data:

1. In 2023/2024 the Math CAASPP test scores were at 76.07% for students meeting or exceeding standards. This was an increase from the prior year. There was increased focus on math problem solving, specifically focusing on word problems.
2. Folsom Hills Elementary School is working to increase the proficiency in Math for all students. Using the math essential standards and using data from Common Formative Assessments (CFAs) to respond to the needs of the students will support teachers in strengthening their instructional practices.
3. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address schoolwide and grade level needs to elevate student achievement. MTSS Mathematics groupings will allow for targeted instruction to show an increase in these percentage. Our intervention teacher will also work to pull students needing extra support and reteaching of key concepts. In 2025 our district will be piloting new math curriculum aligned to the new Math Framework.

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) web page or the 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
K	*	*	*	*	*	*	*	*	*	*	5	8
1	*	*	*	*	*	*	*	*	*	6	*	4
2	*	*	*	*	*	*	*	*	*	5	*	*
3	*	*	*	*	*	*	*	*	*	*	6	*
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										21	19	23

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	26.32	17.39	52.38	26.32	30.43	4.76	42.11	30.43	14.29	5.26	21.74	21	19	23

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.14	31.58	21.74	28.57	31.58	26.09	4.76	21.05	21.74	9.52	15.79	30.43	21	19	23

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.52	15.79	4.35	57.14	42.11	43.48	19.05	31.58	30.43	14.29	10.53	21.74	21	19	23

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.62	26.32	30.43	52.38	63.16	52.17	0.00	10.53	17.39	21	19	23

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.14	31.58	21.74	28.57	52.63	39.13	14.29	15.79	39.13	21	19	23

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.05	15.79	4.35	71.43	68.42	73.91	9.52	15.79	21.74	21	19	23

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	36.84	30.43	57.14	57.89	52.17	14.29	5.26	17.39	21	19	23

Conclusions based on this data:

1. Second Language Learners at Folsom Hills Elementary School have continued to have a slight increase. Our English Learner population is 4.9%.
2. Folsom Hills Elementary School celebrated the Reclassification Fluent English Proficient (RFEP) of four students this year.
3. "Hello" will be taught to our English Language Learners by our Intervention teacher.

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**
473	**8%**	**4.9%**	**0.0%**
Total Number of Students enrolled in Folsom Hills Elementary 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	23	4.9%
Foster Youth	0	0.0%
Homeless	8	1.7%
Socioeconomically Disadvantaged	38	8%
Students with Disabilities	60	12.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.8%
American Indian	0	0.0%
Asian	60	12.7%
Filipino	4	0.8%
Hispanic	89	18.8%
Two or More Races	69	14.6%
Pacific Islander	1	0.2%
White	246	52%

Conclusions based on this data:

1. The students at Folsom Hills are disproportionately white. Compared to our overall population, we have a small population of socioeconomically disadvantaged (8%) and English Learners (4.9%).

2. Even with the smaller subgroups, we are still responsible for their needs being met through differentiated instruction. We need to consider all subgroups when planning instruction.

3. Continue to focus on culturally responsive practices for all students.

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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Folsom Hills Elementary School prides itself on its high attendance rate. Data indicates that our strategies are working with levels near 96 percent, depending on the grade level. A comparable lack of family transiency at Folsom Hills Elementary School also assists with our high attendance rates. We need to continue to support our strong attendance rate through kicking off the year with a 20 Day Challenge.

2. Daily we focus on student engagement through relationship building, Social Emotional Learning (SEL), restorative practices, progressive discipline, and the integration of PBIS on campus. Individual students falling into the Chronic Absenteeism category must be our focus.

3. Math and ELA scores have remained fairly consistent over the past two years, based on the Spring CAASPP. We will also continue to focus on a strong social emotional emphasis to continue with our low suspension rate.

School and Student Performance Data

Academic Performance
English Language Arts

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	1

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	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
54.7 points above standard	45.2 points above standard	0 Students
Declined 11.4 points	Increased 6.5 points	
272 Students	12 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	18.6 points above standard
	4 Students	Maintained 0.2 points
		19 Students

Students with Disabilities	African American	American Indian
Yellow 2.7 points above standard Declined 13.9 points 49 Students	No Performance Color Less than 11 Students 2 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 74.2 points above standard Declined 29.0 points 32 Students	No Performance Color Less than 11 Students 2 Students	Green 53.5 points above standard Declined 19.0 points 49 Students

Two or More Races	Pacific Islander	White
Blue 53.8 points above standard Increased 19.2 points 42 Students	No Performance Color 0 Students	Green 50.9 points above standard Declined 14.2 points 145 Students

Conclusions based on this data:

1. Based on the last published test scores, Folsom Hills Elementary School maintained very high overall scoring in the blue and green range.
2. Our site will continue to focus on best practices when it comes to high quality first instruction. In addition, we will work to meet individual needs through tier 2a and WIN time.
3. Second language learner students are still a challenge for Folsom Hills Elementary School staff. We are redirecting some of our intervention services to directly work with these students.

School and Student Performance Data

Academic Performance
Mathematics

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.

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	1

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	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
47.5 points above standard	44.2 points above standard	0 Students
Declined 4.9 points	Declined 6.4 points	
275 Students	15 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	5.3 points above standard
	5 Students	Increased 27.7 points
		22 Students

Students with Disabilities	African American	American Indian
Yellow 1.1 points below standard Declined 40.3 points 49 Students	No Performance Color Less than 11 Students 2 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 71.1 points above standard Declined 14.4 points 34 Students	No Performance Color Less than 11 Students 2 Students	Green 40.2 points above standard Declined 7.0 points 49 Students

Two or More Races	Pacific Islander	White
Blue 49.9 points above standard Increased 3.3 points 42 Students	No Performance Color 0 Students	Green 44.0 points above standard Declined 5.2 points 146 Students

Conclusions based on this data:

1. Meeting in Professional Learning Teams to closely monitor student data to inform instruction will continue to support strong learning outcomes for all subgroups.
2. Folsom Hills Elementary School has an increase of students with Disabilities. As this population has grown there has been a decline of 40.3 points. This subgroup will be a continued focus for all staff members on campus. Instruction will be tailored to these individual needs.
3. We will need to focus on our socioeconomically disadvantaged population who showed a decrease - this is a total of 22 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.

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.

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**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 9 Students	Number Students: 0 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**

Conclusions based on this data:

1. English Learners will continue to be an area of focus for Folsom Hills. Teachers use English Language Development (ELD) curricular components, as needed, for Benchmark/ELA.
2. Folsom Hills Elementary School does not have a high number of second language learners, but they are present. When needed, we use translators or other services tools/technologies to assist them.
3. Of the 12 students, a total of 10 students maintained or increased their ELPI level.

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.

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.

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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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.

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.

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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
Green	No Performance Color	No Performance Color
5.9% Chronically Absent	20.7% Chronically Absent	0 Students
Declined 1.6	Increased 16.8	
488 Students	29 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	Fewer than 11 students - data not displayed for privacy	21.7% Chronically Absent
	8 Students	Increased 7
		46 Students

Students with Disabilities	African American	American Indian
Green 5.1% Chronically Absent Declined 9.4 79 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
Yellow 4.7% Chronically Absent Increased 2.9 64 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Green 6.6% Chronically Absent Declined 2.6 91 Students

Two or More Races	Pacific Islander	White
Green 8.5% Chronically Absent Declined 2.4 71 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Green 5.1% Chronically Absent Declined 2 253 Students

Conclusions based on this data:

1. Folsom Hills Elementary School meets the desired attendance rate of FCUSD attendance rate, at 96 percent. 20 Day Attendance Challenges, letters and phone calls home, utilizing PowerSchool and Assistance 2 Attendance, assist us in gathering accurate data to promote growing this rate up to 96 percent.
2. Parent meetings with Attendance & Due Process (ADP), the teacher, nurse, and the principal are all used to promote attendance when needed, depending on the types of absences. Continuing to work with the front office staff regarding attendance tracking and parent outreach is an important emphasis.
3. This year we have been taking part in the district Attendance initiative and making personal phone calls to all absent students within the first hour of school. We will focus on student engagement - engaged students are eager to come to school and are ready to learn.

School and Student Performance Data

Academic Engagement
Graduation Rate

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.

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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.

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	6

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	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0%	Maintained 0%	
495 Students	31 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0 Students	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
	8 Students	Maintained 0%
		50 Students

Students with Disabilities	African American	American Indian
Blue 0% suspended at least one day Maintained 0% 79 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
Blue 0% suspended at least one day Maintained 0% 65 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Blue 0% suspended at least one day Maintained 0% 91 Students

Two or More Races	Pacific Islander	White
Blue 0% suspended at least one day Maintained 0% 75 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Blue 0% suspended at least one day Maintained 0% 255 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

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 Student 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 - Grad 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.

Through our grade level PLC Meetings, teachers will work to understand essential standards and common assessments. These assessments (Formative) will be used to drive our instruction and drive our MTSS groupings. There will be a focus on targeted support for student groups who continue to perform lower than their grade level peers in ELA and Math.

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
CAASPP ELA & Math		Meet or exceed
Envision Topic Tests		Monitor benchmark set by grade level team as part of the PLC process
Renaissance STAR Early Literacy, Reading and Math		Meet or exceed
Benchmark Advanced Unit tests		Monitor benchmark set by grade level team as part of the PLC process

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	Weekly program evaluation and collaboration via PLCs. All teachers will participate in these weekly meetings, with the expectation that they will collaborate with their grade level teams and the lead teachers to plan instruction and analyze student data.	All students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Asst. LCFF - Supplemental 3000-3999: Employee Benefits Benefits LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator LCFF - Supplemental 3000-3999: Employee Benefits Benefits
1.2	Teachers, psychologists, and administrators will meet for ESBN meetings once per trimester. This will enhance student learning and allow the staff to adequately place students into MTSS groupings and address individual needs.	All students	4916 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for ECBN 1085 LCFF - Supplemental 3000-3999: Employee Benefits Subs for ECBN
1.3	MTSS Implementation for intervening with students struggling academically (or who need enrichment). Students work with data-driven groupings to best serve their needs. These needs may change frequently depending on the subject matter and specific needs of the child at that moment in time. Instructional supplies to support learning.	All students	26314 Learning Recovery 1000-1999: Certificated Personnel Salaries Payment for the intervention teacher 6427 Learning Recovery 3000-3999: Employee Benefits Intervention teacher 6049 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator 2271 LCFF - Supplemental 3000-3999: Employee Benefits Paraeducator 10480 LCFF - Supplemental 4000-4999: Books And Supplies supplies
1.4	Work to ensure strong collaboration between special needs students and teachers, and general education teachers and students. Ensure that IEPs and 504 plans are implemented with fidelity and reevaluate if need be during grade level PLC time.	All students on IEP or whom have 504 Plans.	Special Education 1000-1999: Certificated Personnel Salaries

			Provide specialized interventions and services during the school year as student academic and social-emotional health needs are determined.

Annual Review

SPSA Year Reviewed: 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.

Through the use of strong Tier 1 instruction and the support of our Intervention teacher student academic needs are being met and interventions are performed as needed.

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

This year we saw an increase in need for SEI support among our students. There was a high need for Tier 1 & 2 Second Step instruction and PBIS incentives on campus.

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.

For the 2025-2026 school year we will continue to utilize our supplemental funds to support Paraeducator time to support additional intervention time.

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.

LCAP Goal 2: Maintaining and increasing family and student engagement.
Folsom Hills Elementary School strives to maintain or increase parent and student engagement, as well as provide a healthy, safe and positive academic and socially safe environment.

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.

Folsom Hills Elementary School will increase parent, family and community engagements to increase student attendance and participation. As well as strengthen the partnerships between school and home.

Annual Measurable Outcomes

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
Daily Attendance Rates	95 percent average	Increase to above 96 percent. Launch 20 Day Attendance Challenge starting day one. Decrease chronic absenteeism by 1%.
Suspension rate	0 student suspended	Maintain low suspension rate
Volunteers and Parent Attendance	Keep high volume of volunteers.	Parents back in classrooms supporting teachers and students. Support families in learning to sign in using the Raptor system.
Student and Parent surveys	California Healthy Kids Survey	Use data to drive services for our students and create a safe and healthy learning environment.

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	Maintain strong PBIS program. Continue communication on the importance of attendance in relation to connectivity and academic success. Create an engaging and safe learning environment to encourage students to want to be in school.	All students	5351 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Cost for school clerk 4137 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk 5216 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant 2037 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant 4915 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time subs 1085 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 1963 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Training/PBIS/Safety, CICO 737 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
2.2	Parent Outreach, school communication and engagement opportunities through Parent Coordinator	All students	9679 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator and associated staff salaries. 3653 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator
2.3	Funding for needed supplies and material, including equipment to support the PBIS, family community engagement, and interventions.	All students.	None Specified

			1000-1999: Certificated Personnel Salaries Provide additional interventions and services during the school year as student academic and social emotional needs are determined. 26314 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 6427 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator LCFF - Supplemental 3000-3999: Employee Benefits Paraeducator
2.4	.Work to ensure strong collaboration between special needs students and teachers, and general education teachers and students. Ensure that IEPs and 504 plans are implemented with fidelity and reevaluate if need be during grade level PLC time.	All students on IEP or whom have 504 Plans.	4500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide specialized interventions and services during the school year as student academic and social-emotional health needs are determined.

Annual Review

SPSA Year Reviewed: 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.

At Folsom Hills we prioritize strong home school communication. It is a top priority to keep our families informed and partners in their child's education. We take part in the 20 Day Attendance Challenge to stress the importance of daily attendance. We will continue with Tier 1 and Tier 2 attendance incentives.

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

Next year we will have Special Friends on campus 15 hours a week.

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.

Parent Square was fully implemented to communicate with families on a regular basis.

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.

LCAP Goal 3: Professional Learning and the Support of High-Quality Instruction
Provide students with high quality classroom instruction and access to a broad course of study.

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.

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

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
Provide Professional Development	Ongoing throughout the school year	Students will receive instruction from well-trained teachers and have access to Guaranteed and viable curriculum.
LETRS	Ongoing throughout the school year	Increase understanding of the science of reading
Teacher training for new Hagerty and UFLI	Goal is for All teachers receive this training.	Increase understanding of science of reading
Technology training for all teachers	This is offered by both site-level and district level specialists.	Maintain the current professional development baseline.
Provide training on 15 Day Challenge	This is offered to all teachers.	Maintain the current professional development baseline.
Provide SIPPS training (ongoing) & to 3-5th grade teachers	All primary staff receive this training, with refresher courses available.	Maintain the current professional development baseline.
Provide site focused Professional Development	These days and trainings are decided upon by teachers and support staff. They are often specific to social-emotional health and ELA/Math.	Maintain the current professional development baseline.

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	Support teachers in prioritizing the agreed-upon essential standards. Funding for supplies, including, but limited to online subscriptions, ancillary texts, and other immediate, non-district covered items.	All	26,314 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 6427 Learning Recovery 3000-3999: Employee Benefits Intervention teacher 4915 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries release time Subs 1085 LCFF - Supplemental 3000-3999: Employee Benefits benefits LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk LCFF - Supplemental 3000-3999: Employee Benefits Benefits LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Asst. LCFF - Supplemental 3000-3999: Employee Benefits Benefits LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator LCFF - Supplemental 3000-3999: Employee Benefits Benefits
3.2	Allow and encourage teachers to participate in outside training in regard to ELA, Math and Social Studies. This includes the new LETRs training being offered by the district.	All students	None Specified

			Outside trainings for teachers and IA's to better their teaching practice or to develop special skills for their grade level, PLC, or a select group of students with special needs.
3.3	Teachers to use small group instruction to address tier II needs of students inside of the classroom and MTSS groupings.	All students whose data shows the need for a push-in model for math separate from the MTSS rotations.	District Funded Provide additional interventions and services during the school year as student academic needs are determined.
3.4	Support students struggling with Spanish in the FLES program. Implementation of FLES curriculum Listos!	All students in FLES.	District Funded Utilize district allocated FLES budget in a judicious way, in order to supply interventions for students struggling with second language acquisition, so as to be successful when they enter middle school.
3.5	Teacher release time for teams to meet with the ESBN teams.	All students	District Funded 1000-1999: Certificated Personnel Salaries Support staff in data analysis and create MTSS groupings.
3.6		All students	Parent-Teacher Association (PTA) Enrichment materials, additional items, and kit refills for the PLTW/STEM curriculum in grades K-5

Annual Review

SPSA Year Reviewed: 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 funding and strategies have been effective in promoting student engagement and equitable access to earning opportunities.

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

I do not foresee any major differences all professional development focusing on Tier 1 & 2 instruction will continue.

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.

Funding for teacher collaboration during the school day and supplies as needed.

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.

Curriculum and Instruction - LCAP Goal 4
All students will receive instruction from a highly qualified teacher and have access to curriculum which promotes college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)
4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
4.02 - Maintain schools in good repair.
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.

Revise, address, and improve our school wide MTSS process through identifying essential standards and common assessments to target students' needs to drive our instruction. Focus in 2025-2026 will need to be on small group instruction in classrooms along with the 15 Day Challenge.

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
Credential Audit	100%	1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. Monitor teacher induction Beginning Teacher Support & Assessment (BTSA) participation by tracking successful completion of year one and year two and the number of teachers completing.
Translation Services and Materials	100%	With support from State and Federal Programs, 100%
Williams Act Material Audit	100%	Maintain 100% compliance
Williams Act Facilities Audit	100%	Maintain 100% of schools in good or exemplary repair based on Williams Act criteria.

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	Instruction and supports provided for high quality first instruction using guaranteed and viable curriculum. Students must have access to all Williams Act necessities and the school must provide them. In addition, we will ensure Social Emotional Learning, professional development supports and training.	Every student	26313 Learning Recovery 1000-1999: Certificated Personnel Salaries Hire Intervention Teacher 6426 Learning Recovery 3000-3999: Employee Benefits Benefits for Intervention teacher 4915 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time 1084 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
4.2	General Education Paraeducator Support	Unduplicated Students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils across all grade levels. LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Paraeducator
4.3	Continue with ELA/English Language Development for targeted students.	All students with an emphasis on ELs	0 None Specified 1000-1999: Certificated Personnel Salaries Using district funding, continue to utilize intervention teacher. Continue with HELLO curriculum.
4.4	Promote school readiness with parent outreach.	Parent Coordinator & Clerk -Supports All Students & Families	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Parent Coordinator

			LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant LCFF - Supplemental 3000-3999: Employee Benefits Benefits for health assistant 5351 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Clerk 4137 LCFF - Supplemental 3000-3999: Employee Benefits Elementary School Clerk

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.

We will continue to support our English Language learners as they progress towards reclassification. Our school clerk will continue to focus on our attendance campaigns to increase daily attendance. Our intervention teacher and paraeducator will work with our unduplicated population in small groups and individually to help them access grade level standards and reach grade level proficiency.

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

No difference.

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.

This plan includes time and funds for teacher release time during the school day for collaboration and professional development as needed.

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.

Do Not Enter Data
While Folsom Hills does not have standard foreign language program, we do enroll students in our FLES program. World language goals are as follows.

* Students in FLES classrooms will grow a minimum of one level each year as measured by the local assessments.

* Teachers in the FLES program will engage in professional development in order to maintain and grow the FLES program.

* Students in the FLES program will receive cultural lessons and history based on their teacher's chosen country of interest.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.
Performance Goal 5: All students will graduate from high school.

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
5.1	Increase teacher awareness of SDAIE strategies and instructional supports for supplemental, intensive ELD instruction to identified English Learners (LCAP 3.1, 4)		
5.2	Materials and supplies to support the FLES program will enhance the core, as well as supplement the core. (LCAP 4)		

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	$220,523.00
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	$89,561.00
Learning Recovery	$130,962.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $220,523.00

Total of federal, state, and/or local funds for this school: $220,523.00

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	89,561	0.00
Learning Recovery	130,962	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	89,561.00
Learning Recovery	130,962.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	129,416.00
2000-2999: Classified Personnel Salaries	33,609.00
3000-3999: Employee Benefits	47,018.00
4000-4999: Books And Supplies	10,480.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	24,161.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	33,609.00
3000-3999: Employee Benefits	LCFF - Supplemental	21,311.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,480.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	105,255.00

3000-3999: Employee Benefits	Learning Recovery	25,707.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,542.00
Goal 2	76,014.00
Goal 3	38,741.00
Goal 4	48,226.00

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

5 Parent or Community Members

Name of Members	Role
Monika Himmrich	Principal
Alison Helquist	Classroom Teacher
David Ladd	Classroom Teacher
Kim Blattman	Classroom Teacher
Fabienne Johansson	Other School Staff
Alvina Singh	Parent or Community Member
Yolanda Ratterman	Parent or Community Member
Melanie Myers	Parent or Community Member
Katie Smith	Parent or Community Member
Usha Magana	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Monika Himmrich	Principal

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee

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, Monika Himmrich on May 21, 2025
	SSC Chairperson, Fabienne Johansson on May 21, 2025

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.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

Folsom Hills Elementary

Site Council Meeting

May 21, 2025

Agenda

- Welcome and Introductions
- Recap of the School Year
- Introduction of new principal for 2025/26

<u>New Business</u>

- Approval of School Site Plan
    - Review of Supplemental Funds

Folsom Hills Elementary

Site Council Meeting

May 21, 2025

In Attendance Via Teams

Monika Himmrich

David Ladd

Alison Helquist

Kim Blattman

Usha Magana

Yolanda Ratterman

Melanie Myers

Fabienne Johansson

Folsom Hills Elementary

Site Council Meeting

May 21, 2025

Agenda

- Welcome and Introductions
- Recap of the School Year
- Introduction of new principal for 2025/26

New Business

- Approval of School Site Plan
    - Review of Supplemental Funds

Minutes

3:07 Meeting called to order by Monika Himmrich

Monka Himmrcih gave brief recap of school year

- Discussion regarding increase in Special education students. Parent asked about a positive and challenge to new programs. Mrs. Himmrich shared highlights - amazing to see student growth! Challenge has been staffing.
- Additional TI</K class being added for 2025/26

Introduction of new incoming principal

Noel Stedeford coming from Buckeye Union School District. Mrs. Himmrich will prepare a smooth hand off.

Approval of School Site Plan

- Review of goals and Supplemental Funding
    - Goals are aligned to district LCAP & needs of Folsom Hills specifically.
    - Supplemental Funding Budget of SOK and allocated in following ways: Paraeducator, Special Friends, Instructional Supplies, Release time and Yard Duty extra hours.
        - Mrs. Himmrich gave specific examples of why money was allocated in this fashion and Parents were in favor of the spending plan.
- Fabienne Johansson made the motion to approve the 2025/26 School Site Plan. The Site Council was in unanimous agreement.

Meeting was adjourned at 3:42pm