



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | School Site Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------|-----------------------------------|---|---------------------------|
| Folsom Lake High School | 34673303430709 | 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 Lake High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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

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Plan Description

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

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

Folsom Lake High School's Single Plan Student Achievement (SPSA) plan directly aligns with the goals of the District Local Control and Accountability Plan (LCAP) which is directly aligned with the state and federal priorities. In addition, the school's Single Plan Student Achievement (SPSA) is also aligned with our school's Western Association of Schools and Colleges (WASC) goals with a focus on graduation rates, credit recovery, and instructional strategies to support student learning for all.

As Folsom Lake High students also attend Folsom High School for 50% of their courses, much of the Folsom Lake High SPSA aligns with the Folsom High SPSA.

In partnership with Folsom High School, FLHS will continue to focus on increasing its use of student data through professional learning communities. They will also work to offer students, and thereby their families, a personalized learning experience tailored to ensure they can achieve success and reach their post-secondary goals.

School Vision and Mission

Folsom Lake High Roadrunners

Mission:

Through personalized support, FLHS provides an inclusive, educational community that fosters resiliency and academic success.

Vision:

Success through resilience and responsibility

SLOs:

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

Proficient Learners:

Students will develop the life skills to become lifelong learners.

Effective Communicators:

Students will build the skills necessary for effective personal and professional communication.

Critical Thinkers:

Students will apply knowledge to solve problems.

Resilient Community Members:

Students will strengthen the skills necessary to assume personal responsibility.

School & Community Profile

Folsom Lake High School (FLHS) was established in 1998 as an accredited continuation high school serving Folsom residents within the Folsom Cordova Unified School District. The district is large and suburban, encompassing over 20,000 students across multiple educational programs.

At the end of the 2019-2020 school year, FLHS relocated from its original location on East Bidwell and Riley Street to the Folsom High School campus. This move created a collaborative model where both schools share synchronized bell schedules, allowing FLHS students access to more elective courses and comprehensive campus services.

FLHS focuses on credit recovery and personalized learning to help students graduate on schedule while preparing them for college or careers. The school combines direct instruction with independent work through the APEX online curriculum. Students receive personalized schedules based on assessments, grades, and individual needs, with regular family-counselor meetings for support.

The school provides comprehensive support including special education services, mental health assistance, and technology integration (Smart TVs, iPads, Chromebooks). Students participate in state testing requirements and the school monitors attendance, suspension rates, and graduation progress using PBIS intervention processes.

FLHS students can participate in Folsom High School activities, sports, and clubs to maintain school community connections. The campus also hosts satellite programs for Adult Education and Walnutwood High School's independent study program, expanding educational options for diverse learners.

Folsom Lake High received a three year WASC (Western Association of Schools and Colleges) accreditation in 2024.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

The 2023-2024 Dates were as follows:

August 26, 2024

November 18, 2024

March 3, 2025

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

2024-2025 ELAC Dates:

Resource Inequities

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

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

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.

Suspension rates is a state indicator for which overall performance was in the "Orange" performance category. We will continue to focus on lowering our suspension rates, chronic absenteeism and increasing our graduation rate 93.9%.

Suspension Rate: all students, socioeconomically disadvantaged and white students are in the orange. As a response to this data Folsom Lake High is implementing the following practices: restorative, SEL lessons and PBIS.

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.

English Language Arts: while ELA is 126 points below the standard, it has however increased by 91.5 points. As a response to this data FLHS is implementing Edmentum, and Exact Path, and creating additional time within our Flexi schedule.

Mathematics: while math is 183.6 points below the standard they have increased 57.6 points. As a response to this data FLHS is implementing Edmentum, and math support/intervention.

College and Career Rate: all students are very low with 9.1% prepared. As a response to this data the staff will implement appropriate collaborative teams to help move the students forward.

Other Needs

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

Additional areas of concern for Folsom Lake High are chronic absenteeism and graduation rate.

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 Lake High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | 1.52% | 0% | 1.32% | 1 | 0 | 1 |
| African American | 7.58% | 13.1% | 11.84% | 5 | 11 | 9 |
| Asian | 4.55% | 0% | 1.32% | 3 | 0 | 1 |
| Filipino | % | 0% | % | 0 | 0 | |
| Hispanic/Latino | 27.27% | 29.76% | 28.95% | 18 | 25 | 22 |
| Pacific Islander | 1.52% | 0% | 2.63% | 1 | 0 | 2 |
| White | 43.94% | 40.48% | 40.79% | 29 | 34 | 31 |
| Multiple/No Response | 13.64% | 15.48% | 13.16% | 9 | 13 | 10 |
| Total Enrollment | | | | 66 | 84 | 76 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Grade 11 | 21 | 30 | 19 |
| Grade 12 | 45 | 54 | 57 |
| Total Enrollment | 66 | 84 | 76 |

Conclusions based on this data:

1. Last year, the average enrollment was 80 students with Hispanic and white students making the majority of the school population.
2. School enrollment decreased approximately by 8 students for the 2023-2024 school year.

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 | 18 | 13 | 15 | 13.8% | 27.3% | 19.7% |
| Fluent English Proficient (FEP) | 6 | 9 | 6 | 10.3% | 9.1% | 7.9% |
| Reclassified Fluent English Proficient (RFEP) | | | | 0.0% | | |

Conclusions based on this data:

1. In 2023 - 2024 school year, the number of EL students decrease by 7.6% since 2022-2023 school year.
2. Fluent English proficient (FEP) students slightly decreased in 2023-2024 school year.
3. No new data.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 23 | 31 | 18 | 12 | 28 | 18 | 12 | 28 | 18 | 52.2 | 90.3 | 100 |
| All Grades | 23 | 31 | 18 | 12 | 28 | 18 | 12 | 28 | 18 | 52.2 | 90.3 | 100 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 2460. | 2473. | 2436. | 8.33 | 0.00 | 5.56 | 8.33 | 0.00 | 0.00 | 25.00 | 46.43 | 11.11 | 58.33 | 53.57 | 83.33 |
| All Grades | N/A | N/A | N/A | 8.33 | 0.00 | 5.56 | 8.33 | 0.00 | 0.00 | 25.00 | 46.43 | 11.11 | 58.33 | 53.57 | 83.33 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

Conclusions based on this data:

1. The percentage of students nearly meeting standards significantly decreased while the percentage of students exceeding standards drastically decreased.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 23 | 31 | 18 | 13 | 28 | 17 | 13 | 28 | 17 | 56.5 | 90.3 | 94.4 |
| All Grades | 23 | 31 | 18 | 13 | 28 | 17 | 13 | 28 | 17 | 56.5 | 90.3 | 94.4 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 2452. | 2454. | 2441. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 15.38 | 7.14 | 5.88 | 84.62 | 92.86 | 94.12 |
| All Grades | N/A | N/A | N/A | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 15.38 | 7.14 | 5.88 | 84.62 | 92.86 | 94.12 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

Conclusions based on this data:

1. In 2023-2024, 94.12% of the students did not meet the standard in English.
2. In the 2023-2024 school year, there was a 33.8 % increase in the number of students who took the CAASPP.
3. Students meeting "below standard" remains consistent.

School and Student Performance Data

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

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

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | 5 | 4 | 5 |
| All Grades | | | | | | | | | | 8 | 7 | 6 |

| 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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| 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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| 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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| 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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| 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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| 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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| 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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

Conclusions based on this data:

1. The number of students tested has remained steady.

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 |
| 76 | 51.3% | 19.7% | 0.0% |
| Total Number of Students enrolled in Folsom Lake High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 15 | 19.7% |
| Foster Youth | 0 | 0.0% |
| Homeless | 4 | 5.3% |
| Socioeconomically Disadvantaged | 39 | 51.3% |
| Students with Disabilities | 35 | 46.1% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 9 | 11.8% |
| American Indian | 1 | 1.3% |
| Asian | 1 | 1.3% |
| Filipino | 0 | 0.0% |
| Hispanic | 22 | 28.9% |
| Two or More Races | 10 | 13.2% |
| Pacific Islander | 2 | 2.6% |
| White | 31 | 40.8% |

Conclusions based on this data:

1. Socioeconomically Disadvantaged students have increased from year-to-year. In 2024 51.3% of our students are classified as Socioeconomically Disadvantaged.

2. 5% of our students qualify as homeless. This equates to four students.

School and Student Performance Data

Overall Performance







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2024 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|--|---|
| English Language Arts  No Performance Color | Graduation Rate  Orange | Suspension Rate  Red |
| Mathematics  No Performance Color | | |
| English Learner Progress  No Performance Color | | |
| College/Career  Red | | |

Conclusions based on this data:

1. The Folsom Lake High School suspension rate for the 2023-2024 school year is red. This does not surprise us as we recognized significant conflicts with our FLHS students in 2023-2024.
2. The reduced graduation rate correlated with our chronic absenteeism and students in conflict.

School and Student Performance Data

Academic Performance English Language Arts

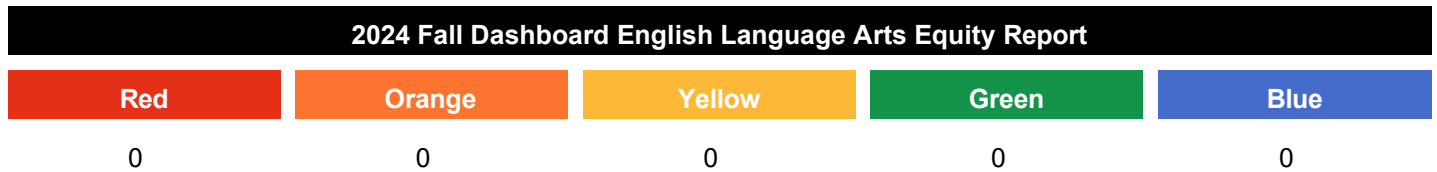
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This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> <p></p> <p>No Performance Color</p> <p>130.5 points below standard</p> <p>Declined 4.6 points</p> <p>13 Students</p> | <p>English Learners</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>5 Students</p> | <p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p> | <p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p> |
| <p>Asian</p>  <p>No Performance Color 0 Students</p> | <p>Filipino</p>  <p>No Performance Color 0 Students</p> | <p>Hispanic</p>  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p> | <p>Pacific Islander</p>  <p>No Performance Color 0 Students</p> | <p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>7 Students</p> |

Conclusions based on this data:

1. There is no performance color to measure data.

School and Student Performance Data

Academic Performance Mathematics

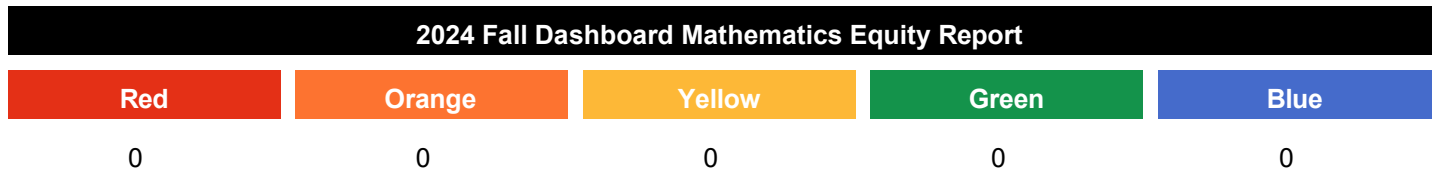
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This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p> <p></p> <p>No Performance Color</p> <p>197.7 points below standard</p> <p>Declined 14.1 points</p> <p>12 Students</p> | <p>English Learners</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>4 Students</p> | <p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p> | <p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p> |
| <p>Asian</p>  <p>No Performance Color 0 Students</p> | <p>Filipino</p>  <p>No Performance Color 0 Students</p> | <p>Hispanic</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p> | <p>Pacific Islander</p>  <p>No Performance Color 0 Students</p> | <p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>7 Students</p> |

Conclusions based on this data:

1. There is no performance color to measure data.

School and Student Performance Data

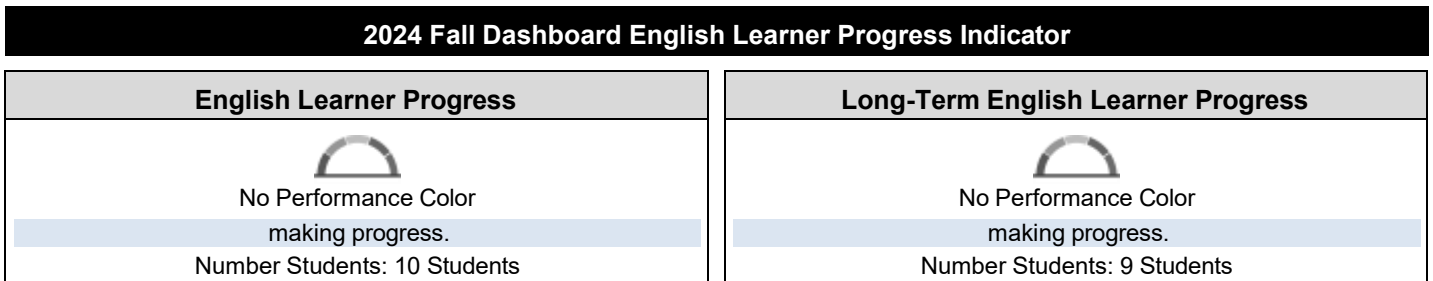
Academic Performance English Learner Progress

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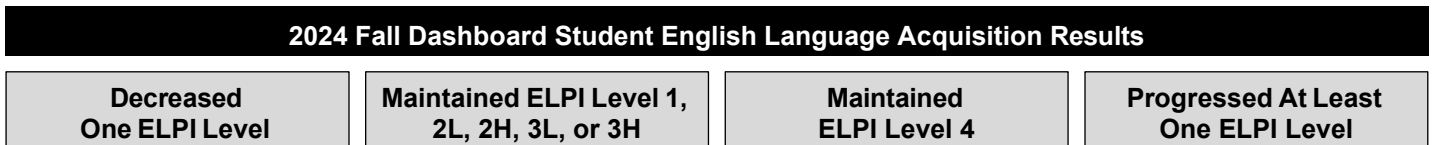
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



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.



Conclusions based on this data:

1. There is no performance color to measure data.

School and Student Performance Data

Academic Performance College/Career Report

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

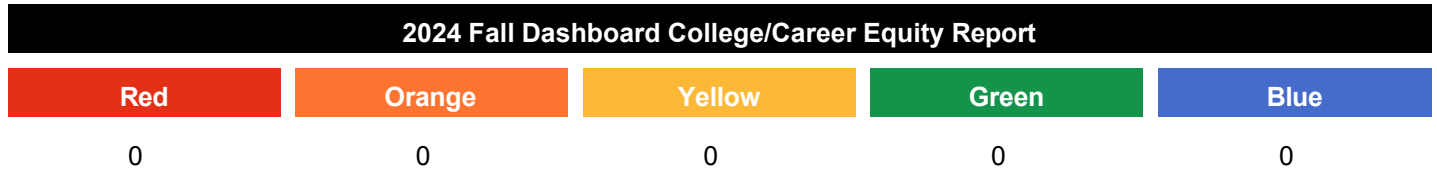
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.










This section provides number of student groups in each level.



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

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p> <p>Red</p> <p>0 Prepared</p> <p>Declined 9.1</p> <p>38 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>8 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>4 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>0 Prepared</p> <p>Declined 11.1</p> <p>25 Students</p> |

| | | |
|--|--|--|
| <p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students 0</p> <p>9 Students</p> | <p>African American</p>  <p>No Performance Color Less than 11 Students 0</p> <p>2 Students</p> | <p>American Indian</p>  <p>No Performance Color 0 Students</p> |
| <p>Asian</p>  <p>No Performance Color 0 Students</p> | <p>Filipino</p>  <p>No Performance Color Less than 11 Students 0</p> <p>1 Student</p> | <p>Hispanic</p>  <p>No Performance Color</p> <p>0 Prepared</p> <p>Declined 16.7</p> <p>15 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color 0 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students 0</p> <p>1 Student</p> | <p>White</p>  <p>No Performance Color</p> <p>0 Prepared</p> <p>Declined 8.3</p> <p>19 Students</p> |

Conclusions based on this data:

1. College and career readiness is understandably low as students enroll at FLHS in the 11th grade or later as credit deficient. The school is non-a-g. We need to do a better job of engaging our students in CTE pathways.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. There is no performance color to measure any data.

School and Student Performance Data

Academic Engagement Graduation Rate

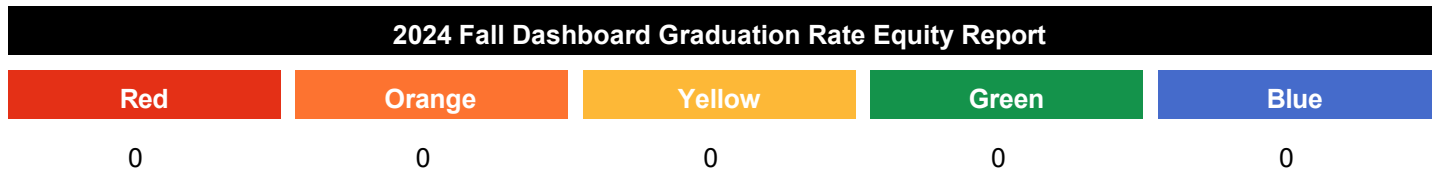
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This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p> <p>Orange</p> <p>87.2% graduated</p> <p>Declined 6.8%</p> <p>39 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>88.5% graduated</p> <p>Maintained 0.4%</p> <p>26 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students</p> | <p>African American</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p> | <p>American Indian</p>  <p>No Performance Color 0 Students</p> |
| <p>Asian</p>  <p>No Performance Color 0 Students</p> | <p>Filipino</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p> | <p>Hispanic</p>  <p>No Performance Color 93.8% graduated Increased 10.4% 16 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color 0 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p> | <p>White</p>  <p>No Performance Color 78.9% graduated Declined 21.1% 19 Students</p> |

Conclusions based on this data:

1. While our graduation rate has declined slightly, 87% is not horrible for students who arrive significantly credit deficient. Chronic absenteeism is the biggest reason for non-grads.

School and Student Performance Data

Conditions & Climate Suspension Rate

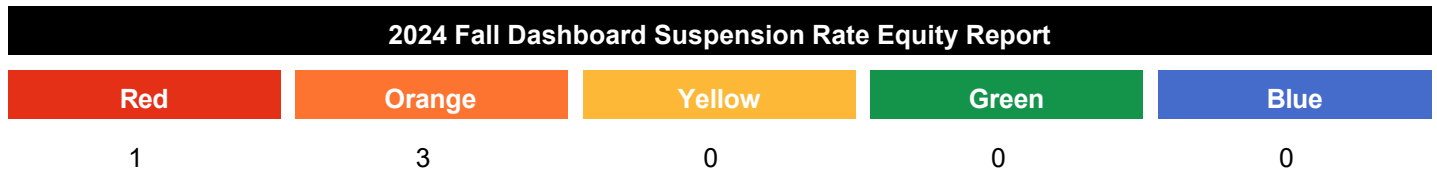
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This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> <p>Red</p> <p>13.1% suspended at least one day</p> <p>Increased 3.7%</p> <p>99 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>11.1% suspended at least one day</p> <p>Increased 4.4%</p> <p>18 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>13.3% suspended at least one day</p> <p>Increased 5.6%</p> <p>15 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>13.7% suspended at least one day</p> <p>Declined 1.5%</p> <p>51 Students</p> |

| | | |
|---|---|--|
| <p>Students with Disabilities</p>  <p>Red</p> <p>14.3% suspended at least one day</p> <p>Increased 8%</p> <p>42 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>Hispanic</p>  <p>Orange</p> <p>6.3% suspended at least one day</p> <p>Increased 2.9%</p> <p>32 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>36.4% suspended at least one day</p> <p>Increased 17.6%</p> <p>11 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p>White</p>  <p>Orange</p> <p>9.8% suspended at least one day</p> <p>Increased 3.4%</p> <p>41 Students</p> |

Conclusions based on this data:

1. Suspension rate slightly increased.
2. Suspension rates for 2023-2024 were high. We were very aware of this during the year, despite our move to restorative practices and other means of correction. Drug or weapon possession were big reasons for the high suspension rate. Rates have declined significantly for 2024-2025.

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.

Student Progress and educational outcomes for all students.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

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

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

Identified Need

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

School Goals

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

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

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| <p>School Goal 1.1 Our previous Edmentum assessment scores and CAASPP scores indicated that at least 38% of our students are not performing at grade level in mathematics.</p> <p>School Goal 1.2 Through the implementation of an ELD course and interventions, all students will make adequate annual progress toward English proficiency.</p> <p>School Goal 1.3 Special Education CAASPP proficiency rates 2023-2024 ELA 30% Math 8%</p> <p>School Goal 1.4 Graduation rate for 2023 was 93.9%.</p> | <p>School Goal 1.1 Our previous Edmentum assessment scores and CAASPP scores indicated that at least 38% of our students are not performing at grade level in mathematics.</p> <p>School Goal 1.2 Through the implementation of an ELD course and interventions, all students will make adequate annual progress toward English proficiency.</p> <p>School Goal 1.3 Special Education CAASPP proficiency rates 2023-2024 ELA 30% Math 8%</p> <p>School Goal 1.4 Graduation rate for 2023 was 93.9%.</p> | <p>Goal 1.1 Edmentum assessment results and CAASPP scores will indicate that at least 62% of our students read at grade level by the end of 2022-2023.</p> <p>Goal 1.2 Through the implementation of an ELD course and interventions, all students will make adequate annual progress toward English proficiency.</p> <p>Goal 1.3 Special Education CAASPP proficiency rate in ELA will be 55% or higher in 2022-2023. Special Education CAASPP proficiency rate in mathematics will be 30% or higher in 2022-2023.</p> <p>Goal 1.4 Graduation rate for 2023-2024 will be 95% or higher.</p> |

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 | All students will have access to on-demand or scheduled reading and math interventions. Level 1 and Level 2 English learners will have access to a scheduled English Learner Development course and push-in support through a teacher and bilingual instructional aid. | All students requiring math or reading intervention | |
| 1.2 | All identified students will be assessed multiple times this year through the Edmentum, growth model assessment program. Students not performing at grade level will be served through our on-demand intervention periods. | All students in ELA and all students in math courses through IM3. | |
| 1.3 | Students will be supported through a push-in model. Special education teachers, general education teachers and supporting administrators will develop shared expectations and commitments for push-in support and possibly for a co-teaching model. | Special education students will be scheduled in general education classes (not sheltered classes) when at all possible. | |
| 1.4 | Progress monitoring online with formative assessment for all students for all courses | All students will benefit from this strategy | |

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

2.01 - Increase student attendance rates and reduce chronic absenteeism .

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

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

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

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

Identified Need

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

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

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

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| Goal 2.1 Average daily attendance (ADA) | Goal 2.1 Administrators will establish relationships and monitor students who have high absenteeism rates. Administrators will conduct conference phone calls to students/parents and conduct home visits. The ADA for Folsom Lake High in the 2022-2023 school year was 95%. | Goal 2.1 Maintain an overall school attendance rate of 96% or higher for the 2023-2024 school year. Increased attendance should result in increased academic achievement (A-F data). |
| Goal 2.2 California Healthy Kids Survey (CHKS) and Panorama SEL surveys | Goal 2.2 On the 2022 CHKS, 9% of junior students reported experiencing harassment due to "race, ethnicity, or national origin"; On the 2022 CHKS, 9% of junior students reported | Goal 2.2 On the 2024 CHKS, 5% or fewer junior students will report experiencing harassment due to "race, ethnicity, or national origin"; On the 2024 CHKS, 5% or fewer junior |

| | | |
|--|--|---|
| | experiencing harassment “because you are gay, lesbian, or bisexual or someone thought you were.” | students will report experiencing harassment “because you are gay, lesbian, or bisexual or someone thought you were.” Improvements in this area should result in increased attendance and academic achievement (A-F data). |
| Goal 2.3 Disaggregated suspension data | Goal 2.3 During the 2021-2022 school year, 7.1% of African American students and 7.8% of Special Education students were suspended for at least one day as compared to 3.1% of the total enrollment. | Goal 2.3 During the 2023-2024 school year, 3% or fewer African American students and 4% of Special Education students will be suspended for at least one day. Fewer missed days should result in increased academic achievement (A-F data). |
| Goal 2.4 California Healthy Kids Survey (CHKS) | Goal 2.4 On the 2022 CHKS, 48% of 11th grade parents indicated “agree” or “strongly agree” that FHS encourages parent involvement. | Goal 2.4 On the 2022 CHKS, 48% of 11th grade parents indicated “agree” or “strongly agree” that FLHS encourages parent involvement. |

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 | <p>Goal 2.1- Maintain an overall school attendance rate of 96% or higher for the 2023-2024 school year. Increased attendance should result in increased academic achievement (A-F data).</p> <p>Strategy 1 - Ensure that the importance of attendance is shared throughout all classes through the entirety of the year.</p> <p>Strategy 2 - Develop positive recognition and awards for good attendance at intervals.</p> <p>Strategy 3 - Produce and monitor student attendance reports at two-week intervals.</p> <p>Strategy 4 - Hold timely School Attendance and Review Team (SART) and School Attendance and Review Board meetings at timely intervals.</p> | All students | |
| 2.2 | <p>Goal 2.2 - On the 2024 CHKS, 5% or fewer junior students will report experiencing harassment due to “race, ethnicity, or national origin”; On the 2024 CHKS, 5% or fewer junior students will report experiencing harassment “because you are gay, lesbian, or bisexual or someone thought you were.” Improvements in this area should result in increased attendance and academic achievement (A-F data).</p> <p>Strategy 1 - Teach Recognize, Interrupt and Repair (RIR) strategies to all students.</p> <p>Strategy 2 - Produce and promote the “What We Say Matters,” Culture and Diversity Students Council video for all students and staff.</p> | All students and parents with an emphasis on our ATSI low socio-economic (SED) students. | |
| 2.3 | Goal 2.3- During the 2023-2024 school year, 3% or fewer Black students and 4% or fewer Special | All Students | 1122 LCFF - Supplemental |

| | | | |
|------------|--|---------------------------|---|
| | <p>Education students will be suspended for at least one day. Fewer missed days should result in increased academic achievement (A-F data).</p> <p>Strategy 1 - Educate all students regarding the many supports available to solve student conflict, including conflict mediation, decompression, counseling and more.</p> <p>Strategy 2 - Implement "Impulsive Decision Making," "Coping Strategies", "Digital Citizenship", "Healthy Relationships" BASE modules.</p> <p>Strategy 3 - Grow the participation in Culture and Diversity Student Council through promotion and direct invitations to Black and students with disabilities.</p> | | <p>1000-1999: Certificated Personnel Salaries Salary 374 LCFF - Supplemental 3000-3999: Employee Benefits Benefits</p> |
| 2.4 | <p>Goal 2.4- On the 2022 CHKS, 48% of 11th grade parents indicated "agree" or "strongly agree" that FHS encourages parent involvement.</p> <p>Strategy 1: Through the website redesign, FLHS will add a section--"How to Get Involved"--for parents.</p> <p>Strategy 2: Over the course of the year, FLHS admin will share specific strategies to support parents in monitoring and supporting their students. These concepts will include the following topics: "Developing Students Who Self-Advocate", "Establishing a Family Definition of Success", "How to Have Academic Conversations and Accountability with Your Student."</p> | All students and parents. | |
| 2.5 | <p>Goal 2. 3 The Culture and Diversity Student Council (CDSC) will be supported by a certificated teacher who is given a release period -- .2FTE -- to support and guide the council</p> | All students and parents | <p>10160 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Cultural and Diversity 3167 LCFF - Supplemental 3000-3999: Employee Benefits Benefits</p> |
| 2.6 | <p>.5 bi-lingual clerk will be added to support student attendance.</p> | All students | <p>3785 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk 1392 LCFF - Supplemental 3000-3999: Employee Benefits Benefits</p> |
| 2.7 | <p>All students will feel safe and connected to a healthy school environment which will increase attendance and engagement.</p> | All students | |

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

None.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

All students will receive appropriately rigorous curriculum.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

3.02 - Provide professional development opportunities in quality first instruction.

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

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

Identified Need

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

Goal 3.1

SEL and mental health needs have increased significantly since the pandemic.

Goal 3.2

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

Goal 3.2

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

Goal 3.3

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| Goal 3.1 SEL and mental health needs have increased significantly since the pandemic as determined through Mental Health Specialist (MHS) caseloads and behavior incidents. | Goal 3.1 Student mental health needs have at least doubled in the past two years. | Goal 3.1 We hope to see MHS caseloads decline, and incidents such as behavior and hospitalizations decrease due to our SEL curriculum implementation. It is our hope that attendance will improve, supporting our 92% positive attendance goal. |
| Goal 3.2 Discussions with PLC leads and Leadership team. | Goal 3.2 Three divisions in particular have reported that they struggle with developing common formative assessments that yield highly informative data. | Goal 3.2 All PLCs will demonstrate proficiency in developing common formative assessments that yield highly informative data. |
| Goal 3.3 PLCs and Division Leads report that they are struggling to lead effective data conversation as necessitated by the PLC process. | Goal 3.3 Maybe 25% of PLC teams have been observed holding effective data conversations. | Goal 3.3 By the end of the 2023-2024 school year, 100% of identified PLC teams will be observed holding an effective data conversation during PLC meetings. |
| Goal 3.4 By the end of the 2023-2024 school year, all students will receive social emotional learning (SEL) education using the five agreed upon BASE SEL modules. | Goal 3.4 Division leaders informed school leadership that they need additional instructional support in incorporating EL strategies into classroom practice. English learners graduate at a rate 17% lower than their typical peers. | Goal 3.4 Teachers will be provided 2 professional development segments, multiple resources and individualized coaching to incorporate effective EL strategies |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|--------------------------------|---|
| | | | |
| 3.1 | Professional development and coaching will be provided to all teachers regarding serving and supporting all English Learners | English Learner (EL) Students. | |
| 3.2 | Base Education SEL curriculum and Panorama surveys will be implemented for all students. Lessons will be delivered through a unique bell schedule as well as through occasional advisory meetings and 9th grade PE. | All students. | |
| 3.3 | Transition supports for students in need. | Unduplicated Groups | Professional Development Block Grant 1000-1999: Certificated Personnel Salaries Cost of four subs for two days of training. LCFF - Supplemental 1000-1999: Certificated Personnel Salaries |

| | | | |
|-----|--|--|--|
| | | | Cost of four subs for two days of training |
| 3.4 | | | |

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.

The focus for the 2024-2025 school year was on access and support for our Hispanic and English Learner subgroups. All actions were implemented. We await disaggregated CAASPP results. Attendance improved and graduation rates remained strong. Hispanic family engagement increased.

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

All actions were implemented.

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

To support our 2024-2025, focus on Hispanic students, we will increase our focus on the performance and supports for students with disabilities as data indicates that we are not meeting their needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.

Identified Need

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

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

Goal 4.2 All school buildings met district and state requirements.

Goal 4.3 Staff will need access to district provided training for integrating linguistically and culturally responsive instructional strategies.

Goal 4.4 Students will be supported with timely and targeted intervention.

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 |
|---|--|---|
| <p>Goal 4.1 All students, including English Learners and special education students, must have access to a curriculum that is aligned to the state standard.</p> <p>Goal 4.2 Ensure that all facilities are updated and in good standing with state and district standards.</p> <p>Goal 4.3 Students will receive instruction that is linguistically and culturally responsive.</p> <p>Goal 4.4 All students will have access to online formative assessment systems.</p> | <p>Goal 4.1 FHS teachers receive at least two opportunities to receive professional development to support EL students and students in special education.</p> <p>Goal 4.2 School facilities are generally in good repair.</p> <p>Goal 4.3 Training on culturally and linguistically responsive instruction for teachers has been minimal.</p> <p>Goal 4.4 Some collaborative teams have used Formative for their common assessments.</p> | <p>Goal 4.1 FLHS teachers will incorporate strategies to support EL students and students in special education. In addition, FLHS teachers will receive support with an FTE EL intervention teacher.</p> <p>Goal 4.2 100% of schools in good or exemplary repair based on the Williams Act criteria.</p> <p>Goal 4.3 All teachers and collaborative teams will develop instructional strategies that are culturally and linguistically responsive.</p> <p>Goal 4.4 All teachers and collaborative teams will have access to and experience with Formative for their common assessments.</p> |

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 | All students will have access to a formative assessment software that provides timely, academic feedback. | All students | <p>General Fund 4000-4999: Books And Supplies Curriculum supports</p> <p>Professional Development Block Grant 5000-5999: Services And Other Operating Expenditures Outsourced professional development</p> |
| 4.2 | Maintain all facilities at FLHS and add purchases or make changes required by state and county guidelines. | All students | |
| 4.3 | Students will be supported by the assistant principal's clerk with attendance and independent study when necessary. | All students | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Cost for subs for four teachers for four days, staggered across the fall and spring semesters |

| | | | |
|-----|--|--------------|---|
| | | | Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Cost of online GLAD training for four teachers. |
| 4.4 | All students will be supported with targeted and scheduled intervention, Flexi sched | All students | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries combined with FHS supplemental for Flexi-Sched LCFF - Supplemental 3000-3999: Employee Benefits |

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

District Goal 1: Student Achievement and Success
School Goal (s):

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 |
|---------------------|-------------|-----------------------|-----------------------|
| | | | |

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 | \$20,000.00 |
| 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 | \$20,000.00 |

Subtotal of state or local funds included for this school: \$20,000.00

Total of federal, state, and/or local funds for this school: \$20,000.00

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 | 20000 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| LCFF - Supplemental | 20,000.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 11,282.00 |
| 2000-2999: Classified Personnel Salaries | 3,785.00 |
| 3000-3999: Employee Benefits | 4,933.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 11,282.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 3,785.00 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 4,933.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 2 | 20,000.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|---------------------------------|----------------------------|
| Howard Cadenhead | Principal |
| Brian Nichols | Classroom Teacher |
| Christina Mendez alternate | Other School Staff |
| Samantha Little | Other School Staff |
| Louise Cranston admin alternate | Other School Staff |
| Geraldine Velaro | Classroom Teacher |
| Drew Bias | Parent or Community Member |
| Casey Shulkin | Classroom Teacher |
| | Secondary Student |
| | Secondary Student |
| | Parent or Community Member |
| | 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 |
|----------------------|--|
| Howard Cadenhead | Principal |
| Brian Nichols | Classroom Teacher |
| Mary Beth Story | Classroom Teacher |
| Christina Vargas | Other School Staff |
| Samantha Little | Other School Staff |
| Suzanne Ambrosini | Other School Staff Parent or Community Member |
| | Parent or Community Member |
| | Parent or Community Member |
| | Secondary Student |
| | Secondary Student |

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 21, 2025.

Attested:

Principal, Howard Cadenhead on 5/21/25

SSC Chairperson, Samantha Little on 5/21/25

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.

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

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

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



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

Agreed-Upon Meeting Norms

| Be on Time | Be Mindful of cell phone etiquette | Stay engaged as an active listener | Assume good will | Ask questions relevant to the group | Avoid side conversations |
|------------|--|------------------------------------|---|-------------------------------------|--------------------------|
| | Introductions - members present at meeting | All | <ul style="list-style-type: none"> • Danielle Wagner - Parent • Katie Wagner - Student • Louise Cranston - Administrator • Carter Berry - Teacher • Nicole Deatherage - Counselor • Maureen Harris - Administrative Secretary | | |
| | Review of LCAP Goals | Louise Cranston | LCAP Goals | | |
| | Review of LCAP Budget | Louise Cranston | Reviewed the \$299,000 budget for FHS. | | |
| | Questions | All | <p>The team did not have any questions.</p> <p>There was a concern about the safety of the bathrooms on campus, and what the plan is for making sure that all students have appropriate access and safety while in the bathroom.</p> <p>Katie Wagner requested that campus monitors have a more robust schedule of checking bathrooms during passing periods and when students are in class. She also expressed frustration with some staff not allowing students to go to the bathroom due to the limitations of the minga app, or just refusal.</p> <p>Katie was happy about the introduction of Flexischedule and limiting students who are not in her classes to show up during intervention time.</p> <p>A discussion was had about the bathrooms and talking with the campus monitors and administration to address her concerns.</p> <p>The team agreed to the budget and goals.</p> | | |



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



Agreed-Upon Meeting Norms

| Be on Time | Be Mindful of cell phone etiquette | Stay engaged as an active listener | Assume good will | Ask questions relevant to the group | Avoid side conversations |
|------------|--|------------------------------------|---|-------------------------------------|--------------------------|
| | Introductions - members present at meeting | All | <ul style="list-style-type: none"> • Louise Cranston - FHS/FLHS Administrator • Eric Eklund - FHS Administrator • Dawn Maxey Parler - FHS Teacher • Suzan Martin - FHS Teacher • Nikka Vaughan - FHS Counselor • Maureen Harris - FHS Administrative Secretary • Danielle Wagner - FHS Parent • Katie Wagner - FHS Student • Kristina Vargas - FLHS Administrative Assistant/Registrar • Ruby Cortez - FLHS Counselor • Emma Christensen - FLHS Student • Tammy Christensen - FLHS Parent | | |
| | Review of SPSA | Louise Cranston/Eric Eklund | <p>SPSA Plan 2025</p> <p>The school goals were reviewed and discussed by the team. There were no questions about the goals for either Folsom High School or Folsom Lake High for the 2025/2026 school year.</p> | | |
| | Review of SPSA Budget | Louise Cranston/Eric Eklund | <p>Reviewed the budgets and funding allocations for Folsom High School and Folsom Lake High School.</p> <p>The allocated funding for FHS was discussed. There were no questions about where the money was going.</p> <p>The allocated funding for FLHS will go towards goal #2 in Counseling support, .1 Cultural and Diversity Counsel staffing, and a .5 school clerk.</p> <p>The team was asked for input on the funding. There were no questions.</p> | | |

September 9th, 2024
FHS ELAC meeting agenda

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