



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Folsom Middle School	34673306059182	May 16, 2024	August 15, 2024

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 Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Folsom Middle School does not directly receive Title I funding for the site level budget. However, the purpose of the plan is to continue promoting an equitable and well-rounded educational experience to all students attending Folsom Middle School, particularly to historically marginalized populations. Based upon the established goals of the Folsom Cordova Unified School District (FCUSD) Local Control Accountability Plan (LCAP) the purpose of the plan is to increase and improve student success rates with an emphasis on historically marginalized and most vulnerable student populations attending Folsom Middle School.

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 Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Folsom Middle School does not directly receive Title I funding for the site level budget. However, the purpose of the plan is to continue promoting an equitable and well-rounded educational experience to all students attending Folsom Middle School, particularly to historically marginalized populations. Based upon the established goals of the Folsom Cordova Unified School District (FCUSD) Local Control Accountability Plan (LCAP) the purpose of the plan is to increase and improve student success rates with an emphasis on historically marginalized and most vulnerable student populations attending Folsom Middle School.

The purpose of this plan is to align our site goals to the Folsom Cordova Unified School District (FCUSD) Local Control Accountability Plan (LCAP). The focus is on school-wide coherence, teamwork, creating a positive school climate and culture, student engagement, student achievement, Social Emotional Learning (SEL), equitable access for all students including those who have been historically marginalized and are the most vulnerable, and Professional Learning Communities (PLC) where practices can support and improve student learning will effectively meet the requirements of the Every Student Succeeds Act (ESSA). The long-term goal of eliminating the achievement gap, with every student performing at high levels, is a targeted focus. Evidence-based interventions including identifying essential standards, implementation of a guaranteed and viable curriculum, providing Multi-tiered Systems of Support (MTSS) through differentiation of instruction with a focus on quality Tier I instruction, increasing student and parent engagement, and implementing equitable practices will be the intention of the School Plan for Student Achievement (SPSA).

School Vision and Mission

Folsom Middle School Vision:
Cultivating Lifelong Learners

Folsom Middle School Mission:
At Folsom Middle School we provide a safe environment where all students are able to learn and grow and are empowered to make responsible life choices.

School & Community Profile

Folsom Middle School (FMS) is located thirty minutes east of Sacramento in the foothills of the Sierra Mountains in the town of Folsom (population 81,328, elevation 220 ft). With a population of 1449 students, FMS serves sixth, seventh, and eighth-grade students. The school has a student population comprised of 44.7% White, 31.48% Asian, 11.79% Hispanic, 10.53% Filipino, Pacific Islander, Native American or two or more races, and 1.5% African American ethnicities. FMS has 56 teachers, an educational program that includes Honors English, Enriched Math, Specialized Academic Enrichment for students with an Individualized Education Plan (IEP), and electives that include choir, orchestra, band, jazz band, art, student leadership, yearbook, media productions, STEM, Robotics, creative writing, introductory and advanced level Spanish, Drama, and curriculum support. Folsom Middle School also offers an 8th grade level Community Action for Responsive Education (CARE) program for at-risk students that is funded by the Sacramento County Office of Education (SCOE). FMS has many after-school clubs that include Speech and Debate, Model U.N., Math Club, Science Bowl, Club Live, Visual and Performing Arts Clubs, Save the Planet, Equality for All, and History Day. In addition, we have a Student Council and Where Everyone Belongs (WEB) student group that provides school leadership opportunities to our students. Folsom Middle School was named a California Distinguished School in 2024 and the principal, Dr. Terri Daniels, received the ACSA Middle School Administrator of the Year recognition for the entire state in 2024.

Educational Partner Involvement

How, when, and with whom did Folsom Middle 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

The leadership at Folsom Middle School utilized a variety of outreach efforts in gathering input and feedback on the development of the School Plan for Student Achievement (SPSA). Folsom Middle School's Parent Teacher Organization (PTO), English Language Advisory Committee (ELAC), the Folsom Middle School Climate Team, the Folsom Middle School Attendance Task Force, and School Site Council (SSC) include parents, staff, community members, and student leaders that have participated in discussions related to the development of the School Plan for Student Achievement (SPSA). The California Healthy Kids Survey generated input from students, parents, and staff that was incorporated into the development of the SPSA, as well as local survey data. During the meetings held in the 2023-2024 school year, student achievement data and relevant topics, including Common Core State Standards (CCSS), family engagement strategies, attendance, and discipline were discussed.

The Folsom Middle School Site Council, ELAC, PTO, Attendance task force, and Climate Team met regularly to discuss the needs and determine goals and actions to best support student achievement.

2023-2024 Site Council Meetings: 8/21/23; 10/12/23; 11/16/23; 1/25/24; 3/21/24; 5/16/24
2023-2024 ELAC Meetings: 8/24/23; 9/28/23; 11/8/23; 2/1/24; 3/7/24; 4/1/24

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.

- * Professional Learning Communities (PLC) use of data to inform instruction and better meet student needs remains a high priority for approaching inequities evident in student achievement levels.
- * Instructional coaching support is provided to assist teachers on how best to implement Response to Intervention (Rtl) and Multi-Tiered Systems of Support (MTSS) strategies to differentiate instruction to best meet student's needs and address issues of equity in learning, particularly with an intentional focus on historically marginalized and the most vulnerable student populations. Based on the 2023 CAASPP results the highest at-risk subgroups are students with disabilities (English Language Arts 32.9 points below standard/Math 73.7 points below standard) and socio-economically disadvantaged students in math only (Math 28 points below standard).
- *The plan addresses continued Professional Development (PD) needed for MTSS/Rtl implementation in the 2024-2025 school year, with an emphasis on Marzano's High Reliability Schools framework.
- *A continued focus on teacher effectiveness and fair grading practices are addressed in the current plan based on data from the needs assessment.
- * Offer further academic support opportunities for struggling students within the master schedule and beyond the school day. (Curriculum Support/Tutoring/mentoring and the possible addition of a FLEX period which continues to be a goal of the Folsom Middle School Site Council).
- * Continue development on a more comprehensive Restorative Discipline plan that encompasses the entire stakeholder community and promotes a safe climate and culture of learning particularly with an intentional focus on historically marginalized and the most vulnerable student populations and incorporates the school and district mission and vision as a guiding point for all decision making on school improvement.

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.

Based upon the California Dashboard the only subgroup of students in the orange performance category is students with disabilities for English Language Arts and students with disabilities and socioeconomically disadvantaged students in math. No subgroups in the current dashboard data are in the red performance category. The data indicates a need to provide targeted intervention to students in these two subgroups to close the achievement gap among them and their peer groups. With the addition of FLEX in the 2024-2025 school year these subgroups can be provided the academic support in Math needed to address the concerns.

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.

Based upon the California Dashboard the only subgroup of students in the orange performance category is students with disabilities for English Language Arts and students with disabilities and socioeconomically disadvantaged students in math. No subgroups in the current dashboard data are in the red performance category. The data indicates a need to provide targeted intervention to students in these two subgroups to close the achievement gap among them and their peer groups. With the addition of FLEX in the 2024-2025 school year students with disabilities can be provided the academic support in English Language Arts needed to address the concerns.

Other Needs

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

Folsom Middle School also uses data from the district adopted Renaissance assessment in both Reading and Math to determine areas of focus for students, particularly those who are in historically marginalized subgroups. Use of common formative and summative assessment data provides areas of targeted intervention for teachers to work more closely with academically struggling students on specific areas of need.

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.23%	0.3%	0.36%	3	4	5
African American	1.61%	1.49%	1.43%	21	20	20
Asian	29.43%	31.72%	32.00%	385	425	449
Filipino	2.22%	2.39%	2.42%	29	32	34
Hispanic/Latino	11.93%	11.79%	13.33%	156	158	187
Pacific Islander	0.31%	0.07%	0.14%	4	1	2
White	47.25%	44.78%	41.55%	618	600	583
Multiple/No Response	6.96%	7.39%	8.62%	91	99	121
Total Enrollment				1,308	1340	1403

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	437	470	446
Grade 7	397	460	489
Grade 8	474	410	468
Total Enrollment	1,308	1,340	1,403

Conclusions based on this data:

1. Enrollment at Folsom Middle School has increased the most for Asian students in the most current school year.
2. While diversity exists, it is evident that the majority of the students are white followed closely by Asian students. However, the percentage of white students has continued to decrease in the 2022-2023 school year while the number of Asian students has increased.
3. A focus on more culture diversity and providing students at Folsom Middle School with more exposure to cultural diversity continues to be warranted and continues to be an area for focus. Equitable access to education is a focus particularly for historically marginalized and the most vulnerable student populations.

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	41	39	53	4.1%	3.1%	3.8%
Fluent English Proficient (FEP)	269	287	290	19.6%	20.6%	20.7%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Folsom Middle School continues to have a small percentage of English Learners but is continuing to receive more newcomers with little English language. This indicates the need for attention to support the English Learner population at Folsom Middle School. While the number of Fluent English Proficient (FEP) students has increased over the last three years it is important for Folsom Middle School to continue to support students who speak languages other than English at home.
2. An English Language Advisory Committee (ELAC) remains necessary to address academic concerns of English Learners (EL) students. The English Language Advisory Committee will continue to meet six times in the 2024-2025 school year to support English Learner students and to provide feedback to address the needs of students in this subgroup.
3. Reclassification continues to be a goal for English Learners at Folsom Middle School by ensuring English Learners make grade level progress through access to grade level curriculum and quality first instruction. EL students will be monitored closely for access to support their ability to obtain English Language Proficiency through the Progress Monitoring Team meetings twice a month.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	381	438	470	0	433	464	0	433	464	0.0	98.9	98.7
Grade 7	451	395	456	0	390	446	0	390	446	0.0	98.7	97.8
Grade 8	444	474	414	0	468	408	0	468	408	0.0	98.7	98.6
All Grades	1276	1307	1340	0	1291	1318	0	1291	1318	0.0	98.8	98.4

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2580.	2583.		33.95	36.21		38.34	37.28		19.86	20.26		7.85	6.25
Grade 7		2627.	2620.		44.10	40.58		38.97	38.79		11.28	13.90		5.64	6.73
Grade 8		2639.	2640.		37.61	38.48		44.44	41.67		13.68	15.93		4.27	3.92
All Grades	N/A	N/A	N/A		38.34	38.39		40.74	39.15		15.03	16.77		5.89	5.69

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		38.34	35.99		52.66	54.09		9.01	9.91
Grade 7		40.77	32.74		53.59	60.54		5.64	6.73
Grade 8		39.74	39.22		54.91	53.68		5.34	7.11
All Grades		39.58	35.89		53.76	56.15		6.66	7.97

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		26.10	30.60		61.66	59.27		12.24	10.13
Grade 7		51.03	46.19		43.08	47.31		5.90	6.50
Grade 8		36.11	36.03		56.84	57.84		7.05	6.13
All Grades		37.26	37.56		54.30	54.78		8.44	7.66

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		21.94	21.55		72.52	75.22		5.54	3.23
Grade 7		21.79	24.22		72.82	71.30		5.38	4.48
Grade 8		26.92	27.21		69.87	70.83		3.21	1.96
All Grades		23.70	24.20		71.65	72.53		4.65	3.26

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		29.56	33.62		65.82	57.97		4.62	8.41
Grade 7		39.74	38.79		54.10	55.16		6.15	6.05
Grade 8		38.25	43.63		58.12	53.43		3.63	2.94
All Grades		35.79	38.47		59.49	55.61		4.73	5.92

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Conclusions based on this data:

1. Based upon the results of the 2021-2022 CAASPP data shows that 79.08% overall of students exceeded or met the standards in English Language Arts. Grade 6: 33.95% of students exceeded and 38,34 met ELA standards; Grade 7: 40.57% exceeded and 38.97% met standards; and Grade 8: 37.61% exceeded and 44% met standards. At the time of this plan being drafted the 2022-2023 data has not been input to the plan.
2. According to the California Dashboard results of the 2022-2023 data, English Language Arts results show students-maintained scores similar to the 2021-2022 CAASPP testing results. Academic areas of subgroup performance indicate students with disabilities as a subgroup needing targeted intervention in English Language Arts.
3. Based on 2022 and 2023 CAASPP results, Folsom Middle School will continue to provide a high level of rigorous Tier I instruction in English Language Arts curriculum and instruction moving into the 2024-2025 school year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	381	438	470	0	433	466	0	433	465	0.0	98.9	99.1
Grade 7	451	395	456	0	390	447	0	390	447	0.0	98.7	98.0
Grade 8	444	475	414	0	467	407	0	467	407	0.0	98.3	98.3
All Grades	1276	1308	1340	0	1290	1320	0	1290	1319	0.0	98.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2579.	2583.		37.88	39.78		25.17	25.38		24.02	22.15		12.93	12.69
Grade 7		2626.	2616.		49.49	43.85		23.08	23.94		17.95	17.90		9.49	14.32
Grade 8		2635.	2654.		44.75	53.81		22.91	17.44		20.56	16.95		11.78	11.79
All Grades	N/A	N/A	N/A		43.88	45.49		23.72	22.44		20.93	19.11		11.47	12.96

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		35.80	35.05		48.73	50.32		15.47	14.62
Grade 7		48.21	46.09		42.31	40.04		9.49	13.87
Grade 8		42.40	48.40		47.11	40.05		10.49	11.55
All Grades		41.94	42.91		46.20	43.67		11.86	13.42

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		33.49	33.98		52.19	53.12		14.32	12.90
Grade 7		43.59	42.51		48.46	47.20		7.95	10.29
Grade 8		40.90	47.42		51.18	43.24		7.92	9.34
All Grades		39.22	41.02		50.70	48.07		10.08	10.92

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		32.79	33.33		57.51	58.49		9.70	8.17
Grade 7		38.72	37.81		53.59	52.57		7.69	9.62
Grade 8		36.40	44.72		55.67	46.19		7.92	9.09
All Grades		35.89	38.36		55.66	52.69		8.45	8.95

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. At the time of the writing of this plan the results of the 2022-2023 CAASPP testing were not input into the system. Based upon the California Dashboard, the results of the 2022-2023 Mathematics CAASPP assessment indicated the overall score increased by 3.6 points with an overall indicator of 48.9 points above standard.
2. The 2021-2022 CAASPP results demonstrated a maintained level across all percentages in students exceeding, meeting, nearly meeting, or not meeting standards from pre-Covid years. The subgroups indicating needing further targeted instruction in mathematics based on the 2022-2023 California Dashboard is students with disabilities and socio-economically disadvantaged students.
3. Of the three Math components, Folsom Middle School students showed the most need for improvement in Concepts and Procedures based on the 2021-2022 CAASPP results. Folsom Middle School will place a high focus on Math skills and development for overall student performance moving forward, particularly with an intentional focus on historically marginalized and the most vulnerable student populations.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1520.8	1546.3	1566.5	1533.3	1551.9	1566.3	1507.8	1540.3	1566.3	16	16	13
7	1573.3	1586.7	1552.9	1591.9	1586.0	1559.4	1554.2	1587.2	1546.1	16	12	14
8	1617.3	*	*	1654.3	*	*	1579.8	*	*	12	10	6
All Grades										44	38	33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	18.75	37.50	53.85	31.25	18.75	23.08	31.25	43.75	15.38	18.75	0.00	7.69	16	16	13
7	56.25	58.33	28.57	18.75	16.67	42.86	12.50	16.67	28.57	12.50	8.33	0.00	16	12	14
8	58.33	*	*	25.00	*	*	8.33	*	*	8.33	*	*	12	*	*
All Grades	43.18	47.37	33.33	25.00	18.42	36.36	18.18	31.58	27.27	13.64	2.63	3.03	44	38	33

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	25.00	50.00	69.23	56.25	31.25	23.08	18.75	18.75	0.00	0.00	0.00	7.69	16	16	13
7	68.75	58.33	57.14	6.25	33.33	21.43	12.50	0.00	21.43	12.50	8.33	0.00	16	12	14
8	66.67	*	*	25.00	*	*	0.00	*	*	8.33	*	*	12	*	*
All Grades	52.27	52.63	54.55	29.55	34.21	27.27	11.36	10.53	12.12	6.82	2.63	6.06	44	38	33

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.50	12.50	23.08	18.75	25.00	46.15	18.75	37.50	23.08	50.00	25.00	7.69	16	16	13
7	31.25	41.67	7.14	31.25	16.67	35.71	12.50	25.00	35.71	25.00	16.67	21.43	16	12	14
8	33.33	*	*	25.00	*	*	25.00	*	*	16.67	*	*	12	*	*
All Grades	25.00	28.95	12.12	25.00	23.68	39.39	18.18	31.58	33.33	31.82	15.79	15.15	44	38	33

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.50	25.00	38.46	75.00	68.75	61.54	12.50	6.25	0.00	16	16	13
7	37.50	16.67	28.57	43.75	66.67	57.14	18.75	16.67	14.29	16	12	14
8	50.00	*	*	33.33	*	*	16.67	*	*	12	*	*
All Grades	31.82	18.42	30.30	52.27	71.05	60.61	15.91	10.53	9.09	44	38	33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	56.25	68.75	69.23	43.75	25.00	23.08	0.00	6.25	7.69	16	16	13
7	73.33	83.33	71.43	20.00	8.33	28.57	6.67	8.33	0.00	15	12	14
8	90.91	*	*	0.00	*	*	9.09	*	*	11	*	*
All Grades	71.43	68.42	66.67	23.81	26.32	30.30	4.76	5.26	3.03	42	38	33

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.50	12.50	23.08	25.00	43.75	53.85	62.50	43.75	23.08	16	16	13
7	50.00	33.33	0.00	18.75	41.67	64.29	31.25	25.00	35.71	16	12	14
8	41.67	*	*	33.33	*	*	25.00	*	*	12	*	*
All Grades	34.09	31.58	9.09	25.00	36.84	57.58	40.91	31.58	33.33	44	38	33

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	26.67	37.50	53.85	66.67	62.50	38.46	6.67	0.00	7.69	15	16	13
7	18.75	25.00	21.43	75.00	66.67	78.57	6.25	8.33	0.00	16	12	14
8	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
All Grades	23.26	34.21	33.33	69.77	63.16	63.64	6.98	2.63	3.03	43	38	33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. A small number of English Learner (EL) students are enrolled at Folsom Middle School. ELPAC data for 2021-2022 showed an increase in percentage of students scoring Level 4 on the ELPAC assessment and a higher number of students were reclassified as English Language Proficient in the 2022-2023 school year. At the time of the writing of this plan, the 2022-2023 ELPAC data was not input into the system.
2. Based upon the California Dashboard in 2023 the percentage of English Learners who decreased in one ELPI level went down and the percentage of students who progressed in at least one ELPI level increased. In 2022 the percentage of students who decreased in one ELPI level was 13.5% and in 2023 the percentage was 4.2%. In 2022 the percentage of students who progressed one or more ILPI levels was 67.6% and in 2023 the percentage increased to 70.8%. Both of these statistics are quite promising.
3. Students continue to need access to grade level curriculum that is scaffolded and all teachers, including English Language Arts teachers, need to provide instruction with English Language Development (ELD) supports. Professional Development opportunities will continue to be researched and offered in the 2024-2025 school year to teachers to provide support to English Learner students.

School and Student Performance Data

California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1340	6.8	2.9	0.1
Total Number of Students enrolled in Folsom Middle 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	2.9
Foster Youth	1	0.1
Homeless	2	0.1
Socioeconomically Disadvantaged	91	6.8
Students with Disabilities	124	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	1.5
American Indian	4	0.3
Asian	425	31.7
Filipino	32	2.4
Hispanic	158	11.8
Two or More Races	99	7.4
Pacific Islander	1	0.1
White	600	44.8

Conclusions based on this data:

1. Socio-economically disadvantaged students comprise a small percentage of the overall population at Folsom Middle School.
2. Students with disabilities comprise a small portion of the overall student population at Folsom Middle School.
3. Ethnic subgroups, other than Asian, are not well represented by the general student population. Staff needs to be aware of the discrepancy and continue to support students in all subgroups equitably placing emphasis on serving students who are historically marginalized and represent the most vulnerable.

School and Student Performance Data





Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Blue</p></div>	<div>Chronic Absenteeism</div> <div><p>Green</p></div>	<div>Suspension Rate</div> <div><p>Green</p></div>
<div>Mathematics</div> <div><p>Blue</p></div>		

Conclusions based on this data:

- Suspension rates have improved based on the recent data, yet will continue to be an area of focus, particularly with students who are on Individual Education Plans (IEPs) and those groups who are historically marginalized and in the most vulnerable student populations. The administration and staff will continue to work on school climate and student engagement to address the student suspension concerns. Student engagement and connectedness to adults on campus has been deemed a high area of need based on student responses to survey data including Panorama results in the 2022-2023, as well as the 2023-2024 school year. Social Emotional Learning (SEL) and

equity for all students particularly those who have been historically marginalized and are in the most vulnerable student populations is an area of need. Restorative discipline practices will be enhanced and continued to be implemented in the 2024-2025 school year to minimize the suspension data results in the new school year.

2. Chronic absenteeism and truancy continue to be an area the school will continue to target in 2024-2025. Parent education on the importance of attendance continues to be a need. Folsom Middle School will work with the district on addressing the concerns of chronic absenteeism and a focus on attendance. School Attendance Review Team Meetings facilitated by the school principal will continue as it appears to have an effect on the number of chronic absenteeism in the current school year based on data received from Attention to Attendance records.
3. Students scored very high in both English Language Arts and Math on the 2022 and 2023 CAASPP assessments. It is important for stakeholders to continue with this high area of success and continue to provide students with a challenging curriculum and support the students who are still struggling to meet the standards, particularly with an intentional focus on historically marginalized and the most vulnerable student populations such as students with disabilities, English Learners, and socio-economically disadvantaged subgroups. Response to Intervention (RtI) and a Multi-tiered System of Support (MTSS) implementation continues to be an area of focus to assist all students in their academic proficiency.

School and Student Performance Data

Academic Performance English Language Arts

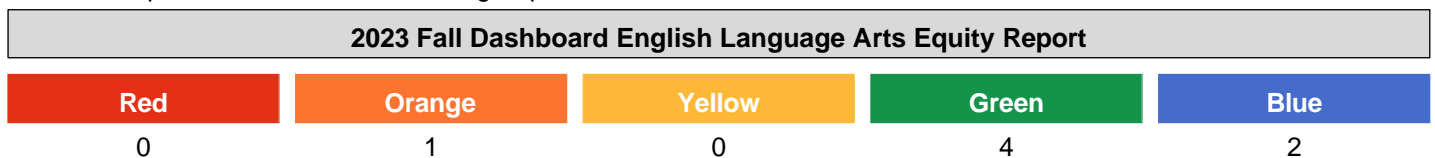
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 64.5 points above standard Maintained -1.5 points 1299 Students	English Learners Green 15.1 points above standard Increased +5.7 points 85 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Green 13.7 points above standard Maintained +2.8 points 87 Students	Students with Disabilities Orange 32.9 points below standard Decreased -6.6 points 118 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American 24.2 points above standard Decreased Significantly - 22.8 points 19 Students	American Indian Less than 11 Students 4 Students	Asian  Blue 100.4 points above standard Maintained -0.1 points 416 Students	Filipino 50.8 points above standard Decreased Significantly - 35.4 points 32 Students
Hispanic  Green 32.9 points above standard Decreased -3.6 points 153 Students	Two or More Races  Green 44.4 points above standard Decreased -12.4 points 96 Students	Pacific Islander Less than 11 Students 1 Student	White  Blue 52.3 points above standard Maintained -0.9 points 578 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 74 points below standard Decreased -12.1 points 25 Students	Reclassified English Learners 52.2 points above standard Decreased -12.4 points 60 Students	English Only 57.3 points above standard Maintained -1.7 points 991 Students
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Conclusions based on this data:

1. Students with Disabilities continues to indicate the greatest need. A focus remains to provide academic support for this subgroup through the Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) model. An instructional coach position will continue in 2024-2025 to support the Folsom Middle School staff to address the needs of students and to support teachers on implementing the most valid models of instructional practices to promote student success. Folsom Middle School will continue to work on Level 2 of the High Reliability Schools certification which is focused on effective instruction in every classroom.
2. English Learners and Socio-Economically Disadvantaged Students are performing overall above standard. Folsom Middle School is committed to keeping these subgroups performing above standard in English Language Arts.
3. Overall, Folsom Middle School students continue to perform in the very high category in English Language Arts. Folsom Middle School will continue to work with students in all subgroups to maintain the high level of achievement in English Language Arts as based upon current and future CAASPP assessment results.

School and Student Performance Data

Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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







This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	3	1

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 48.9 points above standard Increased +3.6 points 1295 Students	English Learners  Green 6.6 points above standard Maintained -0.4 points 85 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 28 points below standard Maintained +0.1 points 85 Students	Students with Disabilities  Orange 73.7 points below standard Decreased -14.4 points 118 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American 8.2 points below standard Decreased Significantly - 40.6 points 19 Students	American Indian Less than 11 Students 4 Students	Asian  Blue 113.4 points above standard Increased +8.6 points 416 Students	Filipino 22.2 points above standard Decreased Significantly - 31.3 points 32 Students
Hispanic  Yellow 1.5 points below standard Maintained +2 points 153 Students	Two or More Races  Green 17.3 points above standard Decreased -7 points 95 Students	Pacific Islander Less than 11 Students 1 Student	White  Green 24.6 points above standard Maintained +0.3 points 575 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 105.7 points below standard Decreased Significantly -43.4 points 26 Students	Reclassified English Learners 49.4 points above standard Decreased -11.4 points 60 Students	English Only 34.4 points above standard Maintained +1.6 points 987 Students
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Conclusions based on this data:

1. Socio-Economically Disadvantaged students and Students with Disabilities are subgroups that need to be targeted for math support. These subgroups scored in the low category based upon the data.
2. Asian students performed very high on the math CAASPP assessment in 2023. White students scored high overall. These groups appear to be excelling in math performance based on the current data. Folsom Middle School is committed to providing challenging lessons and enrichment opportunities for growth to the high performing subgroups and to all students, including those from historically marginalized subgroups.
3. Staff will continue to focus on improving upon the current Math data with an intentional focus on strengthening Tier I core instruction moving into the 2024-2025 school year. A focus will be on this area, particularly with an intentional focus on historically marginalized and most vulnerable student populations. While the results indicate the scores have increased according to CAASPP data it is necessary for Folsom Middle School to determine better ways to address curriculum and instruction in Math to move these scores to demonstrate higher levels of student proficiency in exceeding standards and working with students in the nearly met or did not meet categories to improve in their math proficiency.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 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.

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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.

2023 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	
70.8% making progress towards English language proficiency	
Number of EL Students: 24 Students	
Performance Level: No Performance 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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	6	0	17

Conclusions based on this data:

- The data indicates that 70.8 % of English Learners are making progress toward English Language proficiency.
- English Learners at Folsom Middle School continue to show significant growth in both ELA and Math based upon the available data.
- Only one student decreased by one ELPI level and 17 progressed at least one ELPI level based upon the current data in 2023-2024. This statistic is encouraging.

School and Student Performance Data

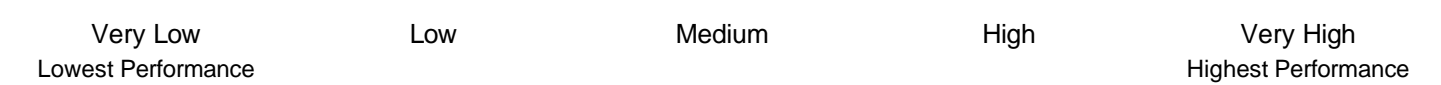
Academic Performance College/Career Report

The 2023 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.

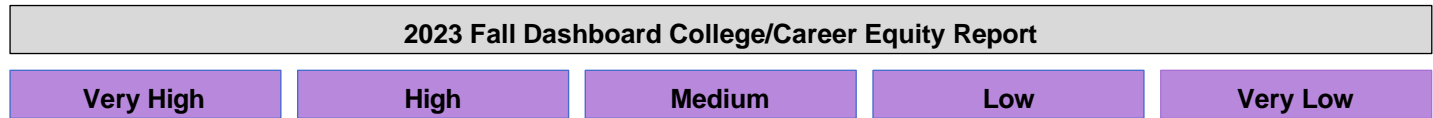
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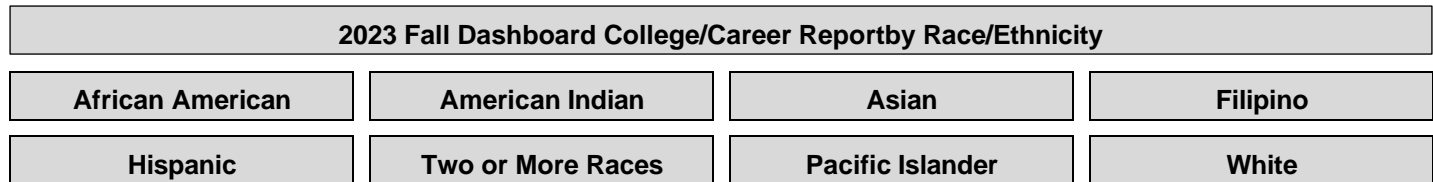
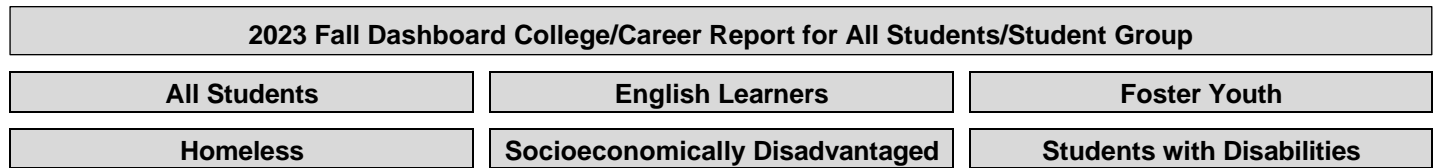
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

1. N/A - Folsom Middle School does not serve high school age students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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







This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 5.4% Chronically Absent Declined Significantly -4.4 1384 Students	 Green 3.7% Chronically Absent Declined -6.6 54 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	 Yellow 13.8% Chronically Absent Declined -13.7 109 Students	 Yellow 10.1% Chronically Absent Declined -10.4 129 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American 4.3% Chronically Absent Declined -9.9 23 Students	American Indian Less than 11 Students 4 Students	Asian  Blue 2.5% Chronically Absent Declined -0.7 442 Students	Filipino 2.9% Chronically Absent Declined -7.4 34 Students
Hispanic  Green 7.8% Chronically Absent Declined Significantly -11.9 166 Students	Two or More Races  Green 6.7% Chronically Absent Declined -6.7 104 Students	Pacific Islander Less than 11 Students 1 Student	White  Green 6.9% Chronically Absent Declined Significantly -4 610 Students

Conclusions based on this data:

- 10.1% of students with disabilities and 13.8% of socio-economically disadvantaged students were chronically absent as based upon the 2023 data.
- Students with Disabilities and Socio-Economically Disadvantaged students show the highest rate of chronic absenteeism and need to be targeted for focus on working with students and parents to understand the potential risks that accompany chronic absenteeism for future academic success. Parent education on chronic absenteeism and the affects continues to be an area of focus for Folsom Middle School in the 2024-2025 school year.
- Asian students continue to show the lowest rate of chronic absenteeism as indicated by the results on the California Dashboard.

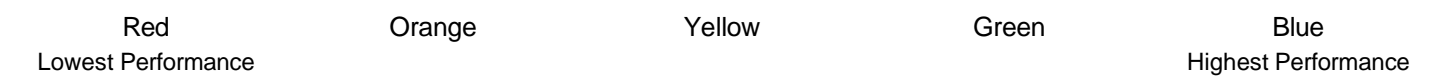
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A - Folsom Middle School does not have students in high school.

School and Student Performance Data

Conditions & Climate Suspension Rate

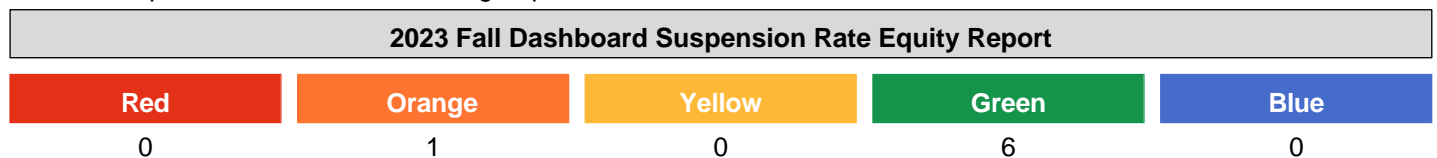
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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







This section provides 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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1% suspended at least one day Declined -1.2 1401 Students	English Learners  Green 1.8% suspended at least one day Declined -5 55 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Green 5.2% suspended at least one day Declined -0.9 116 Students	Students with Disabilities  Orange 5.3% suspended at least one day Increased 2.9 133 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 4.3% suspended at least one day Increased 4.3 23 Students	American Indian Less than 11 Students 4 Students	Asian  Green 0.9% suspended at least one day Declined -0.3 447 Students	Filipino 0% suspended at least one day Declined -3.4 36 Students
Hispanic  Green 1.8% suspended at least one day Declined -2.5 168 Students	Two or More Races  Green 1% suspended at least one day Declined -6.2 105 Students	Pacific Islander Less than 11 Students 1 Student	White  Green 0.8% suspended at least one day Declined -0.6 617 Students

Conclusions based on this data:

1. Students with Disabilities is a subgroup where an increase in suspension rates is notable. 5.3% of students with disabilities were suspended for one or more days in the 2023 school year.
2. African American students were suspended at a higher percentage rate than students of other ethnic subgroups.
3. Based on survey data and the data above it is determined there is a need for a focus on school climate and student engagement. Relationship building between students and adults on campus continues to be an area for targeted attention in the 2024-2025 school year to lower the number of suspensions on campus.

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 will be monitored for success using assessment results.

Folsom Middle School will continue to provide students with an educational program based upon a guaranteed and viable curriculum which addresses all the identified essential standards in all core subjects at each grade level in the 2024-2025 school year and improved success will be measured through Renaissance benchmark assessment data and an increase in met or exceeded state standards from the 2024 CAASPP results to the 2025 CAASPP results will be evident, with an intentional focus on historically marginalized and underserved student population subgroups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Identified Need

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

Targeted support for students with disabilities for Math and English and socio-economically disadvantaged students in Math as based upon the 2022-2023 California Dashboard Data.

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
Progress Monitoring Team documentation and PowerSchool and Panorama data.	2022-2023 CAASPP results (on California Dashboard) and 2023-2024 Renaissance data.	By the end of the 2024-2025 school year the 2025 CAASPP data will indicate students with disabilities will show growth in English and Math and students in the socio-economically disadvantaged subgroup will show an increase in math CAASPP scores from the data on the 2023 California Dashboard data. Through the progress monitoring team and work done through Professional Learning Communities, staff will identify targeted areas of need to focus student achievement upon and a plan will be developed to assist each struggling student in their individual areas for growth. The Instructional Coach will work with counselors and administration to maintain student progress over time.
CAASPP Data	<p>Baseline CAASPP Data 2023</p> <p>All Students ELA 64.5 points above standard (maintained from 2022) Subgroups: Students with Disabilities ELA 32.9 points below standard (target subgroup) English Learners 15.1 points above standard (increased 5.7 points from 2022) Socio-Economically Disadvantaged 13.7 points above standard (maintained from 2022) Focus in ELA on subgroup: Students with Disabilities</p> <p>All Student's Math 48.9 points above standard (increased by 3.6 points from 2022) Subgroups: Students with Disabilities Math 73.7 points below standard (declined 14.4 points from 2022 ... Target subgroup) English Learners 6.6 points above standard (maintained from 2022) Socio-economically Disadvantaged 28 points below standard (maintained 0.1 points from 2022 Target subgroup)</p> <p>Focus on math is evident based upon CAASPP scores 2023 on the California Dashboard</p>	By the end of the 2024-2025 school year, the 2025 CAASPP data will indicate students with disabilities will show growth in English and Math CAASPP scores from the data on the 2023 California dashboard data. All students will show maintained or improved overall scores on ELA and Math on the 2024 CAASPP data as indicated by the California Dashboard.

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	Provide intervention/enrichment opportunity during the school day with an addition of a flex period.	All students	2458 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide struggling students with support.
1.2	ELD support class and three General Education Curriculum Support classes included in Master Schedule	Students who are performing below grade level including English Learners and Special Education Students.	0.00 None Specified None Specified .4 FTE (2 sections of Elective) covered in teacher salaries 33,872 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Teacher Intervention 11,166 LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Supplemental Teacher Benefits (DO) 0.00 General Fund 3000-3999: Employee Benefits .40 General Fund Teacher Benefits
1.3	Fulltime Instructional Coach on campus	All students with a specific focus on historically marginalized subgroups.	95,853 Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach position 30,387 Learning Recovery 3000-3999: Employee Benefits Benefits Instructional coach
1.4	Weekly PLC meetings in Math and English Departments and bi-monthly in all other departments with a focus on the New Art and Science of Teaching Instructional Model and Level 2 High Reliability certification.	All	0.00 Other 5800: Professional/Consulting Services And Operating Expenditures Built in Master Schedule 2145 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub coverage PD 1016 LCFF - Supplemental 3000-3999: Employee Benefits

			Benefits
1.5	Provide teachers with Professional Development Opportunities to focus on PLC work and High Reliability/New Art and Science of Teaching Implementation	All	12,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Training
1.6	Tutoring and Homework Help after school provided by classified personnel for academically struggling students.	Students with Disabilities and Socio-economically disadvantaged	3,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries time card for extra help 1477 LCFF - Supplemental 4000-4999: Books And Supplies supplemental materials to support academic struggling students with tutoring and homework help

Annual Review

SPSA Year Reviewed: 2023-24

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.

New goal written. Analysis will take place after the 2024-2025 implementation.

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

Unfortunately, the FCEA union did not approve the implementation of a FLEX period in the master schedule in the 2023-2024 school year. The plan is to implement the FLEX time in the 2024-2025 school year.

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.

The Site Council will review this implementation at the end of the 2024-2025 school year. Continued improvement in student outcomes and continued certification in High Reliability Schools will indicate success in improving Tier 1 instructional practices.

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.

An increase in parent and student engagement will provide a safe, healthy, and positive learning environment.

By May 2025 Folsom Middle School will increase student attendance from 95.9% to 97% or higher as measured by student attendance records and will continue to provide parents of Folsom Middle School students the ability to be involved and engaged in parent learning opportunities that impact their child's academic, behavioral, social and emotional well-being throughout the 2024-2025 school year, as measured through the California Healthy Kids Survey and the 2023-2024 Panorama data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (State Priority 3, 5, and 6).

2.1 - Increase student attendance rates and reduce chronic absences for all students.

2.2 - Increase the high school graduation rate and decrease the dropout rate.

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

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

2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.

2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all educational partners.

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.

Based upon 2024 data from the California Dashboard on Chronic absenteeism and suspension rate, and a review of the survey data including 2022-2023-2024 California Healthy Kids Survey and Panorama results, as well as indications from local survey responses, the goal has been determined to be an area of high focus for the upcoming 2024-2025 school year.

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
California Healthy Kids Survey, Panorama data, and Other Stakeholder Survey(s), and local generated student survey results	2022-2023 and 2023-2024 Panorama and CHKS results indicated the need for building positive relationships with staff on campus and promoting connectedness to school.	An overall improvement in the number of students who answer student surveys (s) such as Panorama and CHKS 2024-2025 indicates that there is an increase in connectedness to the school and an improvement in relationships between students and adults in the 2024-2025 school year as opposed to the results indicated in the 2022-2023 and 2023-2024 school year.
Suspension rate on California Dashboard and measured through	The suspension rate indicated on the California Dashboard 2023 had	With the continued implementation of restorative discipline practices an

discipline/behavior data on PowerSchool.	decreased by 1.2% from the previous year and it had decreased by 1.5% from the previous year (2022) before that. The suspension rate had an overall 1% of all students suspended at least once. All student groups except for students with disabilities declined from the previous year. Students with disabilities showed an increase of 2.9% which indicates a concern for equitable practices.	overall suspension rate of 1% or less as measured by the California Dashboard in the 2024-2025 school year.
Truancy/Chronic absenteeism will be targeted and measure overall by a 97% or higher attendance rate school wide.	The 2022-2023 attendance rate as measured through A2A and PowerSchool Data indicated student attendance at the 95% mark. 2023-2024 data indicated a 95.9% attendance rate. While the percentage increased it did not meet the goal of 97%.	An increase in attendance during the 2024-2025 school year to measure 97% or higher school wide.

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	Communication from school on the importance of daily attendance. The Folsom Middle School Attendance Task Force and the Climate team will focus on the initiative of outreach, communication, and building a culture that supports engagement.	All Students	2,000 Unrestricted 5000-5999: Services And Other Operating Expenditures Professional Development/parent outreach 1,500 Site Based Gifts and Donations 4000-4999: Books And Supplies Incentive program 20902 LCFF - Supplemental 7000-7439: Other Outgo .5 School Clerk (DO) 7965 LCFF - Supplemental 3000-3999: Employee Benefits .5 School Clerk Benefits 12,284 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Health Assistant (DO) .313 4,404 LCFF - Supplemental 3000-3999: Employee Benefits Benefits Health Assistant (DO)

2.2	Partner with PTO/ELAC for parent education opportunities. Parent Nights and Book Study Opportunities to provide information to families on the importance of SEL and student well-being. Provide more pertinent information to enable parents with support student learning.	All students with an emphasis on students from historically marginalized populations	5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Community Outreach 2,000 Site Based Gifts and Donations 4000-4999: Books And Supplies Supplies for Parent/Community Involvement Night Meetings 9212 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Parent Coordinator (DO) 3620 LCFF - Supplemental 3000-3999: Employee Benefits .25 Parent Coordinator Benefits (DO)
2.3	Continue to provide multiple clubs and extracurricular activities for students and families.	All Students	7,000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Stipends
2.4	Intramural and lunchtime activities provided for engagement and climate/culture building led by the Assistant Principals, staff, and teacher assistants on campus.	All	2,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Materials/Supplies for activities
2.5	Continue a Climate Team on the Folsom Middle School campus comprised of staff, teachers, administration, students, and parents to foster a healthy and positive school culture focused on student well-being, engagement, and equity. Support Culture Team in providing a budget to support building school climate and engagement.	All	2,000 Site Formula Funds 5000-5999: Services And Other Operating Expenditures training
2.7	International Community Event on campus	All students	3,000 Donations 5000-5999: Services And Other Operating Expenditures Work with PTO and the community to host this event
2.8	Continue implementation of a site-based attendance task force comprised of climate coach, mental health specialist, counselor(s), instructional coach, administration, and attendance clerk.	All students particularly those from historically marginalized subgroups.	1,000 Other 5000-5999: Services And Other Operating Expenditures incentives

Annual Review

SPSA Year Reviewed: 2023-24

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 efforts to increase parent and student engagement took place with opportunities for parent information nights, more can be done by increasing the number of administrative town hall opportunities and coffee chats with the principal to provide more opportunities of communication between school and home. The suspension rate decreased in the 2022-2023 school year which was encouraging, and attendance increased in the 2023-2024 school year. However, the school still was shy about meeting the overall attendance rate goal of 97%. Efforts will continue with community outreach and parent education on the importance of attendance and the school will continue to build opportunities to increase student engagement in the upcoming school year.

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

There were no major differences but the attendance rate goal of 97% was not achieved.

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

This goal was amended by placing the appropriate components of the goal from Goal 3 to Goal 2. The council has agreed to continue working toward this goal in the 2024-2025 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 3

Title and Description of School Goal

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

Provide students with high quality classroom instruction and access to a broad course of study.

Folsom Middle School is committed to following a Guaranteed and Viable Curriculum as established by the Folsom Cordova Unified School District Educational Services Department and continues working on implementing the New Art and Science of Teaching Instructional Model and the High Reliability Schools certification. Folsom Middle School will provide staff professional development opportunities in support of ensuring effective teaching in every classroom and offering students access to a broad course of study as measured by the High Reliability Schools certification data, meeting agendas, and professional development sign in sheets and agendas as well as through parent, staff, and student survey data. Folsom Middle School will continue to focus on the reclassification of English Learners to English Language Proficiency status and increase the number of students reclassifying to English Language Proficiency from the 2023-2024 school year in the 2024-2025 school year.

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.

Best practices as indicated through High Reliability Schools certification, district initiatives, parent requests, student/parent surveys, and the development of a master schedule which offers all students opportunity to a variety of class options.

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
Parent and student survey results	2023-2024 course offerings on the Folsom Middle School master schedule.	Additional course offerings including a revised exploratory pathway will be included in the master schedule in the 2024-2025 school year.
High Reliability Schools survey data for Level 2 and Level 3 indicating staff, student, and parent responses focused on Effective Teaching in Every Classroom and a Guaranteed and Viable Curriculum at Folsom Middle School.	Based upon High Reliability Schools survey data in 2023 on Level 2, and staff self-assessment and department assessment tools as gathered and shared by the Folsom Middle School Leadership Team on Effective Teaching in Every Classroom, the Leadership Team will continue leading	Folsom Middle School will achieve Level 2 certification in Marzano's High Reliability Schools and move forward toward Level 3 certification during the 2024-2025 school year.

	the work on High Reliability Schools certification in the 2024-2025 school year.	
ELPAC results 2024-2025 will see an increase in number of English Learner students reclassifying from the 2023-2024 school year.	70.8% of English Learners increased at least one level in ELPAC scores from the previous year in 2023. The number of students who decreased one or more levels in 2023 was much lower than the previous year. The percentage decreased from 13.5% to 4.2% which is quite encouraging.	The number of students reclassifying in the 2024-2025 school year will increase from the 2023 results and the percentage of students progressing one or more ELPAC levels will increase to higher than 70.8%.

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	Continue work with Marzano Resources in the High Reliability Schools framework and implement professional development in areas of need to support staff in PLC, RtI, SEL, restorative practices, effective instruction, and culture building to improve student learning opportunities on the Folsom Middle School campus. Folsom Middle School will continue the process of becoming certified as a Marzano Research High Reliability School.	All Students	0.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Professional Development sub coverage (in Goal 1) 32,000 Other 5800: Professional/Consulting Services And Operating Expenditures Professional Development (Effective Educator Grant) 0.00 LCFF - Supplemental 3000-3999: Employee Benefits Sub Benefits (in Goal 1)
3.2	Continue with the addition of an ELD support class in the master schedule.	English Learners	0.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD instructor (in Goal 1)
3.3	Increase to Bilingual Instructional Assistant (BIA) from 2 hours to 3 hours a day.	English Learners	16,734 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA 3 hours a day 6,083 LCFF - Supplemental 3000-3999: Employee Benefits Benefits BIA
3.4	Each grade level/subject area team will meet continue to meet in an organized PLC following the Solution Tree PLC protocol for planning instruction and assessing data in a common way. Instructional Coach will lead this process and monitor data.	All students	0.00 General Fund 1000-1999: Certificated Personnel Salaries Built into district budget and teacher contract time 0.00 Learning Recovery

			1000-1999: Certificated Personnel Salaries Instructional Coach (in Goal 1) 0.00 Learning Recovery 3000-3999: Employee Benefits Instructional Coach Benefits (in Goal 1)
3.5	Folsom Middle School will apply to become a Model PLC school in the 2024-2025 school year.	All students.	1,000 General Fund 5800: Professional/Consulting Services And Operating Expenditures As discussed with Director of Secondary Education
3.6	Software program to support English Learners (ELD Support Class)	English Learners	LCFF - Supplemental 4000-4999: Books And Supplies English Learner Curriculum Support

Annual Review

SPSA Year Reviewed: 2023-24

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.

This goal was adjusted due to the area of need and aligning more closely to the LCAP goal 3. The team will analyze success of this goal at the conclusion of the 2024-2025 school year.

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

This goal was adjusted to address English Learners and reclassification more specifically within the goal. Folsom Middle School demographics has been shifting over the last few years and we are experiencing more students entering the school with little English skills. Supplemental funding has been budgeted with a focus on English Learners and Socio-economically disadvantaged student subgroups as a targeted focus.

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.

There is an addition of Bilingual Instructional Aid support by one hour during each school day to equal three hours of support. Additional support programs for newly arrived to the country students who need additional support with learning English has been added. The team will continue to use Renaissance data, as well as ELPAC and CAASPP data in determining achievement on this goal.

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 Middle School, including students from historically marginalized and underserved student populations will be provided a safe and positive school climate and culture.

Folsom Middle School will continue to place a high effort on Social Emotional Learning (SEL) and equitable access opportunities for students, as well as providing a safe environment focused on restorative discipline practices, with an intentional focus on historically marginalized and the most vulnerable student populations, to enhance student connectedness and improve the overall culture of the Folsom Middle School community through a targeted focus on building positive relationships and connections between adult staff and students as has shown to be an area of need based upon the results of the California Healthy Kids Survey and Student Panorama Data.

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 which 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.

Parent and student survey indicate the need for the above goal to increase student connectedness to the school and to an adult at Folsom Middle School. 2023-2024 Panorama data and California Healthy Kids Survey 2023-2024 identified as an area of need.

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
California Healthy Kids survey data; Panorama survey data; local survey data based on advisory feedback.	Baseline data on results of 2023-2024 California Healthy Kids Survey and Panorama data with an area for focus being that students indicate a lack of feeling connected to the adults on campus.	By 2025 students will indicate an increase in connectedness to school and to adults on campus as measured by the 2024-2025 California Healthy Kids Survey and Panorama data. The goal is that 80% of Folsom Middle School students in the 2024-2025 school year will indicate they are connected to an activity, club, or course of interest to increase their connectedness and they will indicate they feel safe and welcomed at Folsom Middle School.

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	Continue implementation of restorative practices to build connection to school through community circles and SEL outreach. Continue with an onsite Behavioral Rtl team continue to provide a restorative room on campus.	All Students	0.00 Site Formula Funds 2000-2999: Classified Personnel Salaries Campus Monitors 0.00 Site Formula Funds 3000-3999: Employee Benefits Benefits for campus monitors
4.2	Beginning in the 2024-2025 school year students will be assigned to an advisory teacher that they will keep for all three years at Folsom Middle School. (identified as an area of need by school site council).	All students	0.00 District Funded 0001-0999: Unrestricted: Locally Defined advisory in master schedule
4.3	Tutoring and Homework Help after school provided by classified personnel for academically struggling students.	Students with disabilities, academically struggling students	0.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries see goal 1
4.4	Continue to provide multiple clubs and extracurricular activities for students and families.	All students	0.00 Site Formula Funds 1000-1999: Certificated Personnel Salaries see Goal 2
4.5	Intramural and lunchtime activities provided for engagement and climate/culture building led by the Assistant Principals, staff, and teacher assistants on campus.	All students	0.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies see Goal 2

Annual Review

SPSA Year Reviewed: 2023-24

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.

This goal has been adjusted to focus more explicitly on safety and feeling a sense of connection to the school and staff. The team will revisit and analyze success toward this goal at the end of the 2024-2025 school year.

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

Site Council indicated the desire to have the same students remain with the same advisory teacher all three years to help build connectedness as advisory is intended to do. Since the 2024-2025 school year is the first year this will be

implemented it is an adjustment to the previous goal. Also, the 2023-2024 school year was the first year Folsom Middle School has had a restorative room. We realize there needs to be some adjustments to our current discipline system moving into the following school year based on data received back on how the room was implemented in the current school year. These adjustments are being made to include a more clearly defined system with the goal of improving restorative room usage and will be analyzed during the 2024-2025 school year.

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.

The goal was adjusted this school year so analysis will be conducted at the end of the 2024-2025 school year to see if further adjustments need to be made at that time.

Goals, Strategies, & Proposed Expenditures

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

Goal 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):

Continued development of the Spanish program at FMS, offer Spanish 2 as well as conversational Spanish in the exploratory wheel. Increase the number of students obtaining 1 year of Spanish at the middle school level. Students taking Spanish 3 will be able to take Spanish at the High School. FMS will continue to articulate with elementary, middle, and High School regarding the district Spanish immersion program.

*Focus on literacy to aid in ELA scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Performance Goal 5: All students will graduate from high school.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Collaboration between Spanish teacher and administration on Spanish program and conversational Spanish. (LCAP 3.1) Articulation with elementary, middle, and High's regarding Spanish immersion program. Meetings will be scheduled throughout the year between schools. (LCAP 3.1)	All students.	

Annual Review

SPSA Year Reviewed: 2023-24

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	\$333,078.00
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 (\$)
District Funded	\$0.00
Donations	\$3,000.00
General Fund	\$1,000.00
LCFF - Supplemental	\$148,338.00
Learning Recovery	\$126,240.00
None Specified	\$0.00
Other	\$33,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$7,000.00
Site Based Gifts and Donations	\$3,500.00
Site Formula Funds	\$9,000.00
Unrestricted	\$2,000.00

Subtotal of state or local funds included for this school: \$333,078.00

Total of federal, state, and/or local funds for this school: \$333,078.00

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	148,338	0.00
Site Formula Funds	9,000.00	0.00
Donations	3,000	0.00
Learning Recovery	126,240	0.00
General Fund	1,000.00	0.00
Other	33,000	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7,000	0.00
Site Based Gifts and Donations	3,500	0.00
Unrestricted	2,000	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
Donations	3,000.00
General Fund	1,000.00
LCFF - Supplemental	148,338.00
Learning Recovery	126,240.00
None Specified	0.00
Other	33,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7,000.00
Site Based Gifts and Donations	3,500.00
Site Formula Funds	9,000.00
Unrestricted	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	0.00
1000-1999: Certificated Personnel Salaries	153,612.00
2000-2999: Classified Personnel Salaries	28,946.00
3000-3999: Employee Benefits	64,641.00
4000-4999: Books And Supplies	6,977.00
5000-5999: Services And Other Operating Expenditures	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	45,000.00
7000-7439: Other Outgo	20,902.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	Donations	3,000.00
1000-1999: Certificated Personnel Salaries	General Fund	0.00
3000-3999: Employee Benefits	General Fund	0.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,759.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28,946.00
3000-3999: Employee Benefits	LCFF - Supplemental	34,254.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,477.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,000.00
7000-7439: Other Outgo	LCFF - Supplemental	20,902.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,853.00
3000-3999: Employee Benefits	Learning Recovery	30,387.00
None Specified	None Specified	0.00

5000-5999: Services And Other Operating Expenditures	Other	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	32,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,000.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000.00
4000-4999: Books And Supplies	Site Based Gifts and Donations	3,500.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	7,000.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	0.00
3000-3999: Employee Benefits	Site Formula Funds	0.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	2,000.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	193,374.00
Goal 2	83,887.00
Goal 3	55,817.00
Goal 4	0.00

School Site Council Membership

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

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

Name of Members	Role
Terri Daniels	Principal
Diane Maldonado	Classroom Teacher
Dan Lingenfelter	Classroom Teacher
Meredith Sievers	Classroom Teacher
Jamie Bracht	Other School Staff
Scott Richards	Parent or Community Member
Jade Li	Parent or Community Member
Simi Khatra	Parent or Community Member
Monica Vallerga	Parent or Community Member
Suzanne Adler	Parent or Community Member
Jordan Bustamonte (alternate)	Secondary Student
Ben Bonacki (alternate)	Secondary Student

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.




Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: FMS Leadership Team English - Shelley Handy Science - Stacey Mohler Math - Anita Kamath History - Stephanie Bell PE - Stephanie Salgado Exploratory/Music - Brianna Munday Special Ed - Shasta Zanetta Instructional Coach - Erin Earnshaw Administration-Terri Daniels, Michael Bose, Alfredo Acosta

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 16, 2024.

Attested:

	Principal, Terri Daniels on May 16, 2024
	SSC Chairperson, Simi Khatra on May 16, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/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/fq/fo/af/>

Updated by the California Department of Education, October 2023

FMS ELAC Meeting

A.2v-i\ 1, 2024

Jason Lin	Karina Saldana
Natalie Krassowizki	Shreenidhi Cheedhalla
KENNY MA	Iuliia Zinchenko
Zoe Zhou	
Dora Ushakov	
Vera Pakshina	
Alexander Rebenok	
Samuel Li	
Samuel Salazar	
Alex Krassowizki	
Tom Li	
Patel Szejn	
Mary CRIS Delos Santos	
Junho Yoon	
Toshiki Kishita	
JIAJIA TANG	

FMS ELAC Meeting Minutes

4/1/2024

Present: (see sign in sheet)

Meeting Called to Order at 5:35 p.m.

Dr. Daniels did a warm welcome activity with members

Introduce students for 2023 Reclassification Certificates

Introduce students for 2024 recognition of Pathways to Seal of Bi-literacy

Presentation of Site Council's draft for 2024 Site Plan based on input from ELAC's January 24, 2024 meeting regarding supplemental funding and needs of FMS EL students.

Discussion/Approval: (Junho Yoon; Kenny Ma)

Good of the Order Items: District Recognition on March 29, 2024 (Parent Summit)

Parent Preview for New Arrivals Curriculum to be available prior to August 2024

Upcoming ELPAC Administration for spring 2024 and CAASPP testing

Meeting Adjourned at 7:04 p.m.

Site Council Meeting 5/16/2024

Sign In Sheet

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5	Sade li
6	Monica Vallenga
7	Suzanne Adler.
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FMS Site Council Meeting Minutes

May 16, 2024

Present: Jade Li, Simi Khatra, Monica Vallergera, Suzanne Adler, Diane Maldonado, Dan Lingenfelter, Ben Bonacki, Jo Bustamante, Alfredo Acosta {Admin Designee}

Meeting Called to Order: 3:39 pm, motion made by Jade Li, seconded by Monica Vallergera

Approve Minutes: Motion made by Diane Maldonado, seconded by Simi Khatra

Discussion: Dr. Daniels had emailed out the draft of the plan based upon the feedback and input at the March Site Council meeting. Brief discussion on updated goals and actions.

Approval of 2024 Site Plan: Motion made by Dan Lingenfelter, seconded by Diane Maldonado

Meeting adiourned: at 3:55 by Alfredo Acosta and Simi Khatra