



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 20, 2025	August 14, 2025

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

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

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

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

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

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:

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 with 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 Learning for ALL students.

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 84,782 (2023 census), elevation 220 ft). With a population of 1557 students, FMS serves sixth, seventh, and eighth-grade students. The school has a student population comprised of 39.18% White, 36.28% Asian, 12.5% Hispanic, 10.15% Filipino, Pacific Islander, Native American or two or more races, and 1.5% African American ethnicities. FMS has 62 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 multiple visual and performing arts courses such as choir, orchestra, band, jazz band, art, drama, and dance. Electives also include student leadership, yearbook, media productions, STEM, Robotics, creative writing, introductory level Spanish, English Language Development, and curriculum support. FMS has many after-school clubs that include Speech and Debate, Model U.N., Math Club, Club Live, Visual and Performing Arts Clubs, National Junior Honor Society, Black Student Union, 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 and National Advocacy Champion of the Year 2025.

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, 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 2024-2025 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, Progress Monitoring Team, and Climate Team met regularly to discuss the needs and determine goals and actions to best support student achievement.

2023-2024 Site Council Meetings: 9/11/2024; 0/9/2024; 11/20/2024; 1/22/2025; 4/22/2025; 5/14/2025

2023-2024 ELAC Meetings: 10/17/2024; 1/14/2025; 2/26/2025; 4/30/2025; 5/14/2025

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.

* Collaborative Teams (Professional Learning Teams) 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 (RtI) and Multi-Tiered Systems of Support (MTSS) strategies to differentiate instruction to best meet students' 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 2024 CAASPP results the highest at-risk subgroups are students with disabilities (English Language Arts 50.4 points below standard (a decrease of 17.5 points from 2023) /Math 87.6 points below standard a decline of 13. points from 2023).

*The plan addresses continued Professional Development (PD) needed for MTSS/RtI implementation in the 2025-2026 school year, with an emphasis on providing collaborative teams time to work together for improvement on instructional practices and ensuring a guaranteed and viable curriculum to all students with an emphasis on historically marginalized and underserved populations.

*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 use of advisory period to be used for instructional support within the school day).

* 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 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 the students with disabilities subgroups to close the achievement gap among them and their peer groups. There is a drop in our highest performing subgroups from the 2023 to 2024 CAASPP results. Site council has determined that enrichment opportunities are a high priority in the new plan to support the higher achieving students in maintaining a high level of rigor and performance.

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 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 with disabilities to close the achievement gap among them and their peer groups.

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 and teacher common formative assessments 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 continues to increase. According to the data the number of white students has decreased, and the number of Asian students has increased.
2. While diversity exists, it is evident that the majority of the students remains to be white followed closely by Asian students. However, the percentage of white students has continued to decrease in the 2023-2024 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. In the current plan, another English Language Development course will be added to the master schedule in 2025-2026.
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 2025-2026 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	438	470	451	433	464	448	433	464	448	98.9	98.7	99.3
Grade 7	395	456	485	390	446	481	390	446	481	98.7	97.8	99.2
Grade 8	474	414	475	468	408	468	468	408	468	98.7	98.6	98.5
All Grades	1307	1340	1411	1291	1318	1397	1291	1318	1397	98.8	98.4	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2580.	2583.	2573.	33.95	36.21	33.04	38.34	37.28	36.61	19.86	20.26	19.42	7.85	6.25	10.94
Grade 7	2627.	2620.	2613.	44.10	40.58	36.59	38.97	38.79	39.71	11.28	13.90	17.46	5.64	6.73	6.24
Grade 8	2639.	2640.	2621.	37.61	38.48	34.83	44.44	41.67	39.53	13.68	15.93	15.81	4.27	3.92	9.83
All Grades	N/A	N/A	N/A	38.34	38.39	34.86	40.74	39.15	38.65	15.03	16.77	17.54	5.89	5.69	8.95

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 6	38.34	35.99	36.83	52.66	54.09	50.89	9.01	9.91	12.28	
Grade 7	40.77	32.74	34.72	53.59	60.54	58.63	5.64	6.73	6.65	
Grade 8	39.74	39.22	35.47	54.91	53.68	52.99	5.34	7.11	11.54	
All Grades	39.58	35.89	35.65	53.76	56.15	54.26	6.66	7.97	10.09	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	26.10	30.60	24.55	61.66	59.27	59.82	12.24	10.13	15.63
Grade 7	51.03	46.19	42.00	43.08	47.31	49.69	5.90	6.50	8.32
Grade 8	36.11	36.03	36.75	56.84	57.84	52.35	7.05	6.13	10.90
All Grades	37.26	37.56	34.65	54.30	54.78	53.83	8.44	7.66	11.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	21.94	21.55	21.43	72.52	75.22	71.65	5.54	3.23	6.92
Grade 7	21.79	24.22	19.75	72.82	71.30	76.30	5.38	4.48	3.95
Grade 8	26.92	27.21	26.71	69.87	70.83	66.88	3.21	1.96	6.41
All Grades	23.70	24.20	22.62	71.65	72.53	71.65	4.65	3.26	5.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	29.56	33.62	27.90	65.82	57.97	62.72	4.62	8.41	9.38
Grade 7	39.74	38.79	39.71	54.10	55.16	54.05	6.15	6.05	6.24
Grade 8	38.25	43.63	36.11	58.12	53.43	57.91	3.63	2.94	5.98
All Grades	35.79	38.47	34.72	59.49	55.61	58.12	4.73	5.92	7.16

Conclusions based on this data:

1. Based upon the results of the 2023-2024 CAASPP data shows that 73.51% overall of students exceeded or met the standards in English Language Arts which is a decrease of 5.57% from 2022-2023 and is a concern for stakeholders moving forward. Grade 6: 33.04% of students exceeded and 36.61% met ELA standards; Grade 7: 36.59% exceeded and 39.71% met standards; and Grade 8: 34.83% exceeded and 39.53% met standards. At the time of this plan being drafted the 2025 CAASP data is not available and has not been input to the plan.
2. According to the California Dashboard results of the 2024 data, English Language Arts results show a decrease in the percentage of students meeting or exceeding the English Language Arts standards with the highest decrease impacting our white and Asian students who are in the higher performing groups. Academic areas of subgroup performance indicate students with disabilities as a subgroup needing targeted intervention in English Language Arts. The school site council has also determined further opportunities for enrichment and rigor need to be a focus to challenge the higher performing subgroups from dropping to lower performance rates.
3. Based on the 2024 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 2025-2026 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	438	470	451	433	466	450	433	465	450	98.9	99.1	99.8
Grade 7	395	456	485	390	447	483	390	447	483	98.7	98.0	99.6
Grade 8	475	414	475	467	407	470	467	407	470	98.3	98.3	98.9
All Grades	1308	1340	1411	1290	1320	1403	1290	1319	1403	98.6	98.5	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2579.	2583.	2577.	37.88	39.78	38.67	25.17	25.38	25.78	24.02	22.15	21.56	12.93	12.69	14.00
Grade 7	2626.	2616.	2612.	49.49	43.85	44.10	23.08	23.94	23.60	17.95	17.90	19.67	9.49	14.32	12.63
Grade 8	2635.	2654.	2637.	44.75	53.81	47.45	22.91	17.44	19.79	20.56	16.95	17.87	11.78	11.79	14.89
All Grades	N/A	N/A	N/A	43.88	45.49	43.48	23.72	22.44	23.02	20.93	19.11	19.67	11.47	12.96	13.83

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	33.49	33.98	30.00	52.19	53.12	55.11	14.32	12.90	14.89
Grade 7	43.59	42.51	41.20	48.46	47.20	48.03	7.95	10.29	10.77
Grade 8	40.90	47.42	41.06	51.18	43.24	49.57	7.92	9.34	9.36
All Grades	39.22	41.02	37.56	50.70	48.07	50.82	10.08	10.92	11.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	32.79	33.33	34.00	57.51	58.49	53.78	9.70	8.17	12.22
Grade 7	38.72	37.81	33.95	53.59	52.57	54.66	7.69	9.62	11.39
Grade 8	36.40	44.72	38.30	55.67	46.19	54.04	7.92	9.09	7.66
All Grades	35.89	38.36	35.42	55.66	52.69	54.17	8.45	8.95	10.41

Conclusions based on this data:

1. At the time of the writing of this plan the results of the 2024-2025 CAASPP testing were not input into the system. Based upon the California Dashboard, the results of the 2023-2024 Mathematics CAASPP assessment indicated the overall score for students meeting standards increased slightly (.58%) while the exceeding standards percentage decreased slightly. Folsom Middle School students scored overall 41.1 points above standard.
2. Based on the 2023-2024 CAASPP results and the California Dashboard the subgroup needing more targeted instructional support in math is students with disabilities.
3. Based on the results of the 2023-2024 CAASPP testing and the direction of the Folsom Cordova Unified School District 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/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1546.3	1566.5	1509.5	1551.9	1566.3	1500.1	1540.3	1566.3	1518.4	16	13	19
7	1586.7	1552.9	1544.2	1586.0	1559.4	1543.6	1587.2	1546.1	1544.3	12	14	11
8	*	*	1595.4	*	*	1594.9	*	*	1595.7	10	6	14
All Grades										38	33	44

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	37.50	53.85	10.53	18.75	23.08	26.32	43.75	15.38	47.37	0.00	7.69	15.79	16	13	19
7	58.33	28.57	27.27	16.67	42.86	45.45	16.67	28.57	9.09	8.33	0.00	18.18	12	14	11
8	*	*	35.71	*	*	42.86	*	*	14.29	*	*	7.14	*	*	14
All Grades	47.37	33.33	22.73	18.42	36.36	36.36	31.58	27.27	27.27	2.63	3.03	13.64	38	33	44

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	50.00	69.23	21.05	31.25	23.08	63.16	18.75	0.00	0.00	0.00	7.69	15.79	16	13	19
7	58.33	57.14	63.64	33.33	21.43	18.18	0.00	21.43	0.00	8.33	0.00	18.18	12	14	11
8	*	*	64.29	*	*	14.29	*	*	14.29	*	*	7.14	*	*	14
All Grades	52.63	54.55	45.45	34.21	27.27	36.36	10.53	12.12	4.55	2.63	6.06	13.64	38	33	44

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	12.50	23.08	5.26	25.00	46.15	15.79	37.50	23.08	36.84	25.00	7.69	42.11	16	13	19
7	41.67	7.14	18.18	16.67	35.71	27.27	25.00	35.71	36.36	16.67	21.43	18.18	12	14	11
8	*	*	35.71	*	*	35.71	*	*	14.29	*	*	14.29	*	*	14
All Grades	28.95	12.12	18.18	23.68	39.39	25.00	31.58	33.33	29.55	15.79	15.15	27.27	38	33	44

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	25.00	38.46	26.32	68.75	61.54	52.63	6.25	0.00	21.05	16	13	19	
7	16.67	28.57	18.18	66.67	57.14	72.73	16.67	14.29	9.09	12	14	11	
8	*	*	50.00	*	*	42.86	*	*	7.14	*	*	14	
All Grades	18.42	30.30	31.82	71.05	60.61	54.55	10.53	9.09	13.64	38	33	44	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	68.75	69.23	47.37	25.00	23.08	42.11	6.25	7.69	10.53	16	13	19	
7	83.33	71.43	81.82	8.33	28.57	0.00	8.33	0.00	18.18	12	14	11	
8	*	*	71.43	*	*	14.29	*	*	14.29	*	*	14	
All Grades	68.42	66.67	63.64	26.32	30.30	22.73	5.26	3.03	13.64	38	33	44	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	12.50	23.08	5.26	43.75	53.85	31.58	43.75	23.08	63.16	16	13	19	
7	33.33	0.00	9.09	41.67	64.29	45.45	25.00	35.71	45.45	12	14	11	
8	*	*	35.71	*	*	50.00	*	*	14.29	*	*	14	
All Grades	31.58	9.09	15.91	36.84	57.58	40.91	31.58	33.33	43.18	38	33	44	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	37.50	53.85	21.05	62.50	38.46	68.42	0.00	7.69	10.53	16	13	19
7	25.00	21.43	36.36	66.67	78.57	54.55	8.33	0.00	9.09	12	14	11
8	*	*	35.71	*	*	64.29	*	*	0.00	*	*	14
All Grades	34.21	33.33	29.55	63.16	63.64	63.64	2.63	3.03	6.82	38	33	44

Conclusions based on this data:

1. While a relatively small number of English Learner (EL) students are enrolled at Folsom Middle School the number of newcomer students (Level 1) continues to be increasing.
2. Based upon the California Dashboard in 2024 what appears quite promising is that the overall language performance seems to increase with each grade level from grade 6 to 7 to 8, demonstrating an increase in English Language Proficiency as students go through the program and are gaining English language proficiency skills.
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 2025-2026 school year to teachers to provide support to English Learner students.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,403	10.6%	3.8%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	3.8%
Foster Youth	1	0.1%
Homeless	6	0.4%
Socioeconomically Disadvantaged	149	10.6%
Students with Disabilities	139	9.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	1.4%
American Indian	5	0.4%
Asian	449	32%
Filipino	34	2.4%
Hispanic	187	13.3%
Two or More Races	121	8.6%
Pacific Islander	2	0.1%
White	583	41.6%

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. 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 continues to be deemed a high area of need based on student responses to survey data including Panorama results in the 2024-2025 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 2025-2026 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 2025-2026. Parent education on the importance of attendance will continue to be a focus. 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. Student's scores in English Language Arts and math on the 2023-2024 CAASPP testing showed a drop in overall results from the recent previous years. 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

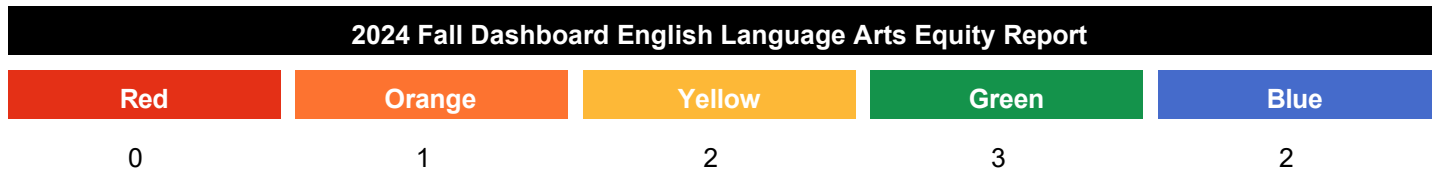
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>53.3 points above standard</p> <p>Declined 11.1 points</p> <p>1371 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>4.0 points above standard</p> <p>Declined 11.1 points</p> <p>102 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>54.7 points below standard</p> <p>Increased 29.5 points</p> <p>18 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>3.0 points above standard</p> <p>Declined 10.8 points</p> <p>156 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>50.4 points below standard</p> <p>Declined 17.5 points</p> <p>135 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>30.1 points below standard</p> <p>Declined 54.3 points</p> <p>17 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Asian</p>  <p>Green</p> <p>96.2 points above standard</p> <p>Declined 4.3 points</p> <p>445 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>58.6 points above standard</p> <p>Increased 7.9 points</p> <p>33 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>21.1 points above standard</p> <p>Declined 11.8 points</p> <p>180 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>49.1 points above standard</p> <p>Increased 4.8 points</p> <p>117 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>34.5 points above standard</p> <p>Declined 17.9 points</p> <p>570 Students</p>

Conclusions based on this data:

1. Students with Disabilities continue to indicate the greatest need. Students in this subgroup scored 50.4 points below standard and declined 17.5 points from the previous year. 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 2025-2026 to support the Folsom Middle School staff to address the needs of students and to support teachers in implementing the most valid models of instructional practices to promote student success. Folsom Middle School will continue to use the New Art and Science of Teaching (NASOT) instructional model and 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 dropped to the high category from the very high category in English Language Arts based on the 2024 CAASPP results. Folsom Middle School will continue to work with students in all subgroups to increase to the very high level of achievement in English Language Arts on the 2025 CAASPP testing.

School and Student Performance Data

Academic Performance Mathematics

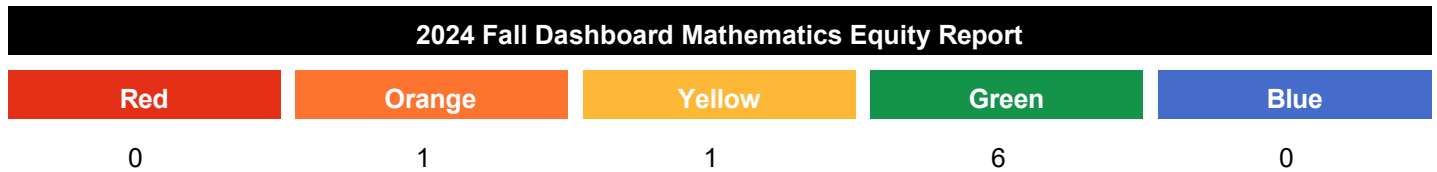
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>41.1 points above standard</p> <p>Declined 7.9 points</p> <p>1373 Students</p>	<p>English Learners</p> <p>Green</p> <p>6.5 points above standard</p> <p>Maintained 0.1 points</p> <p>104 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>104.8 points below standard</p> <p>Declined 5.4 points</p> <p>18 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>19.4 points below standard</p> <p>Increased 8.7 points</p> <p>156 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>87.6 points below standard</p> <p>Declined 13.8 points</p> <p>136 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>55.8 points below standard</p> <p>Declined 47.7 points</p> <p>17 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Asian</p>  <p>Green</p> <p>104.6 points above standard</p> <p>Declined 8.8 points</p> <p>447 Students</p>	<p>Filipino</p>  <p>Green</p> <p>21.3 points above standard</p> <p>Maintained 0.9 points</p> <p>33 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>8.0 points below standard</p> <p>Declined 6.5 points</p> <p>180 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>20.1 points above standard</p> <p>Maintained 2.7 points</p> <p>117 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>15.8 points above standard</p> <p>Declined 8.8 points</p> <p>570 Students</p>

Conclusions based on this data:

1. Students with disabilities is the subgroup showing the lowest performance of all subgroups on the math CAASPP testing indicating the high need for targeted intervention for math support. This subgroup scored in the low category declining 13.8 points from the 2024 CAASPP results.
2. Asian students and white students declined 8.8 points respectively on the 2024 math CAASPP from the CAASPP assessment in 2023. These groups appear to still be excelling in math performance based on the current data. These drops indicate a need to provide targeted enrichment opportunities to maintain a higher level of performance on CAASPP in the future. 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 2025-2026 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 declined according to 2024 CAASPP data it remains 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 44.1% making progress. Number Students: 34 Students	Long-Term English Learner Progress  No Performance Color 30.8% making progress. Number Students: 13 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38.2%	17.6%	5.9%	38.2%

Conclusions based on this data:

1. The data indicates that 74.9 % of English Learners are making progress toward English Language proficiency. This indicates an increase from the 2023 results.
2. English Learners decreased 38.2% on one ELPI levels which draws attention for the need of more support in English Language Development in the 2025-2026 school year.
3. 38.2% English learners progressed at least one level on the 2024 ELPAC testing. The high number of students being reclassified is growing each year at Folsom Middle School. This statistic is encouraging.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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


















This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

<p style="text-align: center;">All Students</p> <div style="text-align: center;">  Green </div> <p style="text-align: center; background-color: #e6f2ff;">4.5% Chronically Absent</p> <p style="text-align: center;">Declined 0.9</p> <p style="text-align: center;">1451 Students</p>	<p style="text-align: center;">English Learners</p> <div style="text-align: center;">  Orange </div> <p style="text-align: center; background-color: #e6f2ff;">8.5% Chronically Absent</p> <p style="text-align: center;">Increased 4.8</p> <p style="text-align: center;">59 Students</p>	<p style="text-align: center;">Long-Term English Learners</p> <div style="text-align: center;">  No Performance Color </div> <p style="text-align: center; background-color: #e6f2ff;">5% Chronically Absent</p> <p style="text-align: center;">Declined 0.9</p> <p style="text-align: center;">20 Students</p>
<p style="text-align: center;">Foster Youth</p> <div style="text-align: center;">  No Performance Color </div> <p style="text-align: center;">Fewer than 11 students - data not displayed for privacy</p> <p style="text-align: center;">1 Student</p>	<p style="text-align: center;">Homeless</p> <div style="text-align: center;">  No Performance Color </div> <p style="text-align: center;">Fewer than 11 students - data not displayed for privacy</p> <p style="text-align: center;">9 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <div style="text-align: center;">  Green </div> <p style="text-align: center; background-color: #e6f2ff;">9.8% Chronically Absent</p> <p style="text-align: center;">Declined 3.9</p> <p style="text-align: center;">173 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>2% Chronically Absent</p> <p>Declined 8.1</p> <p>150 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 4.3</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Blue</p> <p>1.5% Chronically Absent</p> <p>Declined 1</p> <p>473 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Declined 2.9</p> <p>35 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>7.8% Chronically Absent</p> <p>Maintained 0.1</p> <p>193 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>7% Chronically Absent</p> <p>Maintained 0.3</p> <p>128 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>5.9% Chronically Absent</p> <p>Declined 1</p> <p>594 Students</p>

Conclusions based on this data:

1. All student subgroups except the subgroup of English learners declined in chronic absenteeism in the 2023-2024 school year.
2. English Learners 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. The subgroup of students with disabilities shows an improvement in their chronically absent rate which is encouraging.
3. 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

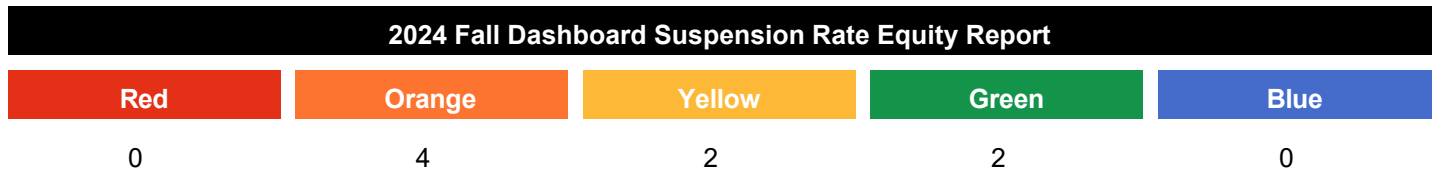
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>2% suspended at least one day</p> <p>Increased 1%</p> <p>1471 Students</p>	<p>English Learners</p> <p>Green</p> <p>1.6% suspended at least one day</p> <p>Maintained 0.2%</p> <p>63 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>22 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>3.4% suspended at least one day</p> <p>Declined 1.8%</p> <p>179 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>5.9% suspended at least one day</p> <p>Increased 0.6%</p> <p>153 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.3%</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Increased 0.3%</p> <p>484 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 2.9%</p> <p>35 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>3.1% suspended at least one day</p> <p>Increased 1.3%</p> <p>194 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>4.6% suspended at least one day</p> <p>Increased 3.7%</p> <p>130 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Yellow</p> <p>1.5% suspended at least one day</p> <p>Increased 0.7%</p> <p>600 Students</p>

Conclusions based on this data:

1. Students with Disabilities, socio-economically disadvantaged students, Hispanic students, and students of two or more races are subgroups where an increase in suspension rates is notable. 5.9% of students with disabilities were suspended for one or more days in the 2024 school year which indicates a small increase from the previous school year.
2. English learner students maintained a low suspension rate for the subgroup in the 2023-2024 school year.
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 2025-2026 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 that addresses all the identified essential standards in all core subjects at each grade level in the 2025-2026 school year and improved success will be measured through Renaissance benchmark assessment data and an increase in met or exceeded state standards from the 2025 CAASPP results to the 2026 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 the need and focus to challenge the subgroups that showed a decline as based upon the 2023-2024 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.	2024-2025 CAASPP results (on California Dashboard) and 2024-2025 Renaissance data.	By the end of the 2025-2026 school year the 2026 CAASPP data will indicate students with disabilities will show growth in English and Math and students in all other subgroups will show an increase in math and English Language Arts CAASPP scores from the data on the 2024 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 2024</p> <p>All Student's ELA 53.3 points above standard (declined 11.1 points from 2023) Subgroups: Students with Disabilities ELA 50.4 points below standard (target subgroup) English learners 91.2 points below standard (target group) Focus in ELA on subgroup: Students with Disabilities, English learners</p> <p>All Student's Math 41.1 points above standard (declined by 7.9 points from 2023) Subgroups: Students with Disabilities Math 87.6 points below standard (declined 13.8 points in 2024 and had previously 14.4 points from 2023 ... Target subgroup) English Learners 83.7 points below standard (increase from previous year but still an area for focus.)</p> <p>Focus on both ELA and math is evident based upon CAASPP scores 2024 on the California Dashboard</p>	By the end of the 2025-2026 school year, the 2026 CAASPP data will indicate all subgroups increased with an intentional focus on students with disabilities in English and Math CAASPP scores from the data on the 2024 California dashboard data. All students will show maintained or improved overall scores on ELA and Math on the 2025 CAASPP data as indicated on 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 opportunities in math instruction and practice during advisory periods weekly.	All students	4000.00 Unrestricted 4000-4999: Books And Supplies Provide all students with math intervention and enrichment support.
1.2	2 ELD support classes 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.	33872.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .2 FTE (for addition of ELD support class in master schedule) 11166.00 LCFF - Supplemental 3000-3999: Employee Benefits .20 Supplemental Teacher Benefits
1.3	Full-time Instructional Coach on campus	All students with a specific focus on historically marginalized subgroups.	92582.00 Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach position 29849.00 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 data analysis on student targeted learning.	All	0.00 Other 0001-0999: Unrestricted: Locally Defined Built in Master Schedule 17613.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub coverage PD 3887.00 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	5000.00 Donations 5800: Professional/Consulting Services And Operating Expenditures Training
1.6	Tutoring and Homework Help after school provided by classified personnel and student volunteers for academically struggling students.	Students with Disabilities and Socio-economically disadvantaged	4,000.00 Unrestricted 2000-2999: Classified Personnel Salaries timecard for extra help

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Goal to remain the same. Added an additional leveled English Language Development class to provide support for English learners.

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 for the 2025-2026 school year. Flex was piloted the 2024-2025 school year. At the time of the writing of this plan the 2025 CAASPP scores are still not received to determine the impact FLEX made on student achievement.

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 2025-2026 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 2026 Folsom Middle School will maintain student attendance at 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 2025-2026 school year, as measured through the California Healthy Kids Survey and the 2025-2026 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	2023-2024 and 2024-2025 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 2025-2026 indicates that there is an increase in connectedness to the school and an improvement in relationships between students and adults in the 2025-2026 school year as opposed to the results indicated in the 2023-2024 and 2024-2025 school year.
Suspension rate on California Dashboard and measured through	The suspension rate indicated on the California Dashboard 2024 had	With the continued implementation of restorative discipline practices an

discipline/behavior data on PowerSchool.	increased by 1.0% from the previous year but it had decreased by 1.2% and 1.5% from the previous two years(2023, 2022) before that. This data indicates a maintaining of suspensions over the last several years. The suspension rate had an overall 2% of all students suspended at least once. The following student groups indicated an increase in suspensions in the 2023-2024 school year: Filipino increase of 2.9%; Hispanic increase of 1.3%; Two or more races increased 3.7%; and students with disabilities increased .6%.	overall suspension rate of 1% or less as measured by the California Dashboard in the 2025-2026 school year.
Truancy/Chronic absenteeism will be targeted and measured overall by a 97% or higher attendance rate schoolwide.	At the time of the writing of this plan the overall attendance rate is 96.97% which indicates meeting the standard. However, chronic absenteeism is at 5.14% (decrease of .77% from 2024)	Maintain attendance during the 2025-2026 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 Progress Monitoring Team and the Climate team will focus on the initiative of outreach, communication, and building a culture that supports engagement.	All Students	2,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Incentive program 1,500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Incentive program
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 Donations 4000-4999: Books And Supplies

			Supplies for Parent/Community Involvement Night Meetings
2.3	Continue to provide multiple clubs and extracurricular activities for students and families.	All Students	10000.00 Donations 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 General Fund 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	0.00 District Funded 5000-5999: Services And Other Operating Expenditures training
2.6	Continue health assistant position to maintain student health and wellness.	Students with special needs	12284.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries health office 4404.00 LCFF - Supplemental 3000-3999: Employee Benefits benefits
2.7	School clerk position funded through LCFF (attendance focus)	All	20449.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries clerical support 7798.00 LCFF - Supplemental 3000-3999: Employee Benefits benefits
2.8	continue Parent coordinator for family outreach	All	8777.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries family support 3468.00 LCFF - Supplemental 3000-3999: Employee Benefits benefits

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The efforts implemented over the course of the school year allowed the school community to reach the goal of 97% attendance.

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

There was not an international community event as indicated as an action; however, the other efforts allowed for the school community to reach its goal of 97% attendance.

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 will be continued as is throughout the 2025-2026 school year to maintain a 97% or better attendance rate for Folsom Middle School.

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 dedicated to providing students with high-quality instruction and access to a broad, rigorous course of study. Guided by the Guaranteed and Viable Curriculum developed by the Folsom Cordova Unified School District's Educational Services Department, the school aligns its practices with the New Art and Science of Teaching instructional model. In pursuit of the High Reliability Schools certification, Folsom Middle School invests in ongoing professional development to ensure effective teaching in every classroom and equitable access to a comprehensive curriculum. Progress is monitored through certification data, meeting agendas, professional development records, and survey feedback from parents, staff, and students.

Additionally, Folsom Middle School is actively reviewing its grading practices through participation in the district's Fair Grading Task Force, with the goal of implementing a more equitable and accurate grading policy. The school also remains focused on increasing the number of English Language Learners who reclassify to English Language Proficient status, building on progress from the 2024–2025 school year into 2025–2026.

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	2024-2025 course offerings on the Folsom Middle School master schedule.	With the new math pathways implemented through the FCUSD middle schools in the 2025-2026 school year students will indicate a greater depth of understanding of mathematical concepts as indicated on the 2026 CAASPP testing and measured through common formative and summative assessment data throughout the 2025-2026 school year.
High Reliability Schools survey data for Level 3 and piloting teams of the Grading Task Force on implementation of proficiency scales will indicate data that indicates students achieving proficiency in the guaranteed and viable curriculum and essential standards. Survey results and student academic outcomes based on teacher collected academic data.	Collaborative Teams identification of essential standards and learning targets and data tracking provided. Renaissance Data and CAASPP data in the 2024-2025 school year.	Folsom Middle School will achieve Level 3 certification in Marzano's High Reliability Schools and move forward toward Level 4 certification during the 2025-2026 school year as some teachers pilot the implementation of proficiency scales to measure student academic proficiency.
ELPAC results 2025-2026 will see an increase in number of English Learner students reclassifying from the 2024-2025 school year.	Reclassification data for the 2024-2025 school year. The data on the 2024 California Dashboard indicate a decline in reclassification however the school saw an increase in the number of students who enrolled in the school in the 2023-2024 school year with little to no English. Long term English learners declined 23.1%	The number of students reclassifying in the 2025-2026 school year will increase from the 2024 results and the percentage of students progressing one or more ELPAC levels will increase from the previous year.

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, Rtl, 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	3500.00 District Funded 1000-1999: Certificated Personnel Salaries vertical alignment math/sub coverage 2000.00 Other 1000-1999: Certificated Personnel Salaries EEG Subs 1,000.00 Unrestricted 4000-4999: Books And Supplies math support
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	11150.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA 3 hours a day approved through district. 4057.00 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 2025-2026 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	6,000.00 Unrestricted 4000-4999: Books And Supplies English Learner Curriculum Support (piloting NALA)

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The ELD program at Folsom Middle School has grown to support the English learners with the addition of another English Language Development support class.

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

Folsom Middle School demographics continues shifting over the last few years and the school is 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 and continues to support students in becoming English language proficient and to demonstrate an increase in math proficiency.

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.

Support for English learners through piloting of the NALA AI software and the focus on math as a district initiative has drawn more attention from site council and the community on focusing on these areas when looking at implementation of a guaranteed and viable curriculum for all students. Piloting the use of proficiency scales to measure and monitor student mastery will be a focus in the 2025-2026 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 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. Improvement data will be monitored and measured through use of student, parent, and staff surveys including California Healthy Kids Survey and Panorama benchmark 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 and 2024-2025 Panorama data and California Healthy Kids Survey 2023-2024 and 2024-2025 continue to identify this 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 2024-2025 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 2026 students will indicate an increase in connectedness to school and to adults on campus as measured by the 2025-2026 California Healthy Kids Survey and Panorama data. The goal is that 80% of Folsom Middle School students in the 2025-2026 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 Progress monitoring team and 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 2025-2026 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 volunteers from the high school and 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	6000.00 Donations 1000-1999: Certificated Personnel Salaries stipends
4.5	Intramural and lunchtime activities provided for engagement and climate/culture building led by the WEB students, Leadership students, 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
4.6	Supplies for EL support and working on proficiency scales for monitoring student achievement.	EL students	1371.00 LCFF - Supplemental 4000-4999: Books And Supplies ELD materials supplies
4.7	.2 ELD BIA for support	EL students	19614.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA
4.8	Benefits for BIA	EL students	7515.00 LCFF - Supplemental 3000-3999: Employee Benefits employee benefits

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

This goal continues to focus on safety and feeling a sense of connection to the school and staff. Data indicates this is still an area of need the team will revisit and analyze success toward this goal at the end of the 2025-2026 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. However, with the implementation of a flex period in the school day the advisory period for this purpose was limited due to students choosing different flexes to attend. Flex was voted down by the FCEA members at Folsom Middle School for the 2025-2026 school year and this goal can begin now to be implemented in the 2025-2026 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 restorative room for use as 'other means' to discipline was continued and carried through throughout the 2024-2025 school year and will continue to be utilized into the new school year. While the team recognizes adjustments that need to be made to improve success of the use of the restorative room, the initial data indicates that there has been a decrease in suspensions and the room has shown to be successful in use to provide a safe place for students to go during the school day for breaks, support, and reflection.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1		All students.	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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	\$344,856.00
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	\$3,500.00
Donations	\$23,000.00
General Fund	\$3,000.00
LCFF - Supplemental	\$167,425.00
Learning Recovery	\$122,431.00
Other	\$2,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$8,500.00
Site Formula Funds	\$0.00
Unrestricted	\$15,000.00

Subtotal of state or local funds included for this school: \$344,856.00

Total of federal, state, and/or local funds for this school: \$344,856.00

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	167425.00	0.00
Site Formula Funds	0.00	0.00
Donations	23000.00	0.00
Learning Recovery	122431.00	0.00
General Fund	3000.00	0.00
Other	2000.00	0.00
District Funded	3500.00	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	8500.00	0.00
Unrestricted	15000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	3,500.00
Donations	23,000.00
General Fund	3,000.00
LCFF - Supplemental	167,425.00
Learning Recovery	122,431.00
Other	2,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	8,500.00
Site Formula Funds	0.00
Unrestricted	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	0.00

1000-1999: Certificated Personnel Salaries	165,567.00
2000-2999: Classified Personnel Salaries	76,274.00
3000-3999: Employee Benefits	72,144.00
4000-4999: Books And Supplies	19,871.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	3,500.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Donations	16,000.00
4000-4999: Books And Supplies	Donations	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	General Fund	0.00
4000-4999: Books And Supplies	General Fund	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	51,485.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	72,274.00
3000-3999: Employee Benefits	LCFF - Supplemental	42,295.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,371.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	92,582.00
3000-3999: Employee Benefits	Learning Recovery	29,849.00
0001-0999: Unrestricted: Locally Defined	Other	0.00
1000-1999: Certificated Personnel Salaries	Other	2,000.00

4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,500.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	0.00
3000-3999: Employee Benefits	Site Formula Funds	0.00
2000-2999: Classified Personnel Salaries	Unrestricted	4,000.00
4000-4999: Books And Supplies	Unrestricted	11,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	201,969.00
Goal 2	79,680.00
Goal 3	28,707.00
Goal 4	34,500.00

School Site Council Membership

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

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

Name of Members	Role
Terri Daniels	Principal
Diane Maldonado	Classroom Teacher
Dan Lingenfelter	Classroom Teacher
Rachel Williams	Classroom Teacher
Jamie Bracht	Other School Staff
Erin Deane	Parent or Community Member
Amy PirkI	Parent or Community Member
Puneet Singh	Parent or Community Member
Monica Vallerga	Parent or Community Member
Suzanne Adler	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Mohammad Mastoor	Parent or Community Member
Mohammed Sarwan	Parent or Community Member
Eilah Lavy	Parent or Community Member
Zyna Orong	Other School Staff
Marina Krendeleva	Parent or Community Member
Dana Trach	Classroom Teacher
Terri Daniels	Principal

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

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

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

Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: FMS Leadership Team English - Shelley Handy Science - Sarah Schreiber Math - Anita Kamath History - Daniel Tirre PE - Patrick Burke Exploratory/Music - Brianna Munday Special Ed - Shasta Zanetta Instructional Coach - Erin Earnshaw Administration - Terri Daniels, Keith Shields, 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 20, 2025.

Attested:

	Principal, Terri Daniels on May 20, 2025
	SSC Chairperson, Suzanne Adler on May 20, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

FMS ELAC AGENDA

MAY14, 2025

6:00 P.M.

- Welcome/Welcome Activity Dr. Daniels
- Share out on ELPAC Testing Dr. Daniels/Ms. Orang
- Review of ELPAC Scoring/Reclassification Ms. Orang
- Presentation of 2025-26 site plan Dr. Daniels
- Approval of SPSA Discussion/Approval
- Good of the Order
- Adjournment

ELAC Meeting (via Teams)

Folsom Middle School

May **14**, 2025 6:00 p.m.

PARENT NAME	STUDENT NAME
Terri Daniels	Principal
Dana Trach	ELD Teacher
Zyna Orang	Program Monitor/Counselor
Mohammad Mator	Ahmad Mastoor
Xinglong Li	Crystal Li
Ying Xu	Junya and Junyan Lin
Heeeun Park	Tiffany Sohn
Alma Saldana	Edgar Casillas Saldana
Aleksandr and Iulia Zinchenko	Kira and Lillia Zinchenko
Danhong Gu	Jerry Lin

****Names taken from sign in on chat **in** Teams for attendance.

ELAC Minutes

Meeting: 5/14/25

Meeting held on Teams for ELAC committee to attend online.

Meeting began with Dr. Daniels welcoming everyone and asking participants to sign in the chat and also say who they are the parents of

Warm Welcome: 3 breakout rooms with ice breaker questions for round robin discussion/share out.

After 10 minutes groups were reconvened to one room.

Ms. Orang, Program Monitor shared out information on recent ELPAC testing. Testing is now complete and results are expected to be posted any day

Ms. Orang continued the presentation reviewing the protocols for the scoring of the tests and what will be required for student reclassification as being English Proficient.

Dr. Daniels then presented the draft of the 2025-2026 School Site Plan for Student Achievement. Input from previous ELAC meetings were shared and Dr. Daniels shared how these requests were included in the plan. (Focus on goals/ actions).

Dr. Daniels asked for a motion for ELAC to approve the goals/ actions as presented. (Mr. Zinchenko motioned to approve as is. Ms. Xu seconded the motion.)

Unanimous vote in agreement of goals/ actions included.

Good of order:

Ms. Park asked when students will get their schedules for next school year. Dr. Daniels said these will be available online in August.

Mrs. Saldana asked what the process will be for signing up for tutoring in the fall. Dr. Daniels let parents know that it is important to access the weekly BLAST newsletter as this information will be included in there.

Meeting adjourned at 7:21 p.m.

FMS Site Council Meeting

May 20, 2025

3:40 p.m.

Call Meeting to Order

Approve Agenda

Action

Approve Minutes (4/22/25

Action

Review Draft SPSA

- o Goals/Actions

Approve 2025-26 SPSA

Discussion/Action

Good of the Order

Move to Adjourn

FMS Site Council Meeting

May 20, 2025

Sign In

Amy Pirk **L**

Monica Vallega

Diane Maldonado

Erin Deand

Dan Lingenfelter

Jamie Bracht

Suzar **Adler**

Terri Daniels

FMS Site Council Meeting

May 20, 2025

Minutes

Submitted by Erin Deane, Secretary

Meeting was changed to a Zoom Meeting at last minute so there would be a quorum to vote since there were only 4 members able to attend in person.

Attendance via Zoom: Monica Vallerga, Suzanne Adler, Erin Deane, Amy Pirkl, Diane Maldonado, Dan Lingenfelter, Jamie Bracht, Ben Bonacki (student), Terri Daniels (Admin).

Meeting called to order at 3:50 p.m.

Approval of Agenda: (Bracht/Maldonado)

Approval of 4/22/25 minutes (Adler/Lingenfelter)

Dr. Daniels had the final copy of the 2025-26 site plan visible on screen. The draft copies had been emailed out to members earlier in the week to review. Dr. Daniels highlighted the information on the goals and actions. She shared the information regarding FLEX not passing per teacher vote and meeting the 75% requirement.'

Approve the 2025-2026 SPSA as presented: (Pirkl/Adler)

Voted unanimously by members in attendance.

Meeting adjourned at 4:25 p.m.