



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 19, 2026	August 20, 2026

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description	4
School Vision and Mission	4
School & Community Profile	4
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components.....	5
California School Dashboard (Dashboard) Indicators	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population	16
Overall Performance.....	18
Academic Performance	20
Academic Engagement	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1	33
Goal 2	37
Goal 3	40
Goal 4	43
Goal 5	46
Budget Summary	48
Budget Summary.....	48
Other Federal, State, and Local Funds.....	48
Budgeted Funds and Expenditures in this Plan	49
Funds Budgeted to the School by Funding Source	49
Expenditures by Funding Source.....	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source.....	50
Expenditures by Goal	50
School Site Council Membership.....	51
English Learner Advisory Committee (ELAC).....	52

Recommendations and Assurances 53

Instructions 54

Appendix A: Plan Requirements..... 61

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 64

Appendix C: Select State and Federal Programs 67

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 1609 students, FMS serves sixth, seventh, and eighth-grade students. The school has a student population comprised of 36.66% White, 31.79% Asian, 14.4% Hispanic, 4.2% Filipino, 3% Pacific Islander, .2% Native American, 10.7% two or more races, and 1.6% African American ethnicities. FMS has 65 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, Science, Technology, Engineering, and Math (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, Coding Club, Drone Club, Chess Club, 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 the National Advocacy Champion of the Year 2025 and National Principal of the Year from California 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 utilizes 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 who 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 2025-2026 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.

2025-2026 Site Council Meetings: 9/2/25; 10/1/25; 11/19/25; 1/7/26; 3/24/26; 4/28/26; 5/19/26

2025-2026 ELAC Meetings: 9/18/25; 10/29/25; 12/10/25; 1/29/26; 4/2/26; 4/23/26

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 2025 CAASPP results, the highest at-risk subgroups are students with disabilities and African American students (30.2 % and 31.8%, respectively, are proficient in English Language Arts, and 20.4% and 27.28%, respectively, are proficient in Math).

*The plan addresses continued Professional Development (PD) needed for MTSS/RtI implementation in the 2026-2027 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 is 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 and/or Flex 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 on 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. However, further data review shows that the African American subgroup is performing in a lower band as well, even though it does not show a breakdown on the California dashboard due to the low number of students in this subgroup. Stakeholders believe, through the needs assessment process, this subgroup must also be an area of focus in support of increasing student proficiency. The data indicates a need to provide targeted intervention to students in the students with disabilities and African American subgroups and to close the achievement gap among them and their peer groups. The California Dashboard shows an overall increase in English Language Arts by 10 points, showing that overall Folsom Middle School performed 63.3 points above standard in English Language Arts. For math, the overall score increased 4.5 points from the previous year, and Folsom Middle School performed 45.5 points above standard. English Learner Progress increased 23.2% from the previous year, with 67.3% making progress. Site council has determined that a focus on math and English Language Arts targeted intervention provided to all students, particularly students with disabilities and African American student subgroups, is important for closing the achievement gap and raising proficiency levels for students in these subgroups.

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. African American students showed proficiency levels of 31.8% proficient in English Language Arts and 27.28% proficient in math which indicates a need for further focus on this subgroup in raising proficiency through targeted intervention. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.36%	0.27%	0.25%	5	4	4
African American	1.43%	1.39%	1.62%	20	21	26
Asian	32.00%	32.96%	31.79%	449	497	509
Filipino	2.42%	3.51%	4.18%	34	53	67
Hispanic/Latino	13.33%	13.00%	14.43%	187	196	231
Pacific Islander	0.14%	0.20%	0.31%	2	3	5
White	41.55%	38.99%	36.66%	583	588	587
Multiple/No Response	8.62%	9.68%	10.74%	121	146	172
Total Enrollment				1403	1508	1601

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	446	522	514
Grade 7	489	492	561
Grade 8	468	494	526
Total Enrollment	1,403	1,508	1,601

Conclusions based on this data:

1. Enrollment at Folsom Middle School continues to increase. According to the data the number of white students has maintained, and the number of Asian students continues to increase.
2. While diversity exists, it is evident that the majority of the students remains to be white followed closely by Asian students. The African American Filipino, and other subgroups have increased in number.
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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	53	67	80	2.9%	3.8%	5.0%
Fluent English Proficient (FEP)	290	329	352	21.4%	20.7%	22.0%

Conclusions based on this data:

1. Folsom Middle School shows an increase in the number of English learners on campus each school year with the current percentage at 5% of the general student population. This indicates the need for attention to support the English Learner population at Folsom Middle School. In the current plan, we will continue to offer two English Language Development sections in the master schedule in 2026-2027 to support English Learners.
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 2026-2027 school year to support English Learner students and to provide feedback to address the needs of students in this subgroup.
3. With the number of Fluent English Proficient (FEP) students continuing to increase 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 with continued support after reclassification. This is addressed in the goals within the current site plan.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	470	451	524	464	448	520	464	448	520	98.7	99.3	99.2
Grade 7	456	485	498	446	481	496	446	481	496	97.8	99.2	99.6
Grade 8	414	475	500	408	468	497	408	468	497	98.6	98.5	99.4
All Grades	1340	1411	1522	1318	1397	1513	1318	1397	1513	98.4	99	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2583.	2573.	2593.	36.21	33.04	44.04	37.28	36.61	34.42	20.26	19.42	12.69	6.25	10.94	8.85
Grade 7	2620.	2613.	2609.	40.58	36.59	35.28	38.79	39.71	38.71	13.90	17.46	16.53	6.73	6.24	9.48
Grade 8	2640.	2621.	2630.	38.48	34.83	39.44	41.67	39.53	35.01	15.93	15.81	15.49	3.92	9.83	10.06
All Grades	N/A	N/A	N/A	38.39	34.86	39.66	39.15	38.65	36.02	16.77	17.54	14.87	5.69	8.95	9.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	35.99	36.83	43.85	54.09	50.89	45.19	9.91	12.28	10.96
Grade 7	32.74	34.72	35.69	60.54	58.63	56.85	6.73	6.65	7.46
Grade 8	39.22	35.47	38.83	53.68	52.99	51.71	7.11	11.54	9.46
All Grades	35.89	35.65	39.52	56.15	54.26	51.16	7.97	10.09	9.32

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	30.60	24.55	33.85	59.27	59.82	54.62	10.13	15.63	11.54
Grade 7	46.19	42.00	39.11	47.31	49.69	49.40	6.50	8.32	11.49
Grade 8	36.03	36.75	39.84	57.84	52.35	47.08	6.13	10.90	13.08
All Grades	37.56	34.65	37.54	54.78	53.83	50.43	7.66	11.52	12.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	21.55	21.43	23.46	75.22	71.65	70.38	3.23	6.92	6.15
Grade 7	24.22	19.75	20.77	71.30	76.30	71.77	4.48	3.95	7.46
Grade 8	27.21	26.71	25.35	70.83	66.88	68.81	1.96	6.41	5.84
All Grades	24.20	22.62	23.20	72.53	71.65	70.32	3.26	5.73	6.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	33.62	27.90	37.12	57.97	62.72	55.38	8.41	9.38	7.50
Grade 7	38.79	39.71	35.48	55.16	54.05	56.05	6.05	6.24	8.47
Grade 8	43.63	36.11	36.62	53.43	57.91	55.53	2.94	5.98	7.85
All Grades	38.47	34.72	36.42	55.61	58.12	55.65	5.92	7.16	7.93

Conclusions based on this data:

1. Based upon the results of the 2024-2025 CAASPP ELA data shows that 76% overall of students exceeded or met the standards in English Language Arts which is an increase from the previous year. The exceeded standards statistic grew nearly 4% which is encouraging since the 2025-2026 school plan emphasized more focus on enrichment opportunities for the higher performing students whose scores had dropped the previous year.
2. According to the California Dashboard results of the 2025 data, English Language Arts results show an increase in the percentage of students exceeding the English Language Arts standards with the exceeding standards increasing close to 4% higher in Reading and 3% higher in Writing that the 2024 CAASPP results. Folsom Middle School staff will continue to utilize the FIAB assessments to prepare students for the summative assessment moving forward.
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 2026-2027 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	470	451	524	466	450	519	465	450	518	99.1	99.8	99
Grade 7	456	485	498	447	483	495	447	483	495	98.0	99.6	99.4
Grade 8	414	475	500	407	470	497	407	470	496	98.3	98.9	99.4
All Grades	1340	1411	1522	1320	1403	1511	1319	1403	1509	98.5	99.4	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2583.	2577.	2596.	39.78	38.67	48.46	25.38	25.78	21.81	22.15	21.56	15.44	12.69	14.00	14.29
Grade 7	2616.	2612.	2611.	43.85	44.10	43.43	23.94	23.60	21.21	17.90	19.67	21.21	14.32	12.63	14.14
Grade 8	2654.	2637.	2633.	53.81	47.45	44.35	17.44	19.79	20.16	16.95	17.87	19.96	11.79	14.89	15.52
Grade 11															
All Grades	N/A	N/A	N/A	45.49	43.48	45.46	22.44	23.02	21.07	19.11	19.67	18.82	12.96	13.83	14.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	35.05	36.22	45.17	50.32	45.78	39.58	14.62	18.00	15.25
Grade 7	46.09	44.31	43.43	40.04	42.65	41.21	13.87	13.04	15.35
Grade 8	48.40	42.55	40.12	40.05	43.62	44.56	11.55	13.83	15.32
Grade 11									
All Grades	42.91	41.13	42.94	43.67	43.98	41.75	13.42	14.90	15.31

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	33.98	30.00	38.42	53.12	55.11	46.91	12.90	14.89	14.67
Grade 7	42.51	41.20	40.40	47.20	48.03	44.44	10.29	10.77	15.15
Grade 8	47.42	41.06	35.89	43.24	49.57	51.01	9.34	9.36	13.10
All Grades	41.02	37.56	38.24	48.07	50.82	47.45	10.92	11.62	14.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	33.33	34.00	38.22	58.49	53.78	50.77	8.17	12.22	11.00
Grade 7	37.81	33.95	33.74	52.57	54.66	54.14	9.62	11.39	12.12
Grade 8	44.72	38.30	34.68	46.19	54.04	53.63	9.09	7.66	11.69
All Grades	38.36	35.42	35.59	52.69	54.17	52.82	8.95	10.41	11.60

Conclusions based on this data:

1. Based upon the California Dashboard, the results of the 2024-2025 Mathematics CAASPP assessment indicated the overall score for students exceeding standards increased 2%. While not a large increase it is encouraging to see the improvement. The Folsom Middle School math instructors will continue to use the FIAB assessments in preparation for the summative CAASPP math assessments.
2. Based on the 2024-2025 CAASPP results and the California Dashboard the subgroup needing more targeted instructional support in math continues to be students with disabilities.
3. Based on the results of the 2024-2025 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. Based on the results Folsom Middle School will place focus on the subgroups of students with disabilities and African American students.

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://elpac.org) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1566.5	1509.5	1545.5	1566.3	1500.1	1556.3	1566.3	1518.4	1534.4	13	19	24
7	1552.9	1544.2	1553.5	1559.4	1543.6	1560.7	1546.1	1544.3	1546.1	14	11	19
8	*	1595.4	1585.4	*	1594.9	1601.2	*	1595.7	1569.1	6	14	16
All Grades										33	44	59

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	53.85	10.53	33.33	23.08	26.32	41.67	15.38	47.37	12.50	7.69	15.79	12.50	13	19	24
7	28.57	27.27	42.11	42.86	45.45	15.79	28.57	9.09	26.32	0.00	18.18	15.79	14	11	19
8	*	35.71	43.75	*	42.86	37.50	*	14.29	6.25	*	7.14	12.50	*	14	16
All Grades	33.33	22.73	38.98	36.36	36.36	32.20	27.27	27.27	15.25	3.03	13.64	13.56	33	44	59

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	69.23	21.05	66.67	23.08	63.16	20.83	0.00	0.00	0.00	7.69	15.79	12.50	13	19	24
7	57.14	63.64	47.37	21.43	18.18	31.58	21.43	0.00	10.53	0.00	18.18	10.53	14	11	19
8	*	64.29	68.75	*	14.29	18.75	*	14.29	6.25	*	7.14	6.25	*	14	16
All Grades	54.55	45.45	61.02	27.27	36.36	23.73	12.12	4.55	5.08	6.06	13.64	10.17	33	44	59

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	23.08	5.26	25.00	46.15	15.79	12.50	23.08	36.84	33.33	7.69	42.11	29.17	13	19	24
7	7.14	18.18	21.05	35.71	27.27	26.32	35.71	36.36	21.05	21.43	18.18	31.58	14	11	19
8	*	35.71	18.75	*	35.71	37.50	*	14.29	31.25	*	14.29	12.50	*	14	16
All Grades	12.12	18.18	22.03	39.39	25.00	23.73	33.33	29.55	28.81	15.15	27.27	25.42	33	44	59

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	38.46	26.32	37.50	61.54	52.63	45.83	0.00	21.05	16.67	13	19	24
7	28.57	18.18	21.05	57.14	72.73	63.16	14.29	9.09	15.79	14	11	19
8	*	50.00	56.25	*	42.86	37.50	*	7.14	6.25	*	14	16
All Grades	30.30	31.82	37.29	60.61	54.55	49.15	9.09	13.64	13.56	33	44	59

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	69.23	47.37	87.50	23.08	42.11	0.00	7.69	10.53	12.50	13	19	24
7	71.43	81.82	84.21	28.57	0.00	5.26	0.00	18.18	10.53	14	11	19
8	*	71.43	75.00	*	14.29	18.75	*	14.29	6.25	*	14	16
All Grades	66.67	63.64	83.05	30.30	22.73	6.78	3.03	13.64	10.17	33	44	59

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	23.08	5.26	25.00	53.85	31.58	25.00	23.08	63.16	50.00	13	19	24
7	0.00	9.09	36.84	64.29	45.45	10.53	35.71	45.45	52.63	14	11	19
8	*	35.71	31.25	*	50.00	43.75	*	14.29	25.00	*	14	16
All Grades	9.09	15.91	30.51	57.58	40.91	25.42	33.33	43.18	44.07	33	44	59

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	53.85	21.05	12.50	38.46	68.42	79.17	7.69	10.53	8.33	13	19	24
7	21.43	36.36	15.79	78.57	54.55	78.95	0.00	9.09	5.26	14	11	19
8	*	35.71	6.25	*	64.29	93.75	*	0.00	0.00	*	14	16
All Grades	33.33	29.55	11.86	63.64	63.64	83.05	3.03	6.82	5.08	33	44	59

Conclusions based on this data:

1. The number of students who scored a level 4 overall on the ELPAC assessment for 2024-2025 increased 16% and students who met or exceeded received a 23% increase on the ELPAC assessment. These 23% were reclassified in the 2025-2026 school year.
2. Based upon the California Dashboard in 2025 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 2026-2027 school year to teachers to provide support to English Learner students.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1508	12.6%	4.4%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	4.4%
Foster Youth	1	0.1%
Homeless	5	0.3%
Socioeconomically Disadvantaged	190	12.6%
Students with Disabilities	147	9.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	1.4%
American Indian	4	0.3%
Asian	497	33%
Filipino	53	3.5%
Hispanic	196	13%
Two or More Races	146	9.7%
Pacific Islander	3	0.2%
White	588	39%

Conclusions based on this data:

1. Socio-economically disadvantaged students comprise a small percentage of the overall population at Folsom Middle School but is steadily increasing each year.

2. Students with disabilities comprise close to 10% of the total 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, particularly the African American subgroup.

School and Student Performance Data

Overall Performance

The 2025 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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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Blue		
English Learner Progress  Blue		

Conclusions based on this data:

1. Suspension rates and chronic absenteeism 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 2025-2026 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 2026-2027 school year to minimize the suspension data results in the new school year.

2. Recent data on English Learner Progress shows an increase in students scoring proficient in the ELPAC exam.
3. Student scores in English Language Arts and math on the 2024-2025 CAASPP testing showed an increase in overall results from the previous year. 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 and the African American 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

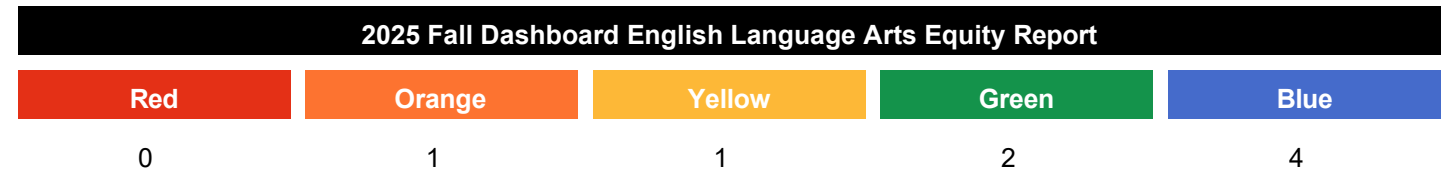
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 63.3 points above standard Increased 10 points 1477 Students	English Learners  Green 13.8 points above standard Increased 9.7 points 158 Students	Long-Term English Learners  No Performance Color 77.9 points below standard Declined 23.2 points 17 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Yellow 0.4 points below standard Declined 3.4 points 188 Students

Students with Disabilities  Orange 51.7 points below standard Maintained -1.3 points 145 Students	African American  No Performance Color 38.9 points below standard Declined 8.8 points 20 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  Blue 100.1 points above standard Increased 3.9 points 489 Students	Filipino  Blue 88.2 points above standard Increased 29.6 points 53 Students	Hispanic  Green 32.3 points above standard Increased 11.2 points 190 Students
Two or More Races  Blue 52.6 points above standard Increased 3.5 points 142 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Blue 45.8 points above standard Increased 11.3 points 576 Students

Conclusions based on this data:

1. Students with Disabilities continue to indicate the greatest need based on the recent results. Students in this subgroup scored 51.7 points below standard and declined slightly 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 2026-2027 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, which is focused on effective instruction in every classroom and providing a guaranteed and viable curriculum to all students.
2. Subgroups of English Learners, Asians, Filipinos, White, Two or More Races, and Hispanics all increased their overall percentage scores from the previous year.
3. Socio-economically disadvantaged and African American subgroups declined from the previous year's results. This indicates the need for staff to place an intentional focus on supporting these subgroups with further support and strengthen Tier 1 classroom instruction.

School and Student Performance Data

Academic Performance Mathematics

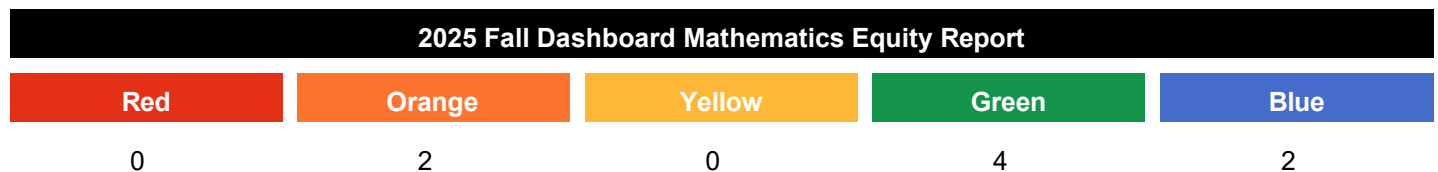
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 45.5 points above standard Increased 4.5 points 1480 Students	English Learners  Green 4.9 points above standard Maintained -1.6 points 164 Students	Long-Term English Learners  No Performance Color 96.2 points below standard Increased 8.5 points 17 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 42.2 points below standard Declined 22.8 points 192 Students

Students with Disabilities  Orange 88.4 points below standard Maintained -0.8 points 143 Students	African American  No Performance Color 69.5 points below standard Declined 13.6 points 20 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  Blue 106.1 points above standard Maintained 1.5 points 494 Students	Filipino  Blue 59 points above standard Increased 37.7 points 53 Students	Hispanic  Green 4.6 points below standard Increased 3.4 points 189 Students
Two or More Races  Green 18.8 points above standard Maintained -1.3 points 142 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Green 19.4 points above standard Increased 3.5 points 575 Students

Conclusions based on this data:

1. Students in the subgroups of Longtime English Learners, African Americans, and Socio-economically disadvantaged scored 96.2 points below standard, 69.5 points below standard, and 42.2 points below standard respectively while Students with Disabilities scored 88.4 points below standard.
2. White students increased 3.5 points from the previous year, and Asian students increased 1.5 points scoring 19.4 points above standard and 106.1 points above standard respectively.
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 2026-2027 school year. A focus will be on this area, particularly with an intentional focus on the subgroups of African American students, Students with Disabilities, and Socio-economically Disadvantaged students.

School and Student Performance Data

Academic Performance Science

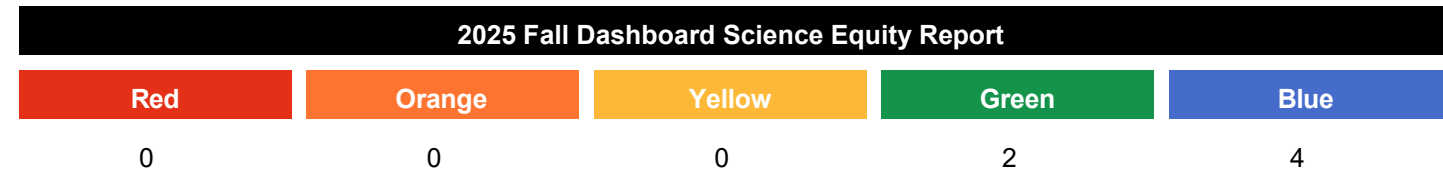
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 69.4 science points Maintained 1.1 points 488 Students	English Learners  No Performance Color 53.6 science points Declined 4.1 points 34 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Socioeconomically Disadvantaged  Green 56.6 science points Maintained -1.8 points 51 Students

Students with Disabilities  Green 50.7 science points Increased 4.3 points 42 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 76.6 science points Maintained -1.6 points 166 Students	Filipino  No Performance Color 68.9 science points 15 Students	Hispanic  Blue 65.4 science points Increased 5.9 points 52 Students
Two or More Races  Blue 68.3 science points Maintained -0.2 points 36 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 65.2 science points Maintained 1 points 210 Students

Conclusions based on this data:

1. This is the first year that Science results are being publicly reported. It is encouraging to see that the Students with Disabilities subgroup increased 4.3 points from the previous data collected.
2. No student subgroups scored in the red, orange, or yellow category as indicated by the current data.
3. The subgroup of Socio-economically Disadvantaged, while maintaining from the previous data, did show a slight decrease by 1.8 points.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
67.3 making progress.	72.7 making progress.
Number Students: 49 Students	Number Students: 11 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.

2025 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
4.2%	27.1%	0%	68.8%

Conclusions based on this data:

1. The data indicates that 68.8% of English Learners progressed at least one level on the English Language Proficiency scale.
2. English Learners decreased only 4.2% as compared to the 38.2% on one ELPI level from the previous year which is encouraging.
3. The high number of students being reclassified is growing each year at Folsom Middle School. 72.7 of long time English Learners are making progress, and 67.3 English Learners are making progress.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Orange 5.1% Chronically Absent Increased 0.5 1564 Students	English Learners Green 6.6% Chronically Absent Declined 1.9 76 Students	Long-Term English Learners No Performance Color 11.1% Chronically Absent Increased 6.1 18 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged Green 7.7% Chronically Absent Declined 2.1 221 Students

Students with Disabilities  Blue 0% Chronically Absent Declined 2 158 Students	African American  No Performance Color 12.5% Chronically Absent Increased 12.5 24 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  Blue 1.4% Chronically Absent Maintained -0.1 514 Students	Filipino  Blue 0% Chronically Absent Maintained 0 53 Students	Hispanic  Yellow 7.5% Chronically Absent Maintained -0.3 201 Students
Two or More Races  Green 6.5% Chronically Absent Declined 0.5 154 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 7.2% Chronically Absent Increased 1.3 611 Students

Conclusions based on this data:

1. Student subgroups of English Learners, Socio-economically Disadvantaged, Two or More Races, and Students w/Disabilities declined from the previous year.
2. Student subgroups of White, African American, and long-time English Learners increased in Chronic Absenteeism from the previous year.
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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 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

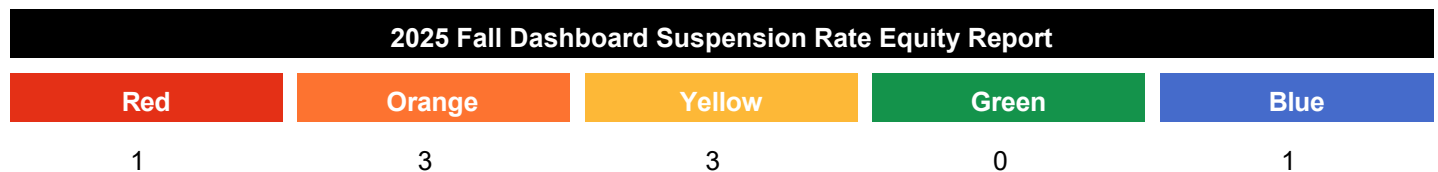
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 2.5% suspended at least one day Increased 0.5% 1581 Students	English Learners  Orange 2.6% suspended at least one day Increased 1% 77 Students	Long-Term English Learners  No Performance Color 0% suspended at least one day Maintained 0% 18 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 0% suspended at least one day 11 Students	Socioeconomically Disadvantaged  Yellow 3.5% suspended at least one day Maintained 0.1% 229 Students

Students with Disabilities  Red 10.6% suspended at least one day Increased 4.7% 160 Students	African American  No Performance Color 4.2% suspended at least one day Increased 4.2% 24 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  Yellow 1.5% suspended at least one day Increased 0.3% 519 Students	Filipino  Blue 0% suspended at least one day Declined 2.9% 53 Students	Hispanic  Yellow 2.9% suspended at least one day Maintained -0.2% 206 Students
Two or More Races  Orange 5.8% suspended at least one day Increased 1.2% 156 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 2.4% suspended at least one day Increased 0.9% 616 Students

Conclusions based on this data:

1. Students with Disabilities show to be the subgroup with the highest percentage of suspensions based upon the California Dashboard data at 10.6% suspended at least one day followed by Two or More Races at 5.8% suspended at least one day.
2. 2.5% of all students were suspended at least one day in 2024-2025.
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 2026-2027 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.

Based upon the results of the 2025 data analysis, the direction of the Folsom Cordova Unified School District, and the identified Folsom Middle School problem of practice, Folsom Middle School will increase proficiency levels for all students in English and Math by 2% or higher with an emphasis placed on the subgroups of African American students and students with disabilities, which will show an increase of 5% or higher in English and Math, as measured by the 2026-2027 Smarter Balanced assessment results, the Renaissance benchmark results, and data from teacher created assessments and proficiency scales.

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 and African American subgroups for Math and English as determined by the identified problem of practice for Folsom Middle School students based upon the 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 2025-2026 Renaissance data.	By the end of the 2026-2027 school year, the 2027 CAASPP data will indicate that students with disabilities and African American student subgroups will show growth in English and Math by 5%, and students in all other subgroups will show an increase in Math and English Language Arts CAASPP scores from the data on the 2025 California Dashboard data by 2% or higher. 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	Baseline CAASPP Data 2024 Overall, at or exceeded ELA Standard: 75.73% All Students ELA 63.3 points above standard (increased 10 points from 2024) Subgroups: Students with Disabilities ELA 51.7 points below standard (target subgroup) African American Students ELA 38.9 points below standard (target group). Focus in ELA on subgroups: Students with Disabilities, African American Overall, at or exceeded Math Standards: 66.56% All Students' Math 45.5 points above standard (increased by 4.5 points from 2024) Subgroups: Students with Disabilities Math 88.4 points below standard (Target subgroup) African American Students 69.5 points below standard (Target subgroup) Focus in Math on subgroups: Students with Disabilities, African American	By the end of the 2026-2027 school year, the 2026 CAASPP data will indicate that all subgroups increased by 2% or higher, with an intentional focus on students with disabilities and African American students to increase by 5% or higher in English and Math CAASPP scores from the data on the 2025 California dashboard data.

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	.		

1.2	Continue with 2 English Language Development classes and 3 General Education Curriculum Support classes included in the master schedule	English Learners and socio-economically disadvantaged students.	57,932.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .6 through Categorical Funding/supplemental 23,267.00 LCFF - Supplemental 3000-3999: Employee Benefits .6 Employee benefits for certificated positions district supplemental
1.3	Continue providing a full-time instructional coach on campus. (.6 funded through district funding .4 funded through site supplemental funding).	All students with a specific focus on socio economically disadvantaged, students with disabilities and African American subgroups.	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 Instructional Coach focus on ELA/Math LCFF - Supplemental 3000-3999: Employee Benefits .4 employee benefits for Instructional coach General Fund 1000-1999: Certificated Personnel Salaries .2 remainder of benefits General Fund 1000-1999: Certificated Personnel Salaries remainder of Instructional Coach .2 salary 7883 Learning Recovery 3000-3999: Employee Benefits .20 Intervention Teacher 20006 Learning Recovery 1000-1999: Certificated Personnel Salaries .20 InterventerTeacher Site Formula Funds 1000-1999: Certificated Personnel Salaries .4 Instructional Coach focus on ELA/Math Site Formula Funds 3000-3999: Employee Benefits .4 Instructional Coach focus on ELA/Math Benefits
1.4	Provide opportunities for students to develop written and verbal interpersonal skills through counselor supported small group instruction.	All Students	0.00 None Specified

			1000-1999: Certificated Personnel Salaries embedded in master schedule
1.5	Weekly designated time for English and Math Departments to meet in collaborative teams and bi-monthly for all other departments with a focus on student targeted learning as supported by the model of instruction.	All	0.00 None Specified None Specified Embedded in Master Schedule
1.6	Provide teachers with professional development opportunities to best meet the needs of students and the vision of the district as identified by the FCUSD performance targets.	All students	Donations 5000-5999: Services And Other Operating Expenditures Intel funded Site Formula Funds 5000-5999: Services And Other Operating Expenditures
1.7	Tutoring and homework help after school provided by classified personnel and student volunteers for academically struggling students.	African American students, Socio-economically disadvantaged students, students with disabilities, English Learners	Donations 2000-2999: Classified Personnel Salaries Classified staff/volunteers

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.

Previous Goal met. Current goal based on identified Folsom Middle School Problem of Practice:
Only 30.2% of our students with disabilities and 31.8% of our African American students are proficient in ELA, and only 20.4% of our students with disabilities and 27.28% of our African American students are proficient in math. We need to strengthen Tier 1 and Tier 2 classroom support of teachers in both English and Math classes to raise the levels of proficiency for both subgroups by continuing to provide teachers with an instructional coach on campus with .4 devoted to ELA and Math teacher support focused on raising proficiency levels for all students (2% or higher) with an emphasis on the two subgroups by (5% or higher) in English and Math through further training and use of data (FIABs, Renaissance, CAASPP resources).

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

Goal updated to include language from advisory to advisory or FLEX period as the intent is to bring back a FLEX period to provide more opportunity to incorporate targeted intervention and enrichment time in the master schedule in the 2026-2027 school year.

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

The Site Council has determined the need for continued improvement in student outcomes and need for 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 2027 Folsom Middle School will achieve a student attendance rate of 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 their child's learning and in the Folsom Middle School community, and progress will be measured through the California Healthy Kids Survey and the 2026-2027 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 2025 from the California Dashboard on Chronic absenteeism and suspension rate, and a review of the survey data including 2024-2025 and 2025-2026 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 2025-2026 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	2024-2025 and 2025-2026 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 2026- 2027, will indicate that there is an increase in connectedness to the school and an improvement in relationships between students and adults in the 2026-2027 school year as opposed to the results indicated in the 2024-2025 and 2025-2026 school years.
Suspension rate on California Dashboard and measured through discipline/behavior data on PowerSchool.	The suspension rate indicated on the California Dashboard 2025 had increased by .5% from the previous year. The following student groups indicated an increase in suspensions	With the continued implementation of restorative discipline practices an overall suspension rate will improve 1% or less as measured by the

	in the 2024-2025 school year: Students with Disabilities had 10.6% students suspended at least once with an increase at 4.%; Two or More Races at 5.8% students suspended at least once with an increase of 1.2%, and African American Students at 4.2% with an increase of 4.2% as this subgroup was previously not large enough to count on the dashboard.	California Dashboard in the 2026-2027 school year.
Truancy/Chronic absenteeism will be targeted and measured overall by a 97% or higher attendance rate schoolwide.	2024-2025 reached 97% attendance rate. Current rate measured for 2025-2026 school year is 96.48% with a chronic absentee rate of 7.23%.	Increase 6 attendance during the 2025-2027 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	Collaborate with community connections and organizations to provide outreach and support for Folsom Middle School families to problem solve and remove barriers that impede student attendance.	All Students with an emphasis on African American and Students with Disabilities	0.00 None Specified None Specified community outreach and partnerships
2.2	Work in partnership with Folsom Police Department to provide parents with educational opportunities that focus on student safety and legal expectations (such as bicycle and scooter safety) and inform parents of other means of public transit that students can utilize to attend school.	All students	0.00 None Specified None Specified
2.3	Partner with parents through PTO and ELAC for ways of supporting students with social emotional well-being, academic support, and meeting other student needs.	All Students with an emphasis on English Learners, students with disabilities, and African American student subgroups	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 7000-7439: Other Outgo Incentives PBIS
2.4	Continue to provide multiple clubs and extracurricular activities for students and families to be connected to school.	All	General Fund 1000-1999: Certificated Personnel Salaries Stipends, coaching, music
2.5	Intramural and lunchtime activities provided for engagement and climate/culture building led by student leadership and other clubs, as well as community partners.	All	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Also, local partnerships with Bayside, etc.
2.6	Continue a climate team on the Folsom Middle School campus to foster a healthy and positive school culture focused on student well-being, engagement, and equity promoted through PBIS (Positive Behavior Intervention and Supports).	Students with special needs	District Funded 1000-1999: Certificated Personnel Salaries climate coaches funded through district

2.7	Continue with a health assistant position to maintain student health and wellness.	All	13,839.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 Health Asst. DO 8,215.00 LCFF - Supplemental 3000-3999: Employee Benefits employee benefits
2.8	School clerk position funded through LCFF with a focus on attendance.	All	22,372.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .5 clerk Bustamonte/Chokkalingam 8786 LCFF - Supplemental 3000-3999: Employee Benefits clerk benefits .5
2.9	Continue with a parent coordinator position for family outreach and family engagement.	All	4,012.00 LCFF - Supplemental 3000-3999: Employee Benefits .25 parent co. benefits 9,871.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 parent co.

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 attendance rate was close to 97% measuring at 96.48% with two weeks left in the current 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.

No major differences in implementation on meeting goal. All actions were implemented and will continue into the 2026-2027 plan with some additions.

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

There will be more partnering with community organizations to work to increase attendance to a 97% or better attendance rate for Folsom Middle School in 2026-2027.

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 will continue to provide high quality instruction for all students guided by the Folsom Cordova Unified Model of Instruction while also providing access to a broad course of study that is vertically aligned. Proficiency will be measured based upon student mastery of the essential standards as evidenced by Renaissance benchmark data, Smarter Balance assessments including FIAB results, and collaborative teams' developed proficiency scales.

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, and site level needs assessment.

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	2025-2026 course offerings on the Folsom Middle School master schedule.	With the newly implemented math pathways through the FCUSD middle schools in the 2025-2026 school year and continued into 2026-2027, along with implementation of the usage of FIAB's and vertical alignment between schools, students will indicate a greater depth of understanding of mathematical concepts as indicated on the 2026-2027 CAASPP testing and measured through common formative and summative assessment data throughout the 2026-2027 school year and measured through the use of proficiency scales.
The Folsom Cordova Unified School District Strategic Implementation Guide (SIG).	Collaborative Teams identification of essential standards and learning targets and data tracking provided. Renaissance Data and CAASPP data in the 2025-2026 school year.	An increase in collaborative teams creating and implementing the use of proficiency scales to 75% or higher across departments during the 2026-2027 school year, as some teachers

	Collaborative Teams self-assessment of SIG implementation.	piloted the implementation of proficiency scales to measure student academic proficiency in the 2025-2026 school year.
ELPAC results 2026-2027 will see an increase in number of English Learner students reclassifying from the 2025-2026 school year.	Reclassification data for the 2025-2026 school year. The data on the 2025 California Dashboard indicated an increase of 23% passing the ELPAC and meeting reclassification eligibility.	The number of students reclassifying in the 2026-2027 school year will increase from the 2025 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 to actively discuss and implement the use of proficiency scales to measure student proficiency toward standards mastery.	All Students	29,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for release time 6,400 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 14,400 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences/Onsite training
3.2	Continue vertical alignment with both the feeder elementary schools and the high schools to set up students appropriately for academic proficiency.	All Students	0.00 None Specified 1000-1999: Certificated Personnel Salaries Collaborative time
3.3	Continue to provide opportunities for teachers to participate in Instructional Rounds at a rate of one time per quarter.	All Students	Site Formula Funds 1000-1999: Certificated Personnel Salaries .4 days 2 roving subs
3.4	Provide designated time during advisory (or an adopted flex period) to offer academic intervention/enrichment opportunities in support of student growth and proficiency in essential standards.	All students	General Fund 4000-4999: Books And Supplies
3.5	Continue with providing two ELD courses in the master schedule.	English Learners	0.00 see goal 1
3.6	Increase the Bilingual Instructional Aide (BIA) from 3 hours to 4 hours a day.	English Learners	18,357.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Funded through District LCFF
3.7	Employee benefits for Bilingual Instructional Aide position.	English Learners	15,671.00 LCFF - Supplemental

			2000-2999: Classified Personnel Salaries benefits
3.8	Add an ELD (English Language Development) club to campus to allow EL students the ability to practice use of the English language.	English Learners	Site Formula Funds 1000-1999: Certificated Personnel Salaries stipend
3.9	Weekly designated time for English and Math Departments to meet in collaborative teams and bi-monthly for all other departments with a focus on student targeted learning as supported by the model of instruction.	All Students	0.00 written into master schedule

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 goal was implemented and effective as indicated by the level of reclassification students and an increase in 23% of English Language proficient students.

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

The software program for English Learners was piloted but not purchased.

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.

Implementation of vertical alignment in math between the feeder elementary schools and Folsom Middle School will continue and be enhanced in the 2026-2027 school year. The bilingual aide support position will be increased to 4 hours a day to support English Language Learners in their core classes.

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 strong effort on Social Emotional Learning (SEL) and provide equitable access and opportunities for students through providing a safe environment in which students can learn that is focused on restorative discipline practices with an intentional focus on historically marginalized and the most vulnerable student populations. Folsom Middle School will enhance student connectedness to campus and improve the overall culture of the Folsom Middle School community as measured by the California Healthy Kids Survey and Panorama survey results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

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

Identified Need

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

2025-2026 Parent and student California Healthy Kids Survey and student Panorama survey results indicate the need for the above goal to increase student connectedness to the school and to an adult at Folsom Middle School in the 2026-2027 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 data; Panorama survey data; local survey data based on advisory feedback.	Baseline data on results of 2025-2026 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 2027, students will indicate an increase in connectedness to school and to adults on campus as measured by the 2026-2027 California Healthy Kids Survey and Panorama data. The goal is that 80% of Folsom Middle School students in the 2026-2027 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	1 Folsom Middle School will maintain a minimum of three full-time counselors and one full-time mental health specialist on campus.	All Students	General Fund 1000-1999: Certificated Personnel Salaries maintain current support
4.2	Folsom Middle School is committed to working with our FCUSD partners to research grant possibilities and or alternative funding sources to provide the campus with a full-time restorative specialist to oversee the school restorative room.	All students especially students who struggle with Tier 3 behavior needs.	0.00 None Specified None Specified seeking grant opportunities
4.3	Folsom Middle School will continue offering a restorative room on campus.	All students especially students who struggle with Tier 3 behavior needs	0.00 None Specified None Specified Restorative practices
4.4	Continue implementation of restorative practices to build connections to school through community circles and other means of SEL. Supplies to support students from marginalized backgrounds.	Socio economically disadvantaged, English Learners, African American, and Students with Disabilities	200 LCFF - Supplemental 4000-4999: Books And Supplies Supplies
4.5	Continue with a Progress Monitoring Team on campus that meets bimonthly to monitor student overall performance.	Socio economically disadvantaged, English Learners, African American, and Students with Disabilities	0.00 None Specified None Specified
4.6	Tutoring and homework help after school provided by classified personnel and student volunteers for academically struggling students.	Socio economically disadvantaged, African American, and Students with Disabilities	0.00 see in previous goal
4.7	Provide multiple clubs and extracurricular activities for students and families to be connected to school.	All students	0.00 see in previous goal
4.8	Intramural and lunchtime activities provided for engagement and climate/culture building led by student leadership and other clubs, as well as community partners.	All Students	0.00 see in previous goal

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 for all students. Data indicates this is still an area of need and the team will revisit and analyze success toward this goal at the end of the 2026-2027 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 has emphasized the need for more community partnerships to provide resources for building connectedness for students to campus, both for safety and for ways to build relationships and connectedness to the school for all students.

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 will be continued and carried through throughout the 2026-2027 school year and site council is committed to looking into opportunities to fund a restorative specialist on campus to assist with the success and provide services and resources for restorative opportunities for working with the students who are showing the need for Tier 3 behavioral support.

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	\$260,211.00
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 (\$)
	\$0.00
LCFF - Supplemental	\$232,322.00
Learning Recovery	\$27,889.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$260,211.00

Total of federal, state, and/or local funds for this school: \$260,211.00

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	232,322	0.00
Site Formula Funds		
Donations		
Learning Recovery	27889	0.00
General Fund		
Other		
District Funded		
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)		

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	232,322.00
Learning Recovery	27,889.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	106,938.00
2000-2999: Classified Personnel Salaries	80,110.00
3000-3999: Employee Benefits	58,563.00
4000-4999: Books And Supplies	200.00
5000-5999: Services And Other Operating Expenditures	14,400.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	86,932.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	80,110.00
3000-3999: Employee Benefits	LCFF - Supplemental	50,680.00
4000-4999: Books And Supplies	LCFF - Supplemental	200.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	14,400.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	20,006.00
3000-3999: Employee Benefits	Learning Recovery	7,883.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	109,088.00
Goal 2	67,095.00
Goal 3	83,828.00
Goal 4	200.00

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
Rachel Williams	Classroom Teacher
Joseph Posadas	Classroom Teacher
Zachary Young	Classroom Teacher
Jamie Bracht	Other School Staff
Erin Deane	Parent or Community Member
Amy PirkI	Parent or Community Member
Melanie Myers	Parent or Community Member
Cathering Long	Parent or Community Member
Christy Braid	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
Alexandra Chataignier	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 19, 2026.

Attested:

	Principal, Terri Daniels on May 19,2026
	SSC Chairperson, Erin Deane on May 19, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

English Learner Advisory Committee Meeting

(ELAC)

Agenda

April 23, 2026 6:00 p.m.

(via Zoom)

<https://canva.link/eoi53vtflbvjmkm>

Welcome Activity

Transition to New Principal 2026-27

Presentation of Bilingual Aide Role

Presentation of Data and Draft Site Plan

Input from Committee Members for Plan

Good of the Order

Sign in taken from Chat Box in Zoom

Alexandra Chataignier	parent
Zhengyui Sun	parent
Nitzia Gonzalez	staff member
Terri Daniels	admin
Ronnie Gurgel	Guardian
Zhixiang Deng	Parent

ELAC Meeting Minutes

April 23, 2026

Meeting called to order at 6:03 a.m.

In attendance: See sign in sheet

Dr. Daniels led the team in an activity to welcome the attendees.

Dr. Daniels shared that her retirement date will be the end of June 2026 and Dr. Javier Watson will be the new principal for next school year.

Dr. Daniels introduced Nitzia Gonzalez, the Bilingual Instructional Assistant at FMS.

Ms. Gonzalez shared her role and duties as the ELD assistant.

Dr. Daniels shared the data (see slide show link in Agenda) and reviewed the purpose and process for the SPSA (Single Plan for Student Achievement)

Discussion among participants on what they would like to see for EL students addressed in the SPSA:

- Continue aide support
- Continue offering ELD support classes
- Increase tutoring opportunities
- Add a club with peers so students can practice speaking English
- Materials reviewed to assist students in their academic core classes

Good of the Order:

Parents asked about the transition to high school and what happens if their child has not passed ELPAC this spring. Discussion on ELPAC at the high school level took place and Dr. Daniels explained that Vista del Lago will be adding an ELD class next school year.

Meeting adjourned at 7:15 p.m.

Folsom Middle School Site Council Minutes

DATE **5/19/2026**

Folsom Middle School, Folsom California

Members in Attendance:		Africa Williams	
Terri Daniels EdD	p	Matt Shaw	
Melanie Myers	p	Rachel Williams	p
Lily Bustamente	p	Jamie Bracht	p
Erin Deane	p	Conan Lakes	
Christine Brand	p	Halle Killian	p
Keith Shields		Catherine Long	p
Joseph Posadas	p	Zach Young	p
Amy PirkI		Keith Shields	

Folsom Middle School Site Council Agenda

May 19, 2026

Folsom Middle School, Folsom California

Call Meeting to Order: 3:43

Approve Agenda (Approval by Committee): 1st Catherine Long, 2nd Melanie Myers

Approve Minutes from 4/28/26 meeting (Approval by Committee): 1st Erin Dean, Melanie Myers 2nd

Review 2026-27 Draft Site Plan (Discussion): Terri Daniels

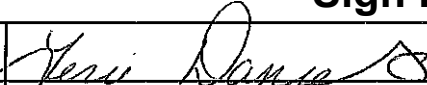
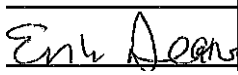
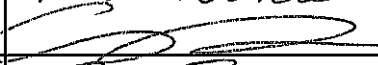
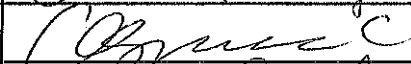
Approve 2026-27 Draft Site Plan (Approval by Committee): 8 Ayes, 1 absent (Amy PirkI) 2 Students vote Aye

Adjourn: 3:56 1st Erin Dean, 2nd Joseph Posadas

Planned future meeting dates:

Next meeting: TBD

Site Council 5/19/26 Sign In Sheet

1		
2		
3		
4		
5	Lily Bustamonte	
6	Hallie Killian	
7	Catherine Long	
8	Melanie Myers	
9		
10	Joseph Rosales	
11	Rachel Williams	
12	Jamie Brown	
13		
14		
15		

Folsom Middle School Site Council Agenda

May 19, 2026

Folsom Middle School, Folsom California

Call Meeting to Order
Approve Agenda (Approval by Committee)
Approve Minutes from 4/28/26 meeting (Approval by Committee)
Review 2026-27 Draft Site Plan (Discussion)
Approve 2026-27 Draft Site Plan (Approval by Committee)
Good of the Order
Adjourn

Planned future meeting dates: 2027 **TBA**

Folsom Middle School Site Council Minutes

DATE 4/28/2026

Folsom Middle School, Folsom California

Members in Attendance:		Africa Williams	
Terri Daniels EdD	p	Matt Shaw	
Melanie Myers	p	Rachel Williams	p
Lily Bustamante	p	Jamie Bracht	p
Erin Deane	p	Conan Lakes	
Christine Brand	p	Halle Killian	p
Keith Shields		Catherine Long	
Joseph Posadas	p	Zach Young	p
Amy PirkI		Keith Shields	

Folsom Middle School Site Council Agenda

March 24, 2026

Folsom Middle School, Folsom California

Call Meeting to Order 3:43 PM

Approve Agenda Rachel Williams, Zachary Young 3:45pm

Approve Minutes from 1/27/26 Rachel Williams and Erin Deane 3:49pm

Goals and Actions 2026-27 Plan Discussion (Everyone) 3:47 -4:49pm

Good of the Order:

Adjourn: Erin Deane at Melanie Meyers 4:50pm

Planned future meeting dates:

Next meeting: May 19, 2026, at 3:40 pm