School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Folsom Middle School	34673306059182	August 28, 2019	October 24, 2019

Table of Contents

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

The purpose of this plan is to align our site goals to the LCAP (Local Control Accountability Plan) goals of the district. The focus on school-wide coherence, teamwork, student engagement, student achievement, social emotional learning and PLC (Professional Learning Community) practices is how we will meet the ESSA (Every Student Succeeds Act) requirements. The long term goals of eliminating the achievement gap, with every student performing at high levels, will be a focus. Evidence based interventions including identifying essential standards, providing MTSS (Multi-tiered Systems of Support) grade-level based rotations based on those standards and using common pre and post assessments to flexibly group students for targeted instruction based on need, will be part of the intention of the SPSA (Single Plan for Student Achievement).

School Vision and Mission

Folsom Middle School Mission Statement:
At Folsom Middle School we provide the opportunity for all students to learn and grow in a safe environment and to empower all students to make responsible life choices.

Folsom Middle School Vision Statement:
Collaboratively, we encourage the growth of our students, accepting them as individuals, while helping them to be tolerant, accepting, and respectful of others. Students of Folsom Middle School will grow academically, develop in character, and embrace lifelong learning while exhibiting skills of independence, critical thinking, creativity, communication, and collaborative learning.

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 73,000, elevation 220 ft). With a population of 1430 students, FMS serves sixth, seventh and eighth grade students. The school has a student population comprised of 58.3% White, 20.35% Asian, 10.77% Hispanic, 8.6% Filipino, Pacific Islander, Native American or two or more races, and 1.8% African American ethnicities. FMS has 61 teachers, an educational program that includes Honors English, Enriched Math, Specialized Academic Enrichment for students with an Individualized Education Plan (IEP), an elective wheel which rotates each trimester (3), and year long electives that include choir, orchestra, band, jazz band, and Project Lead the Way (PTLW). We also offer a Community Action for Responsive Education (CARE) program for at-risk 6th and 8th Grade students that is funded by the Sacramento County Office of Education (SCOE). FMS has many after-school clubs that include National Junior Honor Society, Math Club, Glee Club, Science Bowl, Girl Up Club, Club Live, Visual and Performing Arts Club, and History Day. In addition, we have a Student Council and WEB Group (Where Everyone Belongs) that provide school leadership opportunities to our students.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the 2018-2019 school-year, and a summary of results
from the survey(s).
Survey of School Effectiveness Results Show on average:
School Effectiveness Elements Averages on a scale of 1(Not developed) to 4(exceptionally strong)

Guaranteed and Viable Curriculum: staff=2.97, students=3.3, parents=2.8
challenging Goals and Effective feedback: staff=2.94, student=3.4, parents=2.4
Collegiality and Professionalism: staff=2.77, student=3.6, parents=2.8
Student Motivation: staff=3, students=3.3, parents=3
Instruction: staff=3.14, students=3.1, parents=3
Classroom Curriculum Design: staff=3.03, students=3.5, parents=2.6

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration performs classroom walk-throughs daily, and the formal observation process is conducted with staff who are up for the evaluation process. Tenured staff have two formal classroom observations during the evaluation year and probationary staff have four classroom observations during the year. As a district we have gone to an electronic version "TalendEd" to help facilitate the process.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

*Use ofCalifornia Assessment of Student Performance and Progress (CAASPP) data and district benchmark data along with i-Ready assessment data, which is given three times a year in both ELA and Math. Grade level and deparment PLC teams meet regularly to review data and determine intervention and enrichment opportunities for students. An Multi-Tiered System of Support (MTSS)/Leadership team meets monthly to progress monitor student progress and determine areas of need.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

IXL software used with CAA students to modify instruction.
1. Integrate district software "illuminate" and "iready" to monitor student progress.
2. Administration monitoring of at risks students (Use of iready and illuminate software to track interventions)
Math Intervention classes (called Mindset, implements Math 180 to provide additional academic support to academically struggling students).
Strategic English classes, which are double blocks to provide additional support to students at risk in ELA strategies are offered for students whose needs are determined through CAASPP and i-Ready data.
4. Use of Iready diagnostic in Math and ELA and in subsequent grade level meetings.
5. Use of Common Assessments within PLC's (Professional Learning Communities) and common intervention programs within PLC's

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Folsom Middle School meet state credentialing criteria.
1. Ongoing professional development opportunities offered regularly through site as well as district level.
2. Professional development on PLC's (Professional Learning Communities), Continued implementation of PLC's. Continued collaboration in PLCs around student achievement.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff are properly credentialed and each Friday allows for 85 minutes of professional development. All teachers possess single subject credentialing or appropriate supplemental work.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

1. All staff development is directly aligned to the California state standards in all subjects.
2. Staff development regarding data assessment i-ready and illuminate and adopted curriculum support.
3. PLC staff development and implementation. Professional development around assessment literacy, learning targets, collaboration, and analysis of student data.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

1. Staff are supported by district Lead teachers, on site division leaders and a site Math, ELA and Social Studies coach.
2. Staff are also supported through PLC (Professional Learning Community) collaboration.
3. Administrative leadership provides support and mentoring to staff.
4. Newly credentialed staff participate in the Induction program.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Staff collaborate on Fridays for 85 minutes, guided by an alternating schedule of meeting by divisions, teams.
**. Collaboration time has been organized with a PLC structure.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

1. Math and ELA curriculum is aligned and based off California state standards essential questioning strategies.
2. Considerable professional development and release time has been provided to staff to implement curriculum in math, science (Next Generation Science Standards (NGSS)), and ELA (Study Sync and iLit)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Folsom Middle School's bell schedule is board approved to support all areas of curriculum.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

1. The master schedule supports the flexibility of a curriculum support class utilizing "i-lit" as an intervention program for ELA. We offer Math Mindset classes, an intervention math support class where Math 180 is implemented to provide students with extra support.
2. For the 19-20 school year we have implemented intervention in all levels of math as well as ELA.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to textbooks in class and at home, meeting Williams criteria.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to adopted materials regardless of grade level, home language, or academic levels.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

1. Folsom Middle School has a curriculum support class and specialized academic instruction available for students.
2. Folsom Middle School also has RTI (Response to Intervention) offerings through the RTI (Response to Intervention) Committee and Multi-Tiered Systems of Support (MTSS) model. (intervention team).
3. Folsom Middle School provides an intervention program in math to support struggling students. In ELA we have implemented Strategic English Intervention (SEI) in grades 6-8.

Evidence-based educational practices to raise student achievement

Students with an IEP have access to specialized academic instruction. Students in Math hundred series classes utilize "Fast Forward" curriculum. FMS also utilizes Positive Behavioral Interventions and Supports (PBIS).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Folsom Middle School hosts a Site Council, PTO (Parent Teacher Organization), and ELAC (English Language Advisory Committee) which focus on supports for under-achieving students. Parents are always encouraged to be involved and SST (Student Study Team) meetings are scheduled to support students who struggle academically or behaviorally and are experiencing difficulty with maintaining grade level expectations.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Folsom Middle School has a highly engaged level of involvement from parents (PTO), community (Intel PC pals), Teachers (History Day, Science Day) and students (SAB Student Advisory Board).

<u>Funding</u>

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Folsom Middle School continues to work with the district in Investigating further intervention opportunities for ELA and Math that are outside of the school day.

Fiscal support (EPC)

District funding sources support the needs of students and intervention programs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The leadership at Folsom Middle School utilized a variety of outreach efforts in gathering input and feedback on the development of the Single Plan for Student Achievement (SPSA). Folsom Middle School's Parent Teacher Organization (PTO) and School Site Council (SSC) include parents, staff, community members, and student leaders that have participated in discussions related to the development of the SPSA. During the meetings held in the 2018-2019 school year, student achievement data and relevant topics, including Common Core State Standards (CCSS), family engagement strategies, and discipline were discussed.

Terri Daniels replaced principal, Larry Mahoney, in July, 2019 to assume the leadership at Folsom Middle School. Documentation of minutes from the 2018-2019 school year were not received. Attached to this plan is the agenda and minutes from the August 28, 2019 school site council meeting where action was taken to approve the current plan.

Resource Inequities

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

* Professional Learning Community (PLC) use of data to inform instruction and better meet student needs. Academic/coaching support required. Further Professional Development (PD) is needed.
* Focus on grading for equity
* Offer further academic support opportunities for struggling students beyond the school day. (Tutoring/mentoring)
* Develop a more comprehensive Positive Behavior Intervention and Supports (PBIS) plan which encompasses the entire stakeholder community and promotes a safe climate and culture of learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	0.35%	7	4	5
African American	%	%	1.89%	26	21	27
Asian	%	%	20.35%	202	232	291
Filipino	%	%	2.59%	27	30	37
Hispanic/Latino	%	%	10.77%	157	158	154
Pacific Islander	%	%	0.21%	2	2	3
White	%	%	58.39%	967	896	835
Multiple/No Response	%	%	%	59	77	
			Total Enrollment	,1,445	1,420	1,430

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	466	460	480
Grade 7	478	478	469
Grade 8	501	482	481
Total Enrollment	1,445	1,420	1,430

Student Enrollment by Grade Level

Conclusions based on this data:

1. Enrollment at Folsom Middle School has remained consistent over the course of the above school years.

2. While diversity exists, it is evident that the majority of the students are white. 67.1 %

3. A focus on more culture diversity and providing students at Folsom Middle School with more exposure to cultural diversity is warranted.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	28	37	31	1.9	2.6	2.2%
Fluent English Proficient (FEP)	64	77	221	4.4	5.4	15.5%
Reclassified Fluent English Proficient	112	97	12	7.8	6.8	32.4%

Conclusions based on this data:

1. Folsom Middle School has a small percentage of English Learners.

2. An English Language Advisory Committee (ELAC) is necessary to address academic concerns of English Learners (EL) students.

3. English Learner progress increased significantly. Reclassification continues to be a goal for English Learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	468	456		462	453		462	453		98.7	99.3	
Grade 7	472	468		472	464		471	464		100	99.1	
Grade 8	497	472		492	468		491	468		99	99.2	
All	1437	1396		1426	1385		1424	1385		99.2	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2557.	2579.		26.19	33.33		36.58	39.74		23.81	21.85		13.42	5.08	
Grade 7	2594.	2606.		25.27	29.74		47.13	50.43		20.17	14.22		7.43	5.60	
Grade 8	2619.	2613.		35.03	27.35		38.49	44.44		16.50	19.23		9.98	8.97	
All Grades	N/A	N/A	N/A	28.93	30.11		40.73	44.91		20.08	18.41		10.25	6.57	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	29.22	39.07		54.98	50.33		15.80	10.60	
Grade 7	37.79	45.69		51.17	45.26		11.04	9.05	
Grade 8	45.42	39.10		41.34	46.58		13.24	14.32	
All Grades	37.64	41.30		49.02	47.36		13.34	11.34	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	37.88	41.72		44.37	49.01		17.75	9.27	
Grade 7	46.28	47.63		44.37	45.91		9.34	6.47	
Grade 8	46.84	40.17		39.92	49.15		13.24	10.68	
All Grades	43.75	43.18		42.84	48.01		13.41	8.81	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	25.54	28.92		62.55	64.24		11.90	6.84	
Grade 7	25.05	19.44		65.39	73.65		9.55	6.91	
Grade 8	29.53	27.14		64.36	66.67		6.11	6.20	
All Grades	26.76	25.14		64.12	68.21		9.13	6.65	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	38.53	44.37		47.40	50.55		14.07	5.08	
Grade 7	41.61	47.84		49.26	46.34		9.13	5.82	
Grade 8	47.45	45.73		38.29	43.16		14.26	11.11	
All Grades	42.63	45.99		44.87	46.64		12.50	7.36	

Conclusions based on this data:

1. At the conclusion of the 2017-2018 school year, CAASPP results in ELA showed that all students averaged 75.02 % exceeded or met state standards; 18.41% nearly met; and 10.25% of students did not meet standards.

2. Among all students the % of students meeting or exceeding California state standards increased in research/inquiry and reading strands. Listening decreased from the previous years results. Writing continues to be an area of focus for the ELA staff and FMS will continue to focus on writing across the curriculum at all three grade levels.

3. Based on the 2017-2018 CAASPP results, listening and communication skills will be an area of additional focus for students in building capacity to better meet the ELA California state standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	468	456		463	453		463	453		98.9	99.3	
Grade 7	472	468		471	464		470	464		99.8	99.1	
Grade 8	497	472		492	468		492	468		99	99.2	
All	1437	1396		1426	1385		1425	1385		99.2	99.2	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2570.	2586.		31.53	41.06		29.59	26.93		26.57	21.63		12.31	10.38	
Grade 7	2599.	2595.		36.81	33.84		29.57	31.68		24.26	23.28		9.36	11.21	
Grade 8	2625.	2624.		43.70	38.25		23.37	31.41		17.68	19.02		15.24	11.32	
All Grades	N/A	N/A	N/A	37.47	37.69		27.44	30.04		22.74	21.30		12.35	10.97	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	42.55	50.33		38.88	33.11		18.57	16.56	
Grade 7	49.15	47.63		33.83	35.34		17.02	17.03	
Grade 8	50.41	48.93		29.67	35.90		19.92	15.17	
All Grades	47.44	48.95		34.04	34.80		18.53	16.25	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	29.59	39.51		52.70	45.92		17.71	14.57	
Grade 7	40.00	38.58		45.53	49.14		14.47	12.28	
Grade 8	47.56	45.09		38.21	46.15		14.23	8.76	
All Grades	39.23	41.08		45.33	47.08		15.44	11.84	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	32.18	43.49		49.89	44.37		17.93	12.14	
Grade 7	40.21	36.21		49.79	53.23		10.00	10.56	
Grade 8	41.87	40.60		44.31	49.36		13.82	10.04	
All Grades	38.18	40.07		47.93	49.03		13.89	10.90	

Conclusions based on this data:

1. At the conclusion of the 2017-2018 school year, CAASPP results in Math showed that among all students at Folsom Middle School 67.73% met or exceeded the California state standards.

2. The 2017-2018 CAASPP results demonstrated 22.5% of all students nearly met the state standards.

3. Of the three Math components, Folsom Middle School students showed the most need for improvement in Problem Solving and Communicating Reasoning. Concepts and Procedures were strengths for our total students group.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*		*		*		*	
Grade 7	*		*		*		*	
Grade 8	1522.0		1525.7		1517.9		11	
All Grades							26	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	42.31		*		*		*		26	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	57.69		*		*		*		26	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		53.85		*		26	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	69.23		*		*		26	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		50.00		26	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		65.38		*		26	

Conclusions based on this data:

1. A small number of English Learner (EL) students are enrolled at Folsom Middle School as indicated by the *. English Learner students demonstrated strength (Level 4) in oral speaking skills (speaking domain).

2. In the reading, writing, and listening domain the majority of English Learner students scored in the somewhat/moderately range. These are areas of focus for the new school year.

3. Students continue to need access to grade level curriculum that is scaffolded and all teachers, including ELA teachers, need to provide instruction with English Language Development (ELD) supports. Guided Language Acquisition Development (GLAD) instruction Professional Development opportunities will be provided to support teaching staff.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,420	**9.1%**	**2.6%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	37	2.6%
Homeless	11	0.8%
Socioeconomically Disadvantaged	129	9.1%
Students with Disabilities	143	10.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	1.5%
American Indian	4	0.3%
Asian	232	16.3%
Filipino	30	2.1%
Hispanic	158	11.1%
Two or More Races	77	5.4%
Pacific Islander	2	0.1%
White	896	63.1%

Conclusions based on this data:

1. Socio-economically disadvantaged students comprise a small percentage of the overall population.

2. Students with disabilities comprise a small portion of the overall student population.

3. Ethnic subgroups 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.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspension rates are an area of concern, particularly with students who are on Individual Education Plans (IEPs). Administration and staff will continue to work on school climate and student engagement to address the student suspension concerns.

2. Chronic absenteeism is an area for improvement at Folsom Middle school.

3. Students scored in the blue for ELA and green for Math. It is important for stakeholders to continue with this high area of success and continue to provide students with challenging curriculum and support the students who are still struggling to meet the standards.
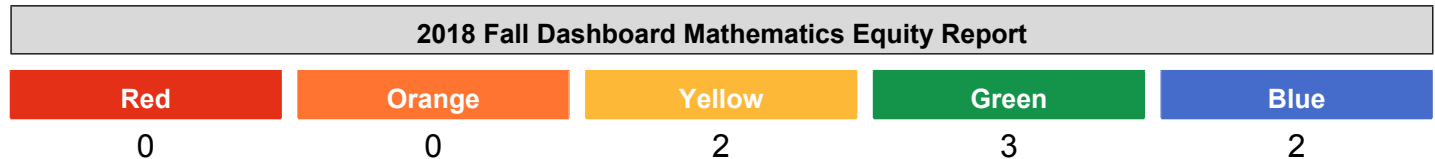
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
50.2 points above standard	14.2 points above standard	0 Students
Increased 8.2 points	Increased 36.1 points	
1365 students	63 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
11.3 points below standard	5.4 points above standard	39.6 points below standard
11 students	Increased 5.5 points	Increased 20.6 points
	112 students	142 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	91.8 points above standard	39.2 points above standard
Increased 3.3 points	4 students	Increased 3.4 points	Increased 5.3 points
21 students		225 students	29 students

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Blue
25.5 points above standard	49.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	45.2 points above standard
Increased 13.2 points	Increased 5.6 points	2 students	Increased 7.1 points
150 students	78 students		856 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
47.6 points below standard	39 points above standard	45.6 points above standard
Increased 37.7 points	Increased 25.2 points	Increased 7.1 points
18 students	45 students	1163 students

Conclusions based on this data:

1. All student groups (including subgroups) showed an increase in their overall scores.

2. English Learners, increased significantly in ELA progress.

3. Students with disabilities performed in the lowest band as composed to other student groups. Students with disabilities will continue to be an area of focus to increase overall performance on the CAASPP assessment.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	3	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
34.4 points above standard	6.8 points below standard	0 Students
Increased 3.2 points	Increased	
	29.1 points	
1365 students	63 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
9.1 points below standard	22.8 points below standard	72.2 points below standard
11 students	Declined -6.6 points	Increased
		15 points
	112 students	142 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
10.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	95.6 points above standard	17.3 points above standard
Increased	4 students	Increased 4 points	Declined -6.4 points
18.1 points 21 students		225 students	29 students

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Green
1.6 points above standard	40.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	24.8 points above standard
Increased 3.6 points	Increased 7.8 points	2 students	Maintained -0.4 points
150 students	78 students		856 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.5 points below standard	34.7 points above standard	28.1 points above standard
Increased 10 points	Increased	Maintained 2.2 points
18 students	23.2 points 45 students	1163 students

Conclusions based on this data:

1. Socio-economically disadvantaged students showed a decrease in their overall math performance. This will continue to be an area of focus as the new school year moves forward.

2. English Learners (EL), increased overall in math performance.

3. While most groups increased in their math scores two groups scored in the yellow band. Math is an area of academic focus moving forward.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
26	42.3%	30.8%	11.5%	15.4%

Conclusions based on this data:

1. Folsom Middle school has a relatively low number of EL students.

2. English Learners at Folsom Middle School have shown significant growth in both ELA and Math.

3. 42.3% of EL students at Folsom Middle School are Level 4 and staff will work with EL students to move students closer to reclassification status with academic support.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

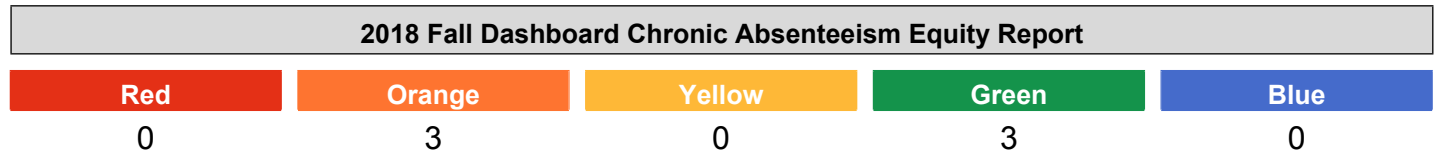1. N/A Folsom Middle School does not serve high school age students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	3	0

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
4.3% chronically absent	7.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.6%	Declined 2.5%	1 students
1445 students	38 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
20% chronically absent	15.4% chronically absent	10.6% chronically absent
Increased 1.8%	Increased 4.8%	Increased 1.9%
15 students	143 students	151 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
4.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	1.7% chronically absent	0% chronically absent
Increased 4.3%	4 students	Increased 1.2%	Maintained 0%
23 students		238 students	30 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Orange
5% chronically absent	2.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	5.2% chronically absent
Maintained 0%	Declined 0.7%	2 students	Increased 2.2%
161 students	78 students		909 students

Conclusions based on this data:

1. Chronic absenteeism will be an area of focus at Folsom Middle School to decrease the number of students who miss a high number of school days.

2. Subgroups of white students, students with disabilities, and socio-economically disadvantaged show the highest rate at Folsom Middle School of chronically absent students.

3. Hispanic, Asian, and students of two or more races show the lower rate of chronic absenteeism as indicated by the results on the California dashboard.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 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 or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

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 performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	5	0	0	0
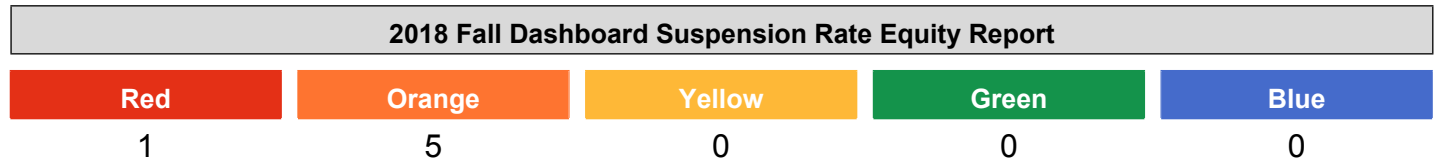
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
3.7% suspended at least once	7.7% suspended at least once	Less than 11 Students - Data Not
Increased 1%	Increased 4.2%	1 students
1451 students	39 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
13.3% suspended at least once	9.7% suspended at least once	13.7% suspended at least once
Increased 13.3%	Increased 4.5%	Increased 5.2%
15 students	144 students	153 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
0% suspended at least once	Less than 11 Students - Data 4 students	3.8% suspended at least once	0% suspended at least once
Declined -10.7%		Increased 2.8%	Declined -3.6%
23 students		240 students	30 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Orange
6.7% suspended at least once	3.8% suspended at least once	Less than 11 Students - Data 2 students	3.2% suspended at least once
Increased 3.7%	Increased 3.8%		Increased 0.4%
163 students	78 students		911 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.7% suspended at least once	2.7% suspended at least once	3.7% suspended at least once

Conclusions based on this data:

1. The suspension rate at Folsom Middle School is an area of focus moving forward.

2. Students with disabilities and socio-economically disadvantaged students show a higher rate of suspension as compared to other subgroups.

3. Suspension rate increased 1% from the previous school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)
1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 Maintain schools in good repair.
1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

Based upon Folsom Cordova Unified School District: LCAP Goal 1:
1. Folsom Middle School students (overall) will maintain or improve achievement levels in ELA as based upon the CAASPP results in 2020 and students in identified subgroups, of Socio-economic Disadvantaged and Hispanic students and including students with special needs and English Language Learners, will increase their achievement levels in ELA by 3% or more as measured on the 2019-2020 CAASPP assessment.
2. Folsom Middle School will increase the number of students that meet or exceed standards in Math by 3% (overall), including subgroups of socio-economically disadvantaged and students with special needs, and reduce the % of students not meeting standard by 3% in ELA as measured by the results of the 2019-2020 CAASPP assessment.

Identified Need

2018 CAASPP scores; i-Lit scores; parent and student survey indicates the need for the above goal to increase student achievement rates for students at Folsom Middle School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2018 Dashboard ELA (All students 50.2 points above standard). Socio-economic disadvantaged 5.4 above standard; Hispanic 25.5 above standard; Students with disabilities 39.6 points below standard.	CAASPP scores in ELA for Socio-econocially disadvantaged students will be at 5.6 or above standard; Hispanic students will be at 26.7 points above standard; and students with disabilities will score 38.4 or less below standard on the next year CAASPP assessment.
CAASPP Math	2018 Dashboard Math (All students 34.4 points above standard). Socio-economic disadvantaged 22.8 points below standard with a decline from the previous year of 6.6 points; and students with	CAASPP scores in Math for all students will be at 35.7 or more above standard; Socio-economically disadvantaged students will be at 3% or higher from 22.8 points below standard and students with disabilities will score 3% or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	disabilities 72.2 points below standard.	higher than 72.2 points below standard on next year's CAASPP assessment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Use of iLit embedded in curriculum support elective classes
2. FMS will renew iLit (LCAP 4.1, 1.3) and implement double-block Strategic ELA/ iLit sections for academically at risk students as identified by i-Lit and CAASPP results.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
845	None Specified 4000-4999: Books And Supplies 60 licenses

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified to be below grade level by two grade levels in math and RSP special education students

Strategy/Activity

Enrolled in Math Mindset intervention course. Piloting Math 180 Program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1,000	Unrestricted 4000-4999: Books And Supplies Math online/curriculm program

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extended Day Interventions
FMS administration will plan and coordinate extended day interventions. (LCAP 4.1,4.2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Before and After School Interventions

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Release time for teachers to participate in vertical articulation between feeder elementary schools
and high schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,000	Unrestricted 1000-1999: Certificated Personnel Salaries Substitute teachers to cover course during collaborations

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Provide Professional Development to ELA instructors in GLAD strategies to support ELD and
improve student reclassification rates.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures training and sub costs

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Provide Professional Development and support to General Education teachers to promote inclusion strategies to meet the needs of all students in general education classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	LCFF - Base 1000-1999: Certificated Personnel Salaries sub costs

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

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

Students in targeted subgroups benefited from strategic English program as evidenced by increased iReady Diagnostic scores compared to last year's data.

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

The implementation of double blocks of iLit and the addition of the directly impacted student achievement.

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

Incorporate the elective support for intervention math class in the new school year master schedule.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)
2.1 Increase student attendance rates and reduce chronic absences.
2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically underperforming subgroups.
2.3 Decrease 8th grade dropout rates.
2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
2.5 Increase family engagement and parent input and the utilization of volunteers.
2.6 Increase community partnerships that support student learning.
2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

Version of LCAP Goal 2: Folsom Middle School Will:
*Increase the school attendance rate from 97% to 98% in the 2019-2020 school year as measured by A2A and attendance data reports.
*Decrease the number of off-site student suspension by 10% as measured by referrals and discipline reports.
*Improve campus amenities to enhance climate and increase student connectedness as measured by student surveys and enrollment in clubs and extra curricular events.
*Provide opportunities for family and community involvement through clubs such as Club Live, PTO, and other organizations on campus.
*Utilize communication outreach in various modalities (Blackboard, newsletters, emails, etc.) to improve communication and provide a multitude of ways for parents and students to access information. Surveys will indicate the satisfaction increase based on responses gathered.

Identified Need

Based upon data from the California Dashboard on Chronic absenteeism and suspension rate, as well as indications from survey responses, the goal has been determined to be an area of focus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism rate on California Dashboard	Chronic absenteeism rate on dashboard increased by 1.6% equalling an oveall rate of 4.3% of FMS students as chronically absent. Three subgroups were identified as having the highest rates: students with disabilites were 10.6% chronically absent; socio-economically disadvantaged students were 15.4% chronically absent which was an increase of 4.8% from the previous year; and white	An overall improvement on the California dashboard in the 2019-2020 school year in the area of Chronic absenteeism in all areas mentioned. Based upon school attendance data Folsom Middle school will reach 98% or higher attendance rates.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students were 5.2% chronically absent (an increase of 2.2%). Being the larger subgroup of students enrolled in FMS this number is concerning.	
Suspension rate on California Dashboard and measured through discipline/behavior data on PowerSchool.	The suspension rate indicated on the California Dashboard had increased by 1% from the previous year and had an overall 3.7% of all students suspended at least once. Students with disabilities was the subgroup indicating the highest suspension rate which indicates a concern for equity. 13.7% of special education students were suspended at least once and this was an increase of 5.2% from the previous year.	An overall suspension rate of 3.3% or less as measured by the California Dashboard of the current year. Special education students suspension will decrease by .52 or more from the previous year's data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Communication from school on the importance of daily attendance. Positive Behavior Intervention and Support (PBIS) team will focus on the initiative of outreach.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1,000	Unrestricted 4000-4999: Books And Supplies incentives

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Increase parent and community engagement Work closely with PTO regarding parent involvement.
2. Maintain parent coordinator for 18-19 (LCAP 2.6)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications
500	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PBIS incentive awards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,000	Unrestricted 4000-4999: Books And Supplies Awards

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to provide multiple clubs and extra curricular activities for students and families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,500	Unrestricted 1000-1999: Certificated Personnel Salaries Club Advisor Stipends
1,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies awards/incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Intramural and lunchtime activies provided for engagement and climate/culture building.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies games and activities

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

The plan for an FMS shade structure was not implemented. Our parent coordinator position was funded and is planned to continue in the 2019-2020 school year.

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

The parent coordinator position has been a valuable means of maintaining communication to families and stakeholders by coordinating newsletters (FMS Blast) and engagement events.

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.

FMS will continue to utilize the parent coordinator position and continue with outreach and engagment activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study.
3.1 Provide professional development in new adoptions and local curriculum.
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.3 Provide access to A-G, CTE, IB, AP, and STEM courses.

Goal 3

Version of LCAP Goal 3: Folsom Middle School Will:
*Develop and implement a comprehensive grading system to effectively communicate student progress towards standards mastery. 25% or more of Folsom Middle School facutly will be implementing a process toward grading for equity practices by the end of the 2019-2020 school year.
*Conduct Ongoing professional development for staff on the topics of standards based grading practices and PLC practices will be provided to move closer to 100% of Folsom Middle School faculty being trained in these practices by the end of the 2020 school year.
*Continue with implementation of a School-wide Growth Mindset initiative.

Identified Need

Best practices as indicated through district initiatives, parent requests, student/parent surveys

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
student report cards, CAASPP results, i-Lit/i-READY scores; survey results	2018 CAASPP scores, 2018 report card practices, i-READY data.	By the end of the current school year an improvement in scores will be evident as well as the number of faculty implementing the PLC practices and standards based grading practices will increase.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Facilitate professional development opportunities in Growth Mindset.
FMS Leadership Team to plan and present. (LCAP 3.1)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,000	Unrestricted 4000-4999: Books And Supplies 'Mindset' by Carole Dweck books

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Participation in the Grading from the Inside Out Solution Tree workshop.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
16,800	Unrestricted 5000-5999: Services And Other Operating Expenditures Conference registration fees
20,000	Unrestricted 5000-5999: Services And Other Operating Expenditures Lodging for conference
4,800	Unrestricted 1000-1999: Certificated Personnel Salaries Substitute Teachers
3,000	Unrestricted 5000-5999: Services And Other Operating Expenditures Meals

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Faculty participation in assessment professional develop.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
6,500	Unrestricted 5000-5999: Services And Other Operating Expenditures Solution Tree professional development workshop during October 8th PD day.

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

FMS sent 23 teachers and an administrator to the conference in November. Our leadership team implemented the strategies within their respective departments.

Briefly 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 the anticipated costs of this initiative.

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.

Additional time will be needed next year to continue the implementation of this initiative. Additional costs for release time may be needed.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results.
4.1 Ensure students are reading at grade level (1st, 3rd ,5th, 8th, and 11th grades).
4.2 Ensure students are meeting grade level standards in math (1st, 3rd ,5th, 8th, and 11th grades).
4.3 Ensure English Learners make yearly progress.
4.4 Ensure Special Education students make yearly progress.
4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

Version of LCAP Goal 4: Folsom Middle School Will:

Restructure the Student Study Team (SST) and Response to Intervention (RTI) and conduct ongoing progress monitoring of socio-economically disadvantaged students and students who receive special education services
Decrease the number of referrals to special education through the appropriate implementation of Multi-tiered systems of support (MTSS) by 5 % or more in the 2019-2020 school year.

Identified Need

The number of students not performing at grade level, particularly students who qualify as students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	see Goal 1	see Goal 1
i-Ready benchmark results	2019-2020 data (i-Ready)	Students in group performing at or below grade level will increase their levels 1 year or more to work toward closing the achievement gap as measured by i-Ready and CAASPP data (2019-2020 school year).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure that students needing intervention in ELA and Math are properly placed into intervention opportunities. (LCAP 4.2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-risk Students; English Learners; Special Education

Strategy/Activity

Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities (LCAP 3.3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1,001	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Student Scholarships for instructional activities
820	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Student Scholarships for sports and or club activities
2,578	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries After School Activities/Clubs
391	LCFF - Supplemental 3000-3999: Employee Benefits
1,893	LCFF - Supplemental 4000-4999: Books And Supplies
1,660	LCFF - Supplemental

	5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socio-economically disadvantaged students; English Learner students; students with disabilities

Strategy/Activity

Professional Development opportunities to be offered to faculty to improve intructional strategies to better support EL and Special Education students in General Education courses

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures training

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

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

The Folsom Middle School RtI Committee met monthly to review and revise the current RtI System and make the process more easily accessible to teachers.

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

No budget differences are noted.

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.

Additional time will be required next school year for continual improvement of Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) practices.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$95,288.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Base	$500.00
LCFF - Supplemental	$26,343.00
None Specified	$845.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$2,000.00
Unrestricted	$65,600.00

Subtotal of state or local funds included for this school: $95,288.00

Total of federal, state, and/or local funds for this school: $95,288.00

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

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Terri Daniels	Principal
Jonathan Robinette	Classroom Teacher
Melissa Lawson	Classroom Teacher
Danielle Escobar	Other School Staff
Soma Majumder	Other School Staff
Fabienne Johansson	Parent or Community Member
Jennypher Doan	Parent or Community Member
Kelly Pitzer	Parent or Community Member
Julie Arata	Parent or Community Member
Adriana Azar	Parent or Community Member
	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Zenaida Mendoza Lopez	Classroom Teacher
Nam Mishra	Other School Staff
Jennypher Doan	Parent or Community Member
Anita Kamath	Classroom Teacher
Sook Koh	Parent or Community Member
Kamal Sah	Parent or Community Member
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
	Departmental Advisory Committee
	Other: FMS Leadership Team English -Cindy Fryckman-Patton Science - Stacey Mohler Math - Melanie Passovoy History - Lyndie Aquila PE - Patrick Burke Exploratory/Music - Mincy Nardinelli Special Ed - Danielle Escobar Counselors - Margie Komatsu Administration-Terri Daniels, Michael Bose, Christy Wilkerson

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 9/27/17.

Attested:

	Principal, Terri Daniels on 8-28-19
	SSC Chairperson, Jonathan Robinette on 8-28-19

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

            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; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
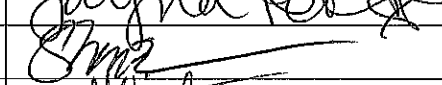Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
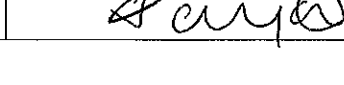Available Funding: https://www.cde.ca.gov/fg/fo/af/
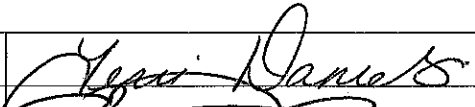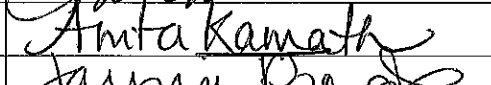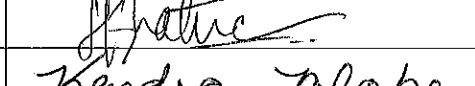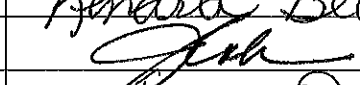
Developed by the California Department of Education, January 2019

FMS School Site Council Team Meeting

Sign In

August 28, 2019

Name	Signature
Terri Daniels	*(signature)*
Jonathan Robinette	*(signature)*
Dale Waldo Par.	*(signature)*
Anita Kamath Sec.	Anita Kamath
Jayna Record	*(signature)*
Sharon Wheeler	*(signature)*
Hemlata (Hemi)	*(signature)*
Kendra Blake V.P.	Kendra Blake
Leanne Loh	*(signature)*
Jaya Badiga Pres.	*(signature)*

Folsom Middle School
School Site Council Meeting Agenda
August 28, 2019

7:45 a.m.   Welcome/Introductions (Mrs. Daniels new principal to FMS)

- Review of Site Council Role
- No previous agendas/minutes forwarded in Leadership File   Discussion
- Review of New Plan   Presentation
  (PowerPoint)

- Approve 2019-2020 Site Plan   Action

Next Meeting with new members scheduled for September 19,2019   3:30 p.m.

(Room 106)

Minutes of Folsom Middle School Site Council Meeting

August 28, 2019

(To be approved at next Site Council Meeting on 9/19/19)

(Attendance: Terri Daniels, Jon Robinette, Melissa Lawson, Danielle Escobar, Soma Majumdar, Jennypher Doan, Julie Arata, Adriana Azar Absent: Fabienne Johansson, Kelly Pitzer)

7:47 a.m. Mr. Robinette called the meeting to order

- Review of agenda

Mrs. Daniels, the new principal, explained that there was no information passed over from the previous principal as to agendas/minutes/of previous meetings and asked if there were any that others had. The team indicated meetings in the 2018-19 school year were not carried through effectively. Mrs. Daniels assured the team they would meet throughout this year and explained how important the process was and it was part of the Federal Program Monitoring Cycle.

Mrs. Daniels then passed out copies of the draft SPSA.

Mrs. Daniels reviewed the PowerPoint on the SPSA and the role of site council.

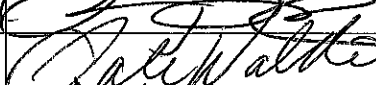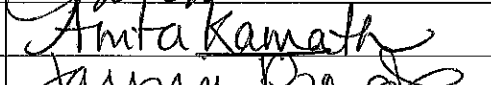The SPSA was approved. (motion made by J. Doan/second by J. Arata) Passed unanimously.
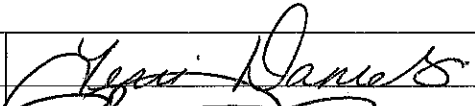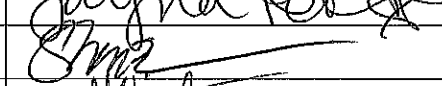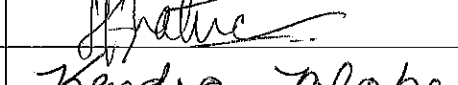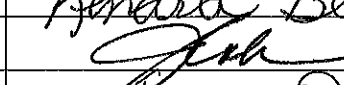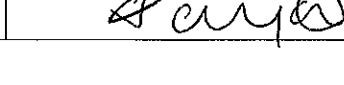

8:29 a.m. A motion was made to adjourn by Mrs.Lawson/second by Ms. Escobar

Next Meeting: 9/19/19 (New membership meeting) 3:30 p.m. in Room 106

FMS School Site Council Team Meeting

Sign In

August 28, 2019

Name	Signature
Terri Daniels	*(signature)*
Jonathan Robinette	*(signature)*
Dale Waldo Par.	*(signature)*
Anita Kamath Sec.	*(signature)*
Jayna Record	*(signature)*
Sharon Wheeler	*(signature)*
Hemlata (Hemi)	*(signature)*
Kendra Blake V.P.	*(signature)*
Leanne Loh	*(signature)*
Jaya Badiga Pres.	*(signature)*