



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	September 9, 2021	October 21, 2021

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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)

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

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

School Vision and Mission

Folsom Middle School Vision:

Students, staff, and families work collaboratively to prepare students to be academically, socially, and emotionally capable. Students will develop appropriate coping skills and be able to communicate, be creative, think critically, and work individually, and as a team to be prepared for future success.

Folsom Middle School Mission:

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

School & Community Profile

Folsom Middle School (FMS) is located thirty minutes east of Sacramento in the foothills of the Sierra Mountains in the town of Folsom (population 81,328, elevation 220 ft). With a population of 1334 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 56 teachers, an educational program that includes Honors English, Enriched Math, Specialized Academic Enrichment for students with an Individualized Education Plan (IEP), and electives that include choir, orchestra, band, jazz band, art, student leadership, yearbook, media productions, Project Lead the Way (PLTW), Robotics, creative writing, introductory and advanced level Spanish, and curriculum support. Folsom Middle School also offers two Community Action for Responsive Education (CARE) program for at-risk 7th 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, Science Bowl, Club Live, Visual and Performing Arts Club, Hands 4 Hope, LGBTQ, and History Day. In addition, we have a Student Council and Where Everyone Belongs (WEB) student group that provides school leadership opportunities to our students. FMS is returning to a traditional schedule in 2021-2022 after the Covid pandemic restrictions have been lessened for school sites in California.

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 2020-2021 school year, and a summary of results from the survey(s). With an emphasis on Social Emotional Learning (SEL), equitable opportunities for all students, and an emphasis on improving school climate and culture, the surveys used for data collection were:

Climate Team survey(s) with staff, parents, and students

California Healthy Kids Survey (CHKS)

Survey of school effectiveness results show on average that staff, students, and parents are satisfied with the curriculum and instruction and academic achievement levels of students as indicated by the 2019 California Assessment of Student Performance and Progress (CAASPP) improvement and results (see CAASPP results from the California Dashboard).

The parent data from the California Healthy Kids Survey 2020-2021 indicated disengagement of students during online learning and students falling behind academically were a high concern.

The student data from the Challenge Success survey in 2020 and the California Healthy Kids Survey 2020 showed concern for students not feeling connected to school and the disengagement indicated with the distance learning format during the Covid-19 pandemic. Results indicated students did not feel strong relationships between themselves and the adults on campus. Campus community and culture was an area of strong concern and desire indicated in the results of the survey(s).

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 due for the cyclical evaluation process. Tenured staff have two formal classroom observations during the evaluation year and probationary and temporary staff have four classroom observations during the year. As a district we have gone to an electronic version "TalendEd" to help facilitate the process and maintain documentation.

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 of California Assessment of Student Performance and Progress (CAASPP) data from the 2018-2019 school year and district benchmark data along with i-Ready assessment data, which is given three times a year in both English Language Arts (ELA) and Math are used in measuring student academic results. Grade level and department Professional Learning Community (PLC) teams meet regularly to review data and determine intervention and enrichment opportunities for students. The Folsom Middle School Leadership Team meets monthly to focus on standards, assessment, and academic accountability. This school year, 2021-2022, FMS has created a position of an onsite .8 full time (FTE) Academic Coach to assist staff with best practices for implementing differentiation of instruction to best meet the needs of all students in the classroom with an intentional focus on historically marginalized and the most vulnerable student populations, most specifically students in the subgroups of students with disabilities and socio-economically disadvantaged students.

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

*IXL software is used with California Alternate Assessments (CAA) students to modify instruction.
*Integrate district software "illuminate" and "i-Ready" to monitor student progress.
*Administration monitoring of at risks students (Use of i-Ready and illuminate software to track interventions).
*Leadership/Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RtI) team has created a flowchart for integrating a systematic process for student academic and behavioral intervention (See Appendix A).
*An increase of the General Education Study Skills (Curriculum Support) courses offered to academically struggling students.
*Special Education Study Skills courses are offered to provide additional intervention support to academically struggling students who receive special services.
*Use of iReady diagnostic in Math and ELA and in subsequent grade level meetings provide data for progress monitoring.
*Use of Common Assessments within Professional Learning Communities (PLCs). PLCs continue to meet on a regular basis to monitor student learning and plan instruction accordingly.

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 (PD) opportunities are offered regularly through the site as well as district level as a high priority.
2. Professional Development on PLCs and Continued implementation of PLCs with a minimum expectation of two meetings per month. Continued collaboration in PLCs around student achievement is a focus addressed in the current plan.

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.
4. Ongoing professional development is provided throughout the year to address Response to Intervention (RTI) needs and supports.
5. Professional development is provided to work on school climate and culture with an emphasis on social/emotional learning (SEL) and equitable instructional practices to meet the needs of all students with an intentional focus on historically marginalized and the most vulnerable student populations in the Folsom Middle School community.

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

1. Staff are supported by an onsite Academic Coach, Administration, District Lead teachers, and an onsite Leadership Team comprised of onsite division leaders.
2. Staff are also supported through PLC (Professional Learning Community) collaboration.
3. Administrative leadership provides support and mentoring to staff.
4. Newly credentialed staff participates in the Folsom Cordova Unified School District (FCUSD) 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 PLC (content specific, grade level) groups.

Collaboration time has been organized with a PLC structure guided by the following five questions: What is it students need to learn? How will they learn it? How will we know they have learned it? What will we do if they do not learn it? What will we do if they do learn it?

Teaching and Learning

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

1. Math and English Language Arts (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. We offer Curriculum Support courses designed to provide additional academic support to academically struggling students.
2. Teachers are trained and have the support of an onsite Academic Coach to differentiate instruction in an RTI/Response to Intervention/Multi-tiered Systems of Support (MTSS) model to meet the needs of all students in their classes.

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 Act 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 offers a Community Action for Responsive Education (CARE) class for additional support for students in grades 7 and 8 who select to participate in the program.
2. Folsom Middle School also has Response to Intervention (RtI) offerings through the RtI and Multi-Tiered Systems of Support (MTSS) model and the Academic Coach and Administration onsite.
3. Folsom Middle School is committed to providing equitable instructional support to all students with an intentional focus on historically marginalized and the most vulnerable student populations.

Evidence-based educational practices to raise student achievement

Students with an Individualized Education Plan (IEP) have access to Specialized Academic Instruction (SAI). Students in Math hundred series classes utilize "Fast Forward" curriculum. Students in English hundred level classes utilize the Soliday Reading Support program. FMS also utilizes Positive Behavioral Interventions and Supports (PBIS) implemented through the support of a Climate Coach and a Culture Team made up of staff, students, and parents. During the 2019-2020 school year Folsom Middle School also became a Challenge Success school. In the 2021-2022 school year FMS is working with Marzano Resources and Solution Tree for support to monitor the RtI process, the PLC process, and school climate and culture improvement.

Parental Engagement

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

Folsom Middle School hosts a School Site Council (SSC), Parent Teacher Organization (PTO), and English Language Advisory Committee (ELAC) which focus on supports for all students including academically underachieving students and those needing additional services to experience success. Parents are always encouraged to be involved and Student Support Team (SST) 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; WEB-Where Everyone Belongs; and Leadership).

Funding

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 English Language Arts (ELA) and Math that are outside of the school day. Folsom Middle School has benefited this year from the Low Performing Grant funding and the Extended Learning Opportunities funding.

Fiscal support (EPC)

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

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 School Plan for Student Achievement (SPSA). Folsom Middle School's Parent Teacher Organization (PTO), English Language Advisory Committee (ELAC), the Folsom Middle School Culture Team, and School Site Council (SSC) include parents, staff,

community members, and student leaders that have participated in discussions related to the development of the School Plan for Student Achievement (SPSA). The California Healthy Kids Survey generated input from students, parents, and staff that were incorporated into the development of the SPSA. During the meetings held in the 2020-2021 school year, student achievement data and relevant topics, including Common Core State Standards (CCSS), family engagement strategies, and discipline were discussed.

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

Resource Inequities

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

- * Professional Learning Communities (PLC) use of data to inform instruction and better meet student needs remains a high priority for approaching inequities evident in student achievement levels.
- * Academic/coaching support is addressed to support teachers on how best to implement Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) strategies to differentiate instruction to best meet students' needs and address issues of equity in learning particularly with an intentional focus on historically marginalized and the most vulnerable student populations. Based upon the 2019 CAASPP results the highest at-risk subgroups are students with disabilities (English Language Arts 43.9 points below standard/Math 85 points below standard) and socio-economically disadvantaged students (English Language Arts 1.2 points below standard/Math 33.3 points below standard).
- *The plan addresses further Professional Development (PD) needed on MTSS/RtI implementation in the 2021-2022 school year.
- *A continued focus on grading for equity is addressed in the current plan based on data from the needs assessment data.
- * Offer further academic support opportunities for struggling students within the master schedule and beyond the school day. (Curriculum Support/Tutoring/mentoring).
- * Continue development on 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 particularly with an intentional focus on historically marginalized and the most vulnerable student populations and incorporates the school and district mission and vision as a guiding point for all decision making on school improvement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.35%	0.49%	0.5%	5	7	7
African American	1.89%	1.54%	1.5%	27	22	20
Asian	20.35%	24.47%	27.7%	291	349	360
Filipino	2.59%	3.02%	2.6%	37	43	34
Hispanic/Latino	10.77%	9.82%	9.7%	154	140	126
Pacific Islander	0.21%	0.35%	0.4%	3	5	5
White	58.39%	55.05%	52.0%	835	785	677
Multiple/No Response	5.45%	5.26%	5.4%	78	75	70
Total Enrollment				1,430	1,426	1,301

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	480	466	388
Grade 7	469	482	463
Grade 8	481	478	450
Total Enrollment	1,430	1,426	1,301

Conclusions based on this data:

1. Enrollment at Folsom Middle School is declining over the past three years.
2. While diversity exists, it is evident that the majority of the students are white 52.0%. However, the percentage of white students has decreased in the last three years and the percentage of Asian students has increased in the last three years.
3. A focus on more culture diversity and providing students at Folsom Middle School with more exposure to cultural diversity is warranted and continues to be an area for focus. Equitable access to education is a focus particularly for historically marginalized and the most vulnerable student populations.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	31	39	53	2.2%	2.7%	4.1%
Fluent English Proficient (FEP)	221	258	255	15.5%	18.1%	19.6%
Reclassified Fluent English Proficient (RFEP)	12	6	3	32.4%	19.4%	7.7%

Conclusions based on this data:

1. Folsom Middle School has a small percentage of English Learners but the percentage has nearly doubled in 2020-2021 from 2019-2020. This indicates the need for attention to support the English Learner population at Folsom Middle School. While the number of Fluent English Proficient (FEP) students has increased over the last three years it is important for Folsom Middle School to continue to support students who speak languages other than English at home.
2. An English Language Advisory Committee (ELAC) is necessary to address academic concerns of English Learners (EL) students. The English Language Advisory Committee will continue to meet quarterly in 2021-2022 to support English Learner students and to provide feedback to address the needs of students in this subgroup.
3. Reclassification continues to be a goal for English Learners at Folsom Middle School by ensuring English Learners make grade level progress through access to grade level curriculum and quality first instruction. .

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	473	462	453	473	462	453	473	98.7	99.3	100
Grade 7	472	468	459	472	464	456	471	464	456	100	99.1	99.3
Grade 8	497	472	466	492	468	463	491	468	462	99	99.2	99.4
All	1437	1396	1398	1426	1385	1392	1424	1385	1391	99.2	99.2	99.6

* 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.	2579.	26.19	33.33	36.15	36.58	39.74	37.84	23.81	21.85	17.34	13.42	5.08	8.67
Grade 7	2594.	2606.	2626.	25.27	29.74	40.57	47.13	50.43	43.42	20.17	14.22	12.94	7.43	5.60	3.07
Grade 8	2619.	2613.	2622.	35.03	27.35	33.33	38.49	44.44	44.81	16.50	19.23	14.29	9.98	8.97	7.58
All Grades	N/A	N/A	N/A	28.93	30.11	36.66	40.73	44.91	41.98	20.08	18.41	14.88	10.25	6.57	6.47

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	45.67	54.98	50.33	41.86	15.80	10.60	12.47
Grade 7	37.79	45.69	49.12	51.17	45.26	43.42	11.04	9.05	7.46
Grade 8	45.42	39.10	46.85	41.34	46.58	42.73	13.24	14.32	10.41
All Grades	37.64	41.30	47.19	49.02	47.36	42.66	13.34	11.34	10.14

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	37.29	44.37	49.01	48.94	17.75	9.27	13.77
Grade 7	46.28	47.63	50.88	44.37	45.91	45.18	9.34	6.47	3.95
Grade 8	46.84	40.17	40.26	39.92	49.15	50.43	13.24	10.68	9.31
All Grades	43.75	43.18	42.73	42.84	48.01	48.20	13.41	8.81	9.06

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	34.46	62.55	64.24	58.35	11.90	6.84	7.19
Grade 7	25.05	19.44	26.54	65.39	73.65	69.74	9.55	6.91	3.73
Grade 8	29.53	27.14	30.59	64.36	66.67	61.17	6.11	6.20	8.24
All Grades	26.76	25.14	30.58	64.12	68.21	63.02	9.13	6.65	6.40

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	43.76	47.40	50.55	45.67	14.07	5.08	10.57
Grade 7	41.61	47.84	51.97	49.26	46.34	44.74	9.13	5.82	3.29
Grade 8	47.45	45.73	48.59	38.29	43.16	43.17	14.26	11.11	8.24
All Grades	42.63	45.99	48.06	44.87	46.64	44.53	12.50	7.36	7.41

Conclusions based on this data:

1. In the 2020-2021 school year Folsom Middle School did not take the California Assessment of Student Progress and Performance due to the Covid-19 pandemic. The scores from the 2018-2019 school year, CAASPP results in ELA showed that all students averaged 78.64% exceeded or met state standards and passed 3% point increase from the previous year; 14.88% of students nearly met; and 6.47% of students did not meet standards. This was a decrease of students nearly or not meeting standards from the previous year which indicates more students increased in their overall scores.
2. Among all students the percentage of students exceeding California State Standards in 2018-2019 increased in all strands from the previous year except in the writing strand where the percentage decreased .45% indicating this strand remained relatively stagnant. Preparation for students to take the CAASPP in 2022 will be a priority in working with students to be ready for the testing after this long hiatus between years of CAASPP testing, particularly with an intentional focus on historically marginalized and the most vulnerable student populations.
3. Based on the 2018-2019 CAASPP results, Folsom Middle School will continue to provide a high level of rigorous English Language Arts curriculum and instruction and implement strategies that promote the 21.35% of students who did not meet or exceed standards in English Language Arts in the 2018-2019 CAASPP assessment to be able to meet or exceed the standards on this school year's implementation of the CAASPP in spring 2022.

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	473	463	453	472	463	453	472	98.9	99.3	99.8
Grade 7	472	468	459	471	464	456	470	464	456	99.8	99.1	99.3
Grade 8	497	472	466	492	468	460	492	468	460	99	99.2	98.7
All	1437	1396	1398	1426	1385	1388	1425	1385	1388	99.2	99.2	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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.	2586.	31.53	41.06	41.53	29.59	26.93	25.00	26.57	21.63	23.73	12.31	10.38	9.75
Grade 7	2599.	2595.	2608.	36.81	33.84	41.67	29.57	31.68	27.19	24.26	23.28	20.83	9.36	11.21	10.31
Grade 8	2625.	2624.	2625.	43.70	38.25	44.57	23.37	31.41	25.00	17.68	19.02	17.83	15.24	11.32	12.61
All Grades	N/A	N/A	N/A	37.47	37.69	42.58	27.44	30.04	25.72	22.74	21.30	20.82	12.35	10.97	10.88

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	51.06	38.88	33.11	33.05	18.57	16.56	15.89
Grade 7	49.15	47.63	49.56	33.83	35.34	35.31	17.02	17.03	15.13
Grade 8	50.41	48.93	48.26	29.67	35.90	34.35	19.92	15.17	17.39
All Grades	47.44	48.95	49.64	34.04	34.80	34.22	18.53	16.25	16.14

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	40.25	52.70	45.92	44.70	17.71	14.57	15.04
Grade 7	40.00	38.58	41.23	45.53	49.14	45.18	14.47	12.28	13.60
Grade 8	47.56	45.09	49.35	38.21	46.15	36.96	14.23	8.76	13.70
All Grades	39.23	41.08	43.59	45.33	47.08	42.29	15.44	11.84	14.12

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	40.04	49.89	44.37	48.31	17.93	12.14	11.65
Grade 7	40.21	36.21	40.57	49.79	53.23	49.78	10.00	10.56	9.65
Grade 8	41.87	40.60	42.83	44.31	49.36	45.22	13.82	10.04	11.96
All Grades	38.18	40.07	41.14	47.93	49.03	47.77	13.89	10.90	11.10

Conclusions based on this data:

1. At the conclusion of the 2018-2019 school year, the California Assessment in Student Progress and Performance (CAASPP) results in Math showed that among all students at Folsom Middle School 68.3% met or exceeded the California State Standards. This was a slight increase over the previous year. There were no CAASPP results for 2019-2020 or 2020-2021 due to COVID-19. With the stagnation of students meeting or exceeding state standards in math an emphasis will be placed on supporting students, particularly with an intentional focus on historically marginalized and the most vulnerable student populations, with additional support in math instruction to move the outcome in a positive way.
2. The 2018-2019 CAASPP results demonstrated a maintained level across all percentages in students exceeding, meeting, nearly meeting, or not meeting standards for the passed three years. Again, this indicates the need to focus on math support for students to have an impact on positively moving the percentage of students meeting or exceeding standards particularly with an intentional focus on historically marginalized and the most vulnerable student populations.
3. Of the three Math components, Folsom Middle School students showed the most need for improvement in Concepts and Procedures based upon the 2018-2019 CAASPP results. Problem Solving and Communicating Reasoning was the area that was demonstrating the most needed area for growth in 2017-2018. Folsom Middle School will place a high focus on Math skills and development for overall student performance moving forward particularly with an intentional focus on historically marginalized and the most vulnerable student populations.

School and Student Performance Data

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	*	1577.1	*	1587.5	*	1566.3	*	17
Grade 7	*	*	*	*	*	*	*	*
Grade 8	1522.0	*	1525.7	*	1517.9	*	11	7
All Grades							26	27

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
6	*	58.82	*	29.41	*	11.76	*	0.00	*	17
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	11	*
All Grades	42.31	44.44	*	33.33	*	14.81	*	7.41	26	27

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
6	*	82.35	*	11.76		0.00	*	5.88	*	17
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	11	*
All Grades	57.69	70.37	*	18.52	*	0.00	*	11.11	26	27

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	
6	*	29.41	*	58.82	*	11.76	*		17
7	*	*	*	*	*	*	*		*
8	*	*	*	*	*	*	11		*
All Grades	*	25.93	53.85	55.56	*	18.52	26		27

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
6	*	88.24	*	11.76	*	0.00	*	17
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	11	*
All Grades	69.23	81.48	*	11.11	*	7.41	26	27

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
6	*	11.76	*	76.47	*	11.76	*	17
8	*	*	*	*	*	*	11	*
All Grades	*	11.11	*	59.26	50.00	29.63	26	27

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
6	*	64.71	*	35.29	*	0.00	*	17
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	11	*
All Grades	*	40.74	65.38	51.85	*	7.41	26	27

Conclusions based on this data:

1. A small number of English Learner (EL) students are enrolled at Folsom Middle School as indicated by the * with the majority being in 6th grade in the 2018-2019 school year. 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 continue to be areas of focus for the new school year. An English Language Development (ELD) support class will be added in the 2021-2022 school year to provide further support and address the needs as indicated in the results of the ELPAC testing.
3. Students continue to need access to grade level curriculum that is scaffolded and all teachers, including English Language Arts teachers, need to provide instruction with English Language Development (ELD) supports. Guided Language Acquisition Development (GLAD) instruction Professional Development opportunities will continue to be researched and offered to teachers to provide support to English Learner students.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,426	7.6	2.7	0.1
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.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	2.7
Foster Youth	1	0.1
Homeless	7	0.5
Socioeconomically Disadvantaged	109	7.6
Students with Disabilities	130	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	1.5
American Indian	7	0.5
Asian	349	24.5
Filipino	43	3.0
Hispanic	140	9.8
Two or More Races	75	5.3
Pacific Islander	5	0.4
White	785	55.0

Conclusions based on this data:

1. Socio-economically disadvantaged students comprise a small percentage of the overall population at Folsom Middle School.
2. Students with disabilities comprise a small portion of the overall student population at Folsom Middle School.





3. Ethnic subgroups are not well represented by the general student population. Staff needs to be aware of the discrepancy and continue to support students in all subgroups equitably placing emphasis on serving students who are historically marginalized and represent the most vulnerable.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Blue		

Conclusions based on this data:

1. Suspension rates have improved based upon the recent data, yet will continue to be an area of focus particularly with students who are on Individual Education Plans (IEPs) and those groups who are historically marginalized and in the most vulnerable student populations. Administration and staff will continue to work on school climate and student engagement to address the student suspension concerns. Student engagement has been deemed a high area of need based upon student response on survey data and with coming out of over a year in a different instructional environment with the pandemic. Social Emotional Learning (SEL) and equity for all students particularly those who have been historically marginalized and are in the most vulnerable student populations will be a priority in the 2021-2022 school year.
2. Chronic absenteeism is an area the school would like to continue to target. Parent education on the importance of attendance continues to be a need. Folsom Middle School will work with the district on addressing the concerns of chronic absenteeism and a focus on attendance.
3. Students scored in the blue in both English Language Arts and 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, particularly with an intentional focus on historically marginalized and the most vulnerable student populations such as students with disabilities and socio-economically disadvantaged subgroups. Response to Intervention (RtI) and a Multi-tiered System of Supports (MTSS) implementation continues to be an area of focus to assist all students in their academic proficiency.

School and Student Performance Data

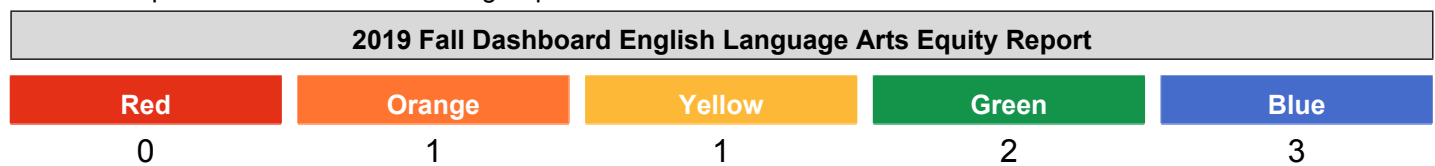
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 59 points above standard Increased ++9.4 points 1391	English Learners  Green 12.9 points above standard Maintained ++0.5 points 66	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 18.7 points above standard Increased Significantly ++21 points 12	Socioeconomically Disadvantaged  Yellow 1.2 points below standard Declined -7.2 points 137	Students with Disabilities  Orange 43.9 points below standard Maintained 0 points 139

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 14.9 points above standard Increased ++8.9 points 25	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  Blue 98.1 points above standard Increased ++8.6 points 289	Filipino  No Performance Color 73.9 points above standard Increased Significantly ++34.6 points 36
Hispanic  Green 27.8 points above standard Maintained ++2.3 points 150	Two or More Races  Blue 54.9 points above standard Increased ++5.4 points 75	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Blue 51.7 points above standard Increased ++7.1 points 809

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 63.2 points below standard Declined Significantly -28.3 points 24	Reclassified English Learners 56.5 points above standard Increased Significantly ++18.2 points 42	English Only 54.4 points above standard Increased ++9.4 points 1142
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Conclusions based on this data:

- Students with disabilities represent the subgroup that continues to indicate the greatest need. A focus remains to provide academic support for this subgroup through the Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) model. An academic coach position is being added to the Folsom Middle School staff to address the need for teachers to support these models of instructional practices.
- English Learners showed an increase from the previous year and continue to perform well on the CAASPP in English Language Arts (green overall) based upon the data.
- Socio-economically Disadvantaged students continue to be the second to lowest performance subgroup and a focus will continue with an intentional focus on historically marginalized and the most vulnerable student populations. and support for these populations through the Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) model.

School and Student Performance Data

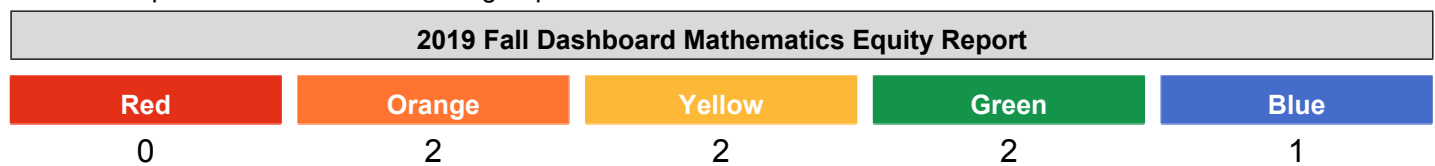
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 38.5 points above standard Increased ++5 points 1386	English Learners  Yellow 10 points below standard Maintained -0.5 points 65	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 43.2 points below standard Declined Significantly -40.4 points 12	Socioeconomically Disadvantaged  Orange 33.3 points below standard Declined -11.3 points 135	Students with Disabilities  Orange 85 points below standard Declined -3.8 points 135

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 11.8 points below standard Declined Significantly -22.5 points 25	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  Blue 98.6 points above standard Increased ++5.9 points 288	Filipino  No Performance Color 42.2 points above standard Increased Significantly ++24.9 points 36
Hispanic  Yellow 11.4 points below standard Declined -11.7 points 150	Two or More Races  Green 33.8 points above standard Declined -6.7 points 75	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Green 27.7 points above standard Increased ++3.5 points 805

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 100.8 points below standard Declined -10.3 points 23	Reclassified English Learners 39.7 points above standard Increased ++5.1 points 42	English Only 30.4 points above standard Increased ++3 points 1138
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Conclusions based on this data:

1. Socio-economically disadvantaged students and students with disabilities are subgroups that need to be targeted for math support. Both subgroups scored in the orange category based upon the data.
2. Hispanic students scored in the yellow and decreased 11.7 points from the 2017-2018 CAASPP Math results to the 2018-2019 Math results and this indicates a need to be supported in Math instruction and provided with Math intervention opportunities moving forward. Further intervention opportunities will be added before and after school in the 2021-2022 school year.
3. Staff will continue to focus on maintaining and/or improving upon the current Math data. A focus will be in this area particularly with an intentional focus on historically marginalized and the most vulnerable student populations. While the results indicate the scores have been maintained over the past three years of CAASPP data it is necessary for Folsom Middle School to determine better ways to address curriculum and instruction in Math to move these scores to demonstrate higher levels of student proficiency in exceeding standards and working with students in the nearly met or did not meet categories to improve in their math proficiency.

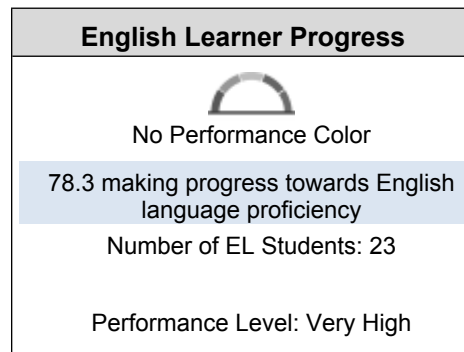
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.6	13.0	21.7	56.5

Conclusions based on this data:

1. Folsom Middle School has a relatively low number of EL students and thus the data does not provide much insight as based on the dashboard indicator.
2. English Learners at Folsom Middle School continue to show significant growth in both ELA and Math based upon the available data.
3. 78.3% of English Learner students at Folsom Middle School are Level 4 and staff will work with these students to move students closer to reclassification status while continuing to provide academic support.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
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

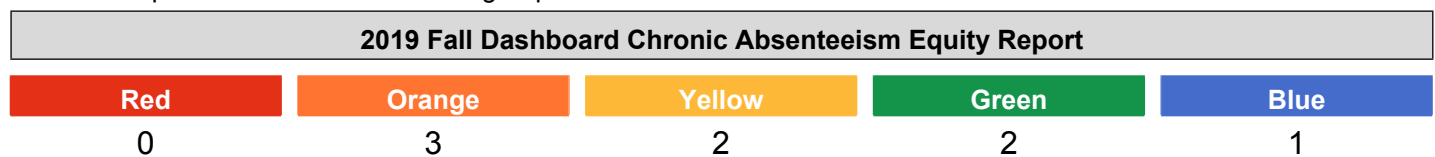
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 4.5 Maintained +0.2 1452	English Learners  Yellow 8.3 Maintained +0.4 36	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color 11.8 Declined -8.2 17	Socioeconomically Disadvantaged  Yellow 14.2 Declined -1.2 155	Students with Disabilities  Orange 11.8 Increased +1.2 152

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>11.1</div> Increased +6.8 <div>27</div>	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>5</div>	Asian  Green <div>2.4</div> Increased +0.7 <div>297</div>	Filipino  Blue <div>0</div> Maintained 0 <div>37</div>
Hispanic  Orange <div>9.4</div> Increased Significantly +4.5 <div>159</div>	Two or More Races  Orange <div>10</div> Increased +7.4 <div>80</div>	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>3</div>	White  Green <div>3.8</div> Declined -1.4 <div>844</div>

Conclusions based on this data:

1. Chronic absenteeism will continue to be an area of focus at Folsom Middle School to decrease the number of students who miss a high number of school days particularly with an intentional focus on historically marginalized and the most vulnerable student populations including students with disabilities and Hispanic students. Folsom Middle School will work with the district in addressing areas of concern with absenteeism and attendance.
2. Students with disabilities show the highest rate of chronic absenteeism and need to be targeted for focus on working with students and parents to understand the potential risks that accompany chronic absenteeism for future academic success.
3. Asian students show the lowest rate of chronic absenteeism as indicated by the results on the California Dashboard.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
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This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 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.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

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

School and Student Performance Data

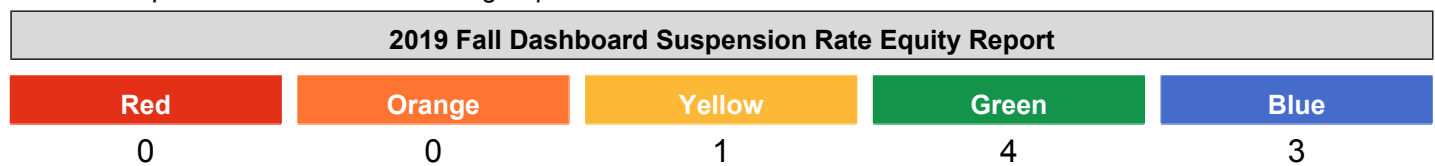
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green 2.3 Declined -1.4 1455		 Blue 0 Declined -7.7 37		 No Performance Color Less than 11 Students - Data Not Reported 3	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Declined -13.3 17		 Green 5.8 Declined Significantly -3.9 155		 Green 7.1 Declined Significantly -6.6 154	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 14.8 Increased +14.8 27	American Indian  No Performance Color Less than 11 Students - Data 5	Asian  Green 1 Declined -2.7 298	Filipino  Blue 0 Maintained 0 37
Hispanic  Blue 1.9 Declined Significantly -4.9 159	Two or More Races  Yellow 3.8 Maintained -0.1 80	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  Green 2.4 Declined -0.8 846

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.7	2.3

Conclusions based on this data:

1. The suspension rate at Folsom Middle School continues to improve significantly and declined or declined significantly for all subgroups except African American students in 2018-2019. Folsom Middle School will focus on Restorative Practices to address issues of discipline and to minimize the suspension rate moving forward with a particular focus on African American students.
2. While Folsom Middle School has a low percentage of African American students the increase of 14.8 points of African American students suspended from the previous year continues to be an area of focus to be monitored and improved moving forward.
3. Based upon survey data and the data above it is determined there is the need for a focus on school climate and student engagement. This is an area the Folsom Middle School Site Council continues to target as a goal for the new school year, particularly as we enter the 2021-2022 school year from over a year of being in a different model of learning due to the Covid 19 pandemic.

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

Goal 1 - All students will receive equitable instruction from highly qualified teachers 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.

Goal 1

Based upon Folsom Cordova Unified School District: LCAP Goal 1:

1. Folsom Middle School students (overall) will improve achievement levels in ELA and Math as based upon the CAASPP results in 2022, with an intentional focus on historically marginalized and the most vulnerable student populations, by 3 points or more as measured on the 2021-2022 CAASPP assessment.

2. Folsom Middle School students in the subgroups of students with disabilities and socio-economically disadvantaged students will increase their achievement results by 3% or higher as measured on the 2021-2022 CAASPP assessment.

3. Folsom Middle School will provide students with linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well being of students.

Identified Need

2018 CAASPP scores; 2020-2021 iLit scores; 2019-2021 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	2019 Dashboard ELA (All students 59.0 points above standard an increase of 8.8 points). Socio-economically disadvantaged declined from the previous year to 1.2 below standard. Hispanic students showed an increase from the previous year 2.3 to a score of 27.8 above standard; Students with disabilities decreased by 4.3 points and scored 43.9 points below standard.	CAASPP scores in ELA for Socio-economically 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	2019 Dashboard Math (All students 38.5 points above standard which is an overall	CAASPP scores in Math for all students will be at 35.7 or more above standard; Socio-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	increase of 5 points from the previous year). Socio-economic disadvantaged students scored 33.3 points below standard with a decline from the previous year of 11.3 points; and students with disabilities 85 points below the standard which is a decrease of 11.3 points. Despite the overall increase subgroups mentioned indicate a need for focus on math intervention and support in the 2020-2021 school year.	Economically Disadvantaged students will be at 3% or higher from 22.8 points below standard and students with disabilities will score 3% or 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 and differentiation of instructional practices embedded in curriculum support elective classes and general education courses to support student learning.
2. Folsom Middle School will provide a Study Skills support class for students struggling with academic Math/English Language Arts skills.
3. Folsom Middle School will provide before and after school tutoring for students struggling with academic skills in Math/English Language Arts.

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)

5000

Source(s)

Other
4000-4999: Books And Supplies
60 licenses and support materials

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

Implement an Academic Coach Certificated Staff Position .8 FTE

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)

90,000

Source(s)

Other
1000-1999: Certificated Personnel Salaries
Staff support

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 (before and after school)
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)

3,000

Source(s)

Donations
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)

2000

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)

English Learner (EL) students

Strategy/Activity

Add an ELD support class in the master schedule

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)

8,000

Source(s)

Other
4000-4999: Books And Supplies
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; All students

Strategy/Activity

Provide Professional Development (PD) and support to General Education teachers to promote inclusion strategies to meet the needs of all students in general education classes.
Folsom Middle School teachers and staff will receive Professional Development in Professional Learning Communities (PLC) and Response to Intervention (Rtl) strategies to improve learning opportunities for all students with an intentional focus on historically marginalized and the most vulnerable student populations.

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)

5,000

Source(s)

LCFF - Base
1000-1999: Certificated Personnel Salaries
Sub costs

25,000

Other
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will work in PLC groups to plan and assess student progress to denote the need for intervention opportunities and enrichment opportunities as indicated through data.

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)

0.00

Source(s)

None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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.

After a year of experiencing a different teaching model due to the COVID-19 pandemic, and several years without assessment of the CAASPP testing, all students with an intentional focus on historically marginalized and the most vulnerable student populations will have access to additional academic support built into the master schedule and before and after school to address learning loss.

With the addition of instructional support from an onsite academic coach and additional attention to professional development opportunities, instructional staff will be able to improve upon their best practices to support all students academically, with an intentional focus on historically marginalized and the most vulnerable student populations including students with disabilities and socio-economically disadvantaged students.

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

Professional Development to support teachers was not provided in GLAD strategies in 2020-2021, however, an Rtl framework was created to establish a school-wide Rtl model that will be implemented in the 2021-2022 school year. Professional Learning Communities were implemented with fidelity in the 2020-2021 school year and will continue into the new school year to support

learning for all students. Folsom Middle School teachers and staff will receive Professional Development in Professional Learning Communities (PLC) and Response to Intervention (RtI) strategies to improve learning opportunities for all students with an intentional focus on historically marginalized and the most vulnerable student populations.

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.

An academic coach position (.8 Full Time Employee [FTE]) has been added to the current plan to support student learning opportunities in the 2021-2022 school year. An English Language Development class has been added to provide additional support to English Learners in the 2021-2022 school year. With an increase in the demand for general education students to enroll in a Curriculum Support class for academic support an additional section of Curriculum support will be included in the master schedule moving forward. Based upon the analysis of the needs assessment further professional development will be included in the 2021-2022 school year to assist instructional staff with strategies for differentiating instruction to meet the needs of all students in their classes with an intentional focus on historically marginalized and the most vulnerable student populations.

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

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

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

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

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

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

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

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

Goal 2

Version of LCAP Goal 2: Folsom Middle School Will:

Based upon a review of the data in 2020-2021, Folsom Middle School will place a higher effort on Social Emotional Learning (SEL) and equitable access opportunities for students with an intentional focus on historically marginalized and the most vulnerable student populations to enhance student connectedness and improve the overall culture of the Folsom Middle School community through the promotion of SEL lessons in advisory, building adult-student relationships through the increase of team building opportunities for connection, and providing more of an opportunity for students to have a voice in the decision making process on the Folsom Middle School Campus. Improvement will be measured by student survey data, participation records, attendance records, and discipline records in the 2021-2022 school year.

How:

- Improve student leadership opportunities.
- Maintain/increase clubs on campus.
- Incorporate student directed SEL lessons in Advisory.
- Increased student voice in decision-making groups on campus.
- Continue student feedback sessions (opportunities for students to meet and share concerns and needs with administration/adults).
- Implement a restorative approach to discipline.

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
California Healthy Kids Survey, Other Stakeholder Survey(s), and local generated student survey results	Student responses on the 2019-2020 and 2020-2021 CHKS and the Challenge Success survey administered to all students indicated a low percentage of students feeling	An overall improvement in the number of students who answer student survey(s) and CHKS 2021-2022 indicating that there is an increase in connectedness to the school and an improvement of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	connected to an adult on campus.	relationships between students and adults in the 2021-2022 school year as opposed to the results indicated in the 2019-2020 and 2020-2021 school years.
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 were the subgroup indicating the highest suspension rate which indicates a concern for equitable practices. 13.7% of Special Education students were suspended at least once which was an increase of 5.2% from the previous year as noted on the dashboard.	With the implementation of restorative discipline practices an overall suspension rate of 2.3% or less as measured by the California Dashboard in the 2021-2022 school 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. The Folsom Middle School Attendance Task Force and the Culture team will focus on the initiative of outreach, communication, and building a culture that supports engagement.

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)

1,000

Source(s)

Unrestricted
5000-5999: Services And Other Operating Expenditures
Professional Development

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. The Folsom Middle School Culture Team will prioritize parent educational opportunities within the community and work with the Choose Well program on parent and community 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)

10,000

Source(s)

Donations
5000-5999: Services And Other Operating Expenditures
Choose Well Program Supplemental Support

1,000

Other
4000-4999: Books And Supplies
Supplies for Parent/Community Involvement
Night Meetings

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

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)

7,000

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
Stipends

Strategy/Activity 4

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 activities 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)

2,000

Source(s)

Parent Teacher Association/Parent Faculty Club
(PTA/PFC/PTSO, PTO, etc.)
4000-4999: Books And Supplies
Materials/Supplies for activities

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

Continue a Culture Team on the Folsom Middle School campus comprised of staff, teachers, administration, students, and parents to foster a healthy and positive school culture focused on student well-being, engagement, and equity. Support Culture Team in providing a budget to support building school climate and engagement.

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)

4,000

Source(s)

Other
5000-5999: Services And Other Operating
Expenditures
training

Annual Review

SPSA Year Reviewed: 2020-21

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.

Chronic absenteeism and the suspension rate continued to improve from the previous year. Folsom Middle School will continue to move forward into 2021-2022 to work on improving school culture and focus on attendance and student engagement, with an intentional focus on historically marginalized and the most vulnerable student populations.

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

While student engagement is still an area of focus the goal has been revised to better meet the indicated needs as determined from student, staff and parent responses on the CHKS and other surveys taken in the 2020-2021 school year.

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

FMS will not continue as a Challenge Success school in the 2021-2022 school year but will continue to implement the lessons learned through Challenge Success and move forward with our own Culture Team of students, parents, staff, and administration and will place an emphasis on Social Emotional well being, and continue to provide students the opportunity to have a voice in decision making on campus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

Folsom Middle School will:
Focus on parent engagement/educational opportunities to promote overall student well being in a highly competitive 21st century world. By remaining committed to the school and district mission and vision, Folsom Middle School will provide opportunities to parents (through book studies and parent involvement [monthly book study meetings/Quarterly educational opportunities]) to understand their role in supporting their students to be academically, socially, emotionally, and behaviorally well balanced while supporting students with overall well-being and success.
Folsom Middle School is committed to following a Guaranteed and Viable Curriculum as established by the Folsom Cordova Unified School District Curriculum and Instruction department and will maintain the implementation of the PLC process with fidelity to ensure all students an equitable opportunity to the curriculum with an intentional focus on historically marginalized and the most vulnerable student populations.
Folsom Middle School will provide staff professional development opportunities on Response to Intervention and Professional Learning Communities (PLCs) as measured by the agendas/minutes of PLC meetings, Department meetings, and monthly staff meetings through the 2021-2022 school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and student survey results	Based upon information from Challenge Success training (2019-2021) and results of student surveys parent engagement and education for parents to best support their child's overall well being and social emotional growth is a strong need in the Folsom	By the end of the current school year students and parents will indicate an improvement in student social emotional well being and the relationships with adults on campus and in the home as indicated in the survey results on the CHKS and parent and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Middle School community. Students desire for their parents to be aware of their overall stress level and the pressures they are facing. An improvement in percentage on student engagement and parent engagement responses will indicate the goal is being achieved.	student surveys in the 2021-2022 school year.
Staff needs assessment indicating areas of Professional Learning Communities (PLCs) implementation within each department at the end of the 2020-2021 school year.	Based upon staff self-assessment and department assessment tools on where they rate themselves on the PLC process each department identified a baseline of PLC implementation at the end of the 2019-2020 school year. Similarly, the PLCs indicated their areas of growth and needs at the end of the 2020-2021 school year. Department leads serving on the leadership team will attend a Leadership retreat at the beginning of the 2021-2022 school year and will meet monthly and will be guiding the process this year within each department for further instructional improvement.	By the end of the current school year, all departments will be meeting in weekly PLC meetings and using the Solution Tree PLC protocol for planning and assessing data for student learning and improve instruction by using the guaranteed and viable curriculum effectively.

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

Work with Solution Tree and Marzano Resources and implement professional development in PLC, RtI, SEL, restorative practices, and culture building to improve student learning opportunities on the Folsom Middle School campus

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)

0.00

Source(s)

Other
5800: Professional/Consulting Services And
Operating Expenditures
Funding accounted in other goals

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

Parent Nights and Book Study Opportunities to provide information to families on the importance of SEL and student well-being. Provide more pertinent information to enable parents with support student learning.

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)

2,000

Source(s)

Unrestricted
5000-5999: Services And Other Operating
Expenditures
Outreach opportunities

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

Parent participation in study sessions

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)

500

Source(s)

Parent Teacher Association/Parent Faculty Club
(PTA/PFC/PTSO, PTO, etc.)
5000-5999: Services And Other Operating
Expenditures

Materials and food.

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

Each grade level/subject area team will meet weekly in an organized PLC following the Solution Tree PLC protocol for planning instruction and assessing data in a common way.

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)

0.00

Source(s)

General Fund

1000-1999: Certificated Personnel Salaries
Built into district budget and teacher contract time

Annual Review

SPSA Year Reviewed: 2020-21

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 previous goal was met. Goal is adjusted to meet the guidelines of the 2021-2024 Local Control Accountability Plan (LCAP) Goal 3 with a focus on SEL and implementation of a guaranteed and viable curriculum for all students with an intentional focus on historically marginalized and the most vulnerable student populations.

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 major focus of this goal remains centered on supporting parents and families to better help students in their learning. Focus is adjusted to emphasize SEL opportunities and emphasize the importance of implementing a guaranteed and viable curriculum to enhance student learning with an intentional focus on historically marginalized and the most vulnerable student populations.

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

The previous goal has been modified to reflect needs as indicated on the current needs assessment. Social Emotional well being and overall success is indicated as a need for students and families to feel connected to campus and engaged in the community, particularly coming out of a year of distance and hybrid learning due to the COVID-19 pandemic.

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

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

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

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

Goal 4

A version of LCAP Goal 4: Folsom Middle School Will:

Implement the Response to Intervention (Rtl) flow chart updated in the 2020-2021 school year and Student Study Team (SST) procedures with fidelity as measured by documentation outlined in the documentation developed by the Folsom Middle School Rtl team and school leadership.

Implement before and after school intervention to support struggling students with academic achievement, particularly with an intentional focus on historically marginalized and the most vulnerable student populations.

Academic progress monitoring documentation is maintained in each department and by the Instructional Coach to measure student academic growth and target areas of need for all students with an intentional focus on historically marginalized and the most vulnerable student populations.

Identified Need

Targeted support for student groups who continue to perform lower than their grade level peers in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rtl Flow Chart and developed progress monitoring documents.	2020-2021 i-Ready scores and PLC developed common formative assessment data.	By the end of the current school year students who struggle with academic progress and are not performing at grade level will be progress monitored through the documentation implemented to show targeted areas of need and a plan will be developed to assist each student in their individual areas for growth. The newly established Academic Coach will work with counselors and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		administration to maintain student progress over time.

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

Implementation of school wide adopted RtI flowchart (Attachment 1) and SST process document (Attachment 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)

0.00

Source(s)

LCFF - Base
None Specified
Established process

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who are performing below grade level including English Learners and Special Education Students.

Strategy/Activity

Provide additional support through implementation time before and after school.

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)

0.00

Source(s)

Other
1000-1999: Certificated Personnel Salaries
Noted in other goals

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students who are performing below grade level including English Learners and Special Education Students.

Strategy/Activity

Added Curriculum Support class and ELD class to Master Schedule for struggling General Education and EL students.

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)

0.00

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
noted in other goals

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All with an emphasis on historically marginalized and most vulnerable student populations

Strategy/Activity

Implement an Academic Coach (8 FTE) position onsite

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)

0.00

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
noted in other goals

Annual Review

SPSA Year Reviewed: 2020-21

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 Team met 2 times per month in 2019-2020 and the school Leadership Team met monthly in 2019-2020 to develop and implement an updated RtI flowchart and Student Study Team referral process. With the pandemic and a shift in the model of

instructional delivery, the process was not adhered to with fidelity as intended in 2020-2021 school year. This implementation will be a focus in the 2021-2022 school year to improve support for student learning with an emphasis on historically marginalized and most vulnerable student populations.

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 as the strategies/activities are also identified in previous goals.

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

The goal is slightly modified to move the process forward in the 2021-2022 school year. With the addition of an academic coach on campus and the addition of before and after school intervention opportunities, along with an ELD and another Curriculum Support class added to the master schedule, the focus is targeted to student learning and progress monitoring of student needs for academic achievement.

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	\$165,500.00

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 (\$)
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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 (\$)
Donations	\$13,000.00
General Fund	\$7,000.00
LCFF - Base	\$5,000.00
None Specified	\$0.00
Other	\$133,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$2,500.00
Unrestricted	\$5,000.00

Subtotal of state or local funds included for this school: \$165,500.00

Total of federal, state, and/or local funds for this school: \$165,500.00

School Site Council Membership

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

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

Name of Members	Role
Terri Daniels	Principal
Heidi Staggs	Classroom Teacher
Demetrius Olsen	Classroom Teacher
Anita Kamath	Classroom Teacher
Irene Embry	Other School Staff
Courtney Graham	Parent or Community Member
Cristina Dobon Claveau	Parent or Community Member
Shannon Alleva	Parent or Community Member
Martine Frey	Parent or Community Member
Erin Eshelman	Parent or Community Member
Nicolette Anderson	Secondary Student
Molly Varney	Secondary Student

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

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
PaoChu Chiu	Parent or Community Member
Jade Li	Parent or Community Member
Lisa Shelton	Other School Staff
Cathy Hatcher	Classroom Teacher
Rowena Kumar	Parent or Community Member
Jagadeesh Radhakrishnan	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
	Other: FMS Leadership Team English -Cindy Fryckman Science - Stacey Mohler Math - Anita Kamath History - Lyndie Aquila PE - Patrick Burke Exploratory/Music - Zenaida Mendoza Lopez Special Ed - Danielle Escobar Counselors - Margie Komatsu Administration-Terri Daniels, Michael Bose, Alfredo Acosta

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

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

This SPSA was adopted by the SSC at a public meeting on September 9, 2021.

Attested:

	Principal, Terri Daniels on 09/9/21
	SSC Chairperson, Anita Kamath on 09/9/21

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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

Folsom Middle School RTI Process Flow Chart: 2021-2022

All Students: Standards-Based Instruction

TIER 1 (Universal access) [list is not exhaustive]

(Teachers attempt several different strategies within classroom instruction. Teachers who have concerns regarding a student, please move to Step 1 on SST Referral Form.)

<u>Quality Instruction/Best Practices</u> (43 Elements)	<u>Differentiation Strategies</u>
Use of District Adopted /Guaranteed & Viable Curriculum	Choice of demonstration of mastery
Redirection	I Can ... Learning Targets
Online Resources-Khan Academy, Ed Puzzle, etc.	PBIS/SEL
Update Teacher Websites	Test Retakes
Teacher support	Use of Jagenda
<u>Check for Understanding Strategies</u>	<u>Libby App/Epic</u>
Teacher Modeling	Scaffolding material
Gradual release (I do, We do, You do)	Use of Academic Language
Use of visuals	

Students with Concerns - Grade level team (teachers) meet to discuss Tier 1 and implementing Tier 2 Interventions for 4-6 weeks. (gather data/progress monitor). Please refer to Step 1-2 in SST referral form. Teacher lead (one who generated the meeting) will schedule teachers to reconvene at the end of the 4-6 weeks to discuss progress. At this time, email counselors so they are aware there are concerns.



TIER 2 INTERVENTIONS (Accommodations for **some** students needing extra support- 4-6 weeks). Continue Tier 1 Interventions listed above and implement Tier 2 Interventions (accommodations). Provide targeted instruction. [This list is not exhaustive].

i-Ready lessons (Math and ELA class wide-until end of 2021-22 school year)	Guided notes (providing cloze notes)
Individualized Khan Academy (Math, if used class wide)	Progress monitoring/reports
Small group instruction	Parent contact
Reteach	Behavior Check in/Check out, behavior contract, chart
Jagenda Checks	Weekly Progress Reports
Organizational tools-folders, binders, highlighting etc.	Project Based Learning/provide menu options
Allow students to take pictures of homework assignments	Text to Speech
Provide student action plan	Leveled texts
Self-progress monitoring	Possible Study Skills referral

Meeting 2 with teachers: Discuss student progress and continue to implement Tier 2 supports-(This meeting occurs 4-6 weeks after Meeting 1) Discuss concerns as well as accommodations and interventions. Bring gathered data for discussion. Please refer to Step 3 in SST referral form.

**CONCERNS NOT RESOLVED**

Continue Tier 2 Interventions (accommodations) within the classroom. Contact counselor to Schedule SST #1

[SST referral form](#)

**CONCERNS RESOLVED**

- No further actions needed
- Continue Tier 1/Tier 2 Interventions and monitor

[Contact counselor to arrange SST #1-](#) Counselor to schedule SST #1 within 2 weeks of referral. Please refer to Step 4 in SST referral form. Please bring notes, comments, and list of accommodation implemented to meeting. Parents/student are invited to this meeting. Additional interventions will be put into place. Accommodations implemented 6-8 weeks. (progress monitor)



[Counselor schedule SST #2 \(Team reconvenes\)-](#) (6-8 weeks following SST #1) Team brings further data to determine effect of Progress Monitoring. Please refer to Step 5 in SST referral form. If warranted, team will explore Tier 3 supports at this time. (CARE, Math intervention, English intervention, mental health specialist referral, and SPED assessment)

CONCERNS NOT RESOLVED

Team considers Tier 3 intervention (Step 5 on SST Referral form)

**CONCERNS RESOLVED**

- No further actions needed
- Continue Tier 1/Tier 2 Interventions and monitor

TIER 3 INTERVENTIONS (Intensive Support for **identified** students)

- All documentation reviewed with entire team (see above) to determine if further accommodations are needed or if a referral should be made to:

Curricular Support and Study Skills	Outside Referrals
504 Plan	CARE Program
Flex (intervention-all subjects, enrichment-all subjects, behavior)	Special Education (Counseling Enriched Program-CEP, Specialized Academic Instruction-SA, Independent Living Skills-ILS)
Mental health specialist referral	



Continue to review findings and document plan

Please refer to Step 6 on SST referral form

SST Referral Form

Student _____ Grade _____ Date _____

Referring Teacher/Team Lead(s): _____

Nature of Concern: _____

STEP 1 Teacher has concern with student performance, Cumulative File Review/Check Tier 1 Supports Implemented

Below: Review information on Cum File Review Sheet (review prior SST notes, teacher comments, previous grades, and assessments) Date: _____

TIER 1 Supports

ACADEMIC Modifications/Accommodations	Check	BEHAVIOR Modifications/Accommodations	Check
iReady lessons		Reflection/refocus sheets	
Khan Academy (Math, if used class wide)		Counselor check in	
Update Teacher Websites/Google classroom		PBIS/SEL	
Teacher support		Communication log (parents, teacher, admin, etc.	
Check for Understanding Strategies		Seated close to center of instruction	
Teacher Modeling		Parent communication	
Gradual release (I do, we do, you do)		Consistent daily classroom routines	
Redirection		Reinforce desired behavior	
I Can ... Learning Targets		Establish reinforcement/consequences	
Test Retakes		Assign classroom responsibilities	
Use of Jagenda		Re-direction	
Scaffolding of materials			
Use of visuals			
Differentiate instruction			

**For additional/specific accommodations, please see counselors for suggestions (PRIM manual)*

STEP 2 Team of student's teachers to meet and implement initial Tier 1 accommodations (4-6 weeks) Date: _____

- Whole team to discuss Tier 1/Tier 2 accommodations. Team to agree on Tier 1 and 2 accommodations to implement and collect data for 4-6 weeks

TIER 2 Supports

ACADEMIC Modifications/Accommodations	Check	BEHAVIOR Modifications/Accommodations	Check
iReady lessons		Check in check out	
Individual Khan Academy Lessons		Behavior chart	
Small group instruction		Counseling sessions	
Jagenda checks		Self-progress monitoring	
Organization tools (folders, binders, etc.)			
Allow student take picture of board			
Parent contact			
Guided Notes			
Progress monitoring/reports			
Project based learning			
Text to speech			
Leveled text			
Student action plan			

STEP 3 Teachers to reconvene and discuss student with other teachers AND continue to implement Tier 2 supports

- Discuss concerns as well as accommodations and interventions to implement with school only (no parents at this meeting)
- Document accommodations/modifications in tables below.
- If needed, please contact counselor to schedule SST #1 (SST # 1 will be scheduled by counselor within 2 weeks of receiving referral)/

Teacher/Student Meeting Date: _____

**Attach meeting notes*

STEP 4 Contact counselors to arrange SST #1

- Please bring collected data, notes, comments, and list of accommodations implemented to meeting. Parent invited to attend this meeting
- Discussion of additional intervention options
- Gather further data/progress monitor
- Counselor to schedule SST #2 to review (6-8 weeks after the SST #1)

Meeting Date: _____

STEP 5 Team meets for SST #2 (6-8 weeks after SST #1) Date: _____

- Bring collected data to this meeting. If previous accommodations are working, please continue with Tier 1-2 supports.
- If current accommodations are not working, team will explore Tier 3 supports (CARE, Curricular Support and Study Skills, mental health specialist referral, and SPED assessment)

Outcome: _____ Continue with Interventions _____

Comments

STEP 6 Counselor to review findings and document plan Date: _____

- Outcomes
- Qualified for special education, CARE program, 504 plan, and interventions

Outcome: _____ Continue with Interventions _____

Comments

Virtual ELAC Meeting

September 8, 2021 6:00 p.m.

Via Zoom

Sign in sheet

<i>Michele Li</i>	Michele Li
<i>Claire Ma</i>	Claire Ma
<i>Young Sook</i>	Young Sook
<i>Chiaruby Yang</i>	Chiaruby Yang
<i>Rowena Kumar</i>	Rowena Kumar
<i>Amet Ben-Zvi</i>	Amet Ben-Zvi
<i>Jagadesh N.</i>	Jagadesh (parent of Roy)
<i>Shreya Nagunuri</i>	Shreya Nagunuri
<i>A Arush</i>	Arush A.
<i>Kyusang Chae</i>	Kyusang Chae
<i>Ani Gokul</i>	Ani Gokul

Ling Qian

Ling Qian

Avani

Avani

Lisa Shelton (Counselor)

Terri Daniels (Principal)

FMS ELAC (English Language Advisory Committee)

Meeting Agenda

Sept. 8, 2021

6:00 pm

Welcome/Introductions

Warm Welcome Activity

Nominations of 2021-22 ELAC Officers

School Plan for Student Achievement: Introduce LCAP and SPSA Goals for 2021-22

Input from Committee (break out groups)

Good of the Order:

Next Meeting(s): All meetings 6-7 p.m.



Wednesday November 3, 2021

January 12, 2022

February 23, 2022



April 6, 2022

May 18, 2022



ELAC Meeting

Folsom Middle School
September 8, 2021



AGENDA

Welcome/Introductions

Warm Welcome Activity

Nominations of 2021-22 ELAC Officers

School Plan for Student Achievement: Introduce LCAP and SPSA Goals for 2021-22

Input from Committee (break out groups)

Good of the Order

Next Meeting(s): Wednesday November 3, 2021

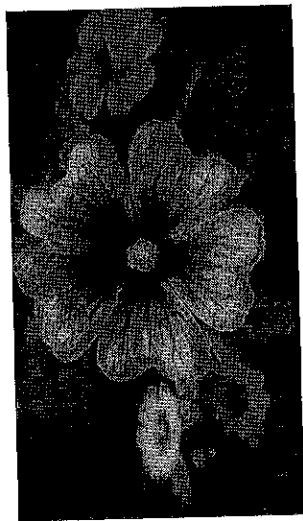
All meetings 6-7 p.m. February 23, 2022

May 18, 2022

January 12, 2022

April 6, 2022

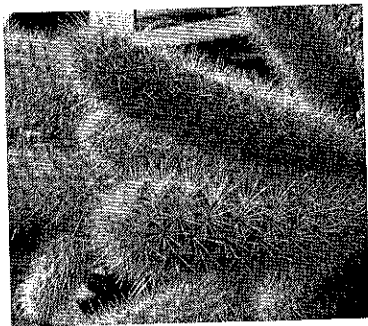
As a parent, how are you feeling about the school year?



1.



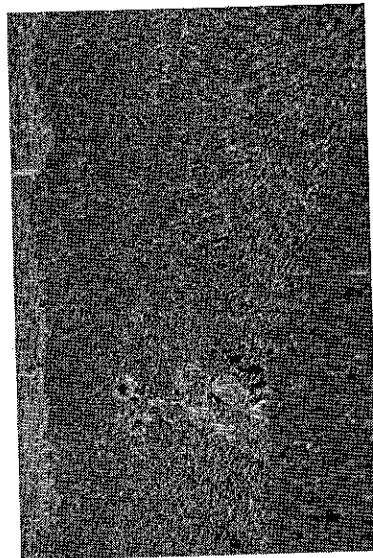
2.



3.



4.



5.

Local Control Accountability Plan

LCAP

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

Goal 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations (state priority 3, 5 and 6)

Goal 3: Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4 and 7)

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

FMS SPSA Goals (School Plan for Student Achievement)

Goal 1: Based upon Folsom Cordova Unified School District: LCAP Goal 1:

- 1. Folsom Middle School students (overall) will improve achievement levels in ELA and Math as based upon the CAASPP results in 2022, with an intentional focus on historically marginalized and the most vulnerable student populations, by 3 points or more as measured on the 2021-22 CAASPP assessment.**
- 2. Folsom Middle School students in the subgroups of students with disabilities and socio-economically disadvantaged students will increase their achievement results by 3 % or higher as measured on the 2021-2022 CAASPP assessment.**
- 2. Folsom Middle School will provide students with linguistically and culturally responsive instructional strategies and materials as supported through administration, the instructional coach position, Professional Learning Communities, and professional development that will be implemented in the 2021-22 school year.**

Goal 2: Version of LCAP Goal 2: Folsom Middle School Will:

Based upon review of the data in 2020-2021, Folsom Middle School will place a higher effort on Social Emotional Learning (SEL) and equitable access opportunities for students with an intentional focus on historically marginalized and the most vulnerable student populations to enhance student connectedness and improve the overall culture of the Folsom Middle School community through the promotion of SEL lessons in advisory, building adult-student relationships through the increase of team building opportunities for connection, and providing more of an opportunity for students to have a voice in the decision making process on the Folsom Middle School Campus. Improvement will be measured by student survey data, participation records, attendance records, and discipline records in the 2021-2022 school year.

How:

- Improve student leadership opportunities
- Maintain/increase clubs on campus.
- Incorporate student directed SEL lessons in Advisory
- Increased student voice in decision-making groups on campus.
- Continue student feedback sessions (opportunities for students to meet and share concerns and needs with administration/adults)
- Implement a restorative approach to discipline

Goal 3: Folsom Middle School will:

Focus on parent engagement/educational opportunities to promote overall student well-being in a highly competitive 21st century world. By remaining committed to the school and district mission and vision, Folsom Middle School will provide opportunities to parents (through book studies and parent involvement [monthly book study meetings/Quarterly educational opportunities]) to understand their role in supporting their students to be academically, socially, emotionally, and behaviorally well balanced while supporting students with overall well-being and success.

Folsom Middle School is committed to following a Guaranteed and Viable Curriculum as established by the Folsom Cordova Unified School District Curriculum and Instruction department and will maintain the implementation of the PLC process with fidelity to ensure all students an equitable opportunity to the curriculum with an intentional focus on historically marginalized and the most vulnerable student populations.

Folsom Middle School will provide staff professional development opportunities on Response to Intervention and Professional Learning Communities (PLCs) as measured by the agendas/minutes of PLC meetings, Department meetings, and monthly staff meetings through the 2021-2022 school year.

Goal 4: Version of LCAP Goal 4: Folsom Middle School Will:

Implement the Response to Intervention (RtI) flow chart updated in the 2020-2021 school year and Student Study Team (SST) procedures with fidelity as measured by documentation outlined in the documentation developed by the Folsom Middle School RtI team and school leadership.

Implement before and after school intervention to support struggling students with academic achievement, particularly with an intentional focus on historically marginalized and the most vulnerable student populations.

Academic progress monitoring documentation maintained in each department and by the Instructional Coach to measure student academic growth and target areas of need for all students with an intentional focus on historically marginalized and the most vulnerable student populations.

SHARE OUT:

ELAC Meeting Minutes

September 8, 2021

PRESENT VIA ZOOM (see sign in sheet based on sign onto zoom meeting)

6:02 Meeting called to order

Dr. Daniels welcomed the parents and introduced Ms. Shelton, EL student counselor. She explained that Ms. Hatcher the ELD support teacher was not able to attend the meeting this evening but sends her email and encourages parents to reach out for support.

Dr. Daniels led the group in a warm welcome activity, "Which picture represents your feeling for the new school year?" Parents and staff shared in the activity.

Nominations were taken for the ELAC representative. Jade Li was nominated, accepted, and will serve in this role for the 2021-22 school year.

Dr. Daniels went over the School Plan presentation and shared the district's LCAP goals and proposed SPSA goals. Question and discussion time followed for clarification of goals.

Dr. Daniels and Ms. Shelton reviewed the process for reclassification with parents.

Attendees were then divided into breakout rooms to discuss their input for goals, and to share concerns, ideas, etc. for areas they would like to see as a focus for EL students in FMS.

Large group shared ideas out with administration.

Future meeting dates were presented and agreed upon.

Meeting adjourned at 7:05 p.m.

Sign In Sheet

Erin Eshelman	Erin Eshelman
Martine Frey	M. Frey
Shannon Alleva	Shannon Alleva
Nikki Anderson	Nicole Anderson
Irene Embry	
Cristina Dobon-Claveau	Cristina Dobon-Claveau
Demetrius Olsen	Demetrius Olsen
Anita Kamath	Anita Kamath
Courtney Graham	Courtney Graham

FMS School Site Council Meeting
Agenda
Sept. 9, 2021

Introductions/Warm Welcome Activity

Roles of SSC

Site Plan Presentation

Election of officers for 2021-22 school year

Questions/Good of the Order

Future Meetings: 3:30 p.m.

December 2, 2021

February 10, 2022

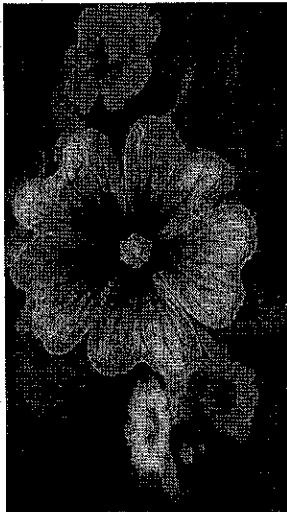
March 31, 2022

May 19, 2022

● FMS School Site Council Meeting

September 9, 2021

As a parent, student, or staff member how are you feeling about the school year?



1.



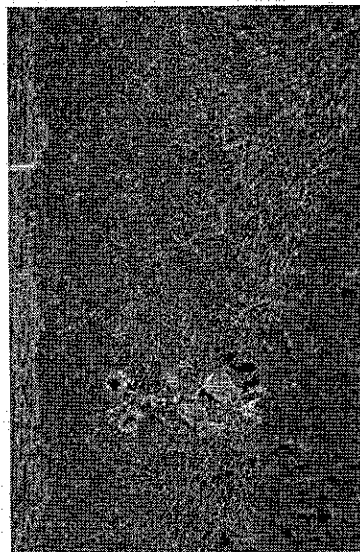
2.



3.



4.



5.

What is an SSC?

Why are public schools required to have an SSC on campus?

What is the make up of the SSC?

Bylaws Updated 2020-2021.

What is a School Site Council?

Virtually all schools in California have a school site council (SSC), a committee of teachers, parents, students and school staff that works with the school principal to plan for the needs of the school.

A major duty of the SSC is to develop and then annually update the School Plan for Student Achievement (SPSA), a formal plan for the school that satisfies both state and federal program requirements.

Local Control Accountability Plan

LCAP

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

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Academic progress monitoring documentation maintained in each department and by the Instructional Coach to measure student academic growth and target areas of need for all students with an intentional focus on historically marginalized and the most vulnerable student populations.

FMS School Site Council Minutes
Meeting Date: September 9, 2021

Present: Terri Daniels; Anita Kamath; Demetrius Olsen; Cristina Dobson-Claveau; Courtney Graham; Shannon Alleva; Martine Frey; Erin Eshelman; Irene Embry; Nikki Anderson.

Absent: Heidi Staggs; Riley Burns

Meeting called to order at 3:37 p.m.

Each member went around the table and introduced themselves since this is the first meeting of the year and explained what group they represent on the committee (parent, staff member, student).

Dr. Daniels led the group in a warm welcome activity, "Which picture represents your feeling for the new school year?"

Dr. Daniels then led the team through the site plan presentation identifying the LCAP goals and site goals, based upon the LCAP goals, for the new plan. Discussion was held on action steps and goals identified and the measures that will be used to move forward this year on monitoring the plan. Mr. Olsen requested goal one to be rewritten for clarity. Team agreed.

Vote to approve the plan with adjustment to the first goal wording: Approved (Olsen/Claveau)

Election of officers: It was determined that Mrs. Kamath would serve as president at the current time for signing of the SPSA but an official election of officers will occur at the December 2, 2021 meeting.
(Graham/Embry)

Future meeting dates presented and agreed upon.

Meeting adjourned at: 4:45 p.m.