School Year: **2023-24**

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Folsom Middle School	34673306059182	August 21, 2023	September 21, 2023

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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)

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

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, particularly to historically marginalized populations. Based upon the established goals of the Folsom Cordova Unified School District (FCUSD) Local Control Accountability Plan (LCAP) the purpose of the plan is to increase and improve student success rates with an emphasis on historically marginalized and most vulnerable student populations attending Folsom Middle School.

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

School Vision and Mission

Folsom Middle School Vision:
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.

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 2022-2023 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

High Reliability School Survey on Safe, Supportive, and Collaborative School Culture

Panorama Survey Results (Students)

California Healthy Kids Survey (CHKS) (Students/Staff/Parents)

Survey of school effectiveness results shows on average that staff, students, and parents are satisfied with the curriculum and instruction and academic achievement levels of students as indicated by the 2022 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 2021-2022 indicated continued concern about students' mental health status due to the length of isolation during the COVID-19 pandemic.

The areas of need(s) as indicated by the 2022-2023 Panorama Data is connectedness to adults on campus. Building relationships among students and staff is an area of focus for the current SPSA.

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 continue to utilize an electronic version "TalentEd" 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 2022 and 2023 California Assessment of Student Performance and Progress (CAASPP) data from preliminary released information in June 2023 in comparison to the results of the 2022 school year and district benchmark data along with district adopted Renaissance assessment data, which is given three times a year in both English Language Arts (ELA) and Math is used in measuring student academic results. Grade level and department collaborative 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 essential standards, guaranteed and viable curriculum, common assessment data, and academic accountability. This school year, 2023-2024 FMS will continue with a position of an onsite 1.0 (FTE) Instructional 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 "Renaissance" to monitor student progress. Renaissance STAR is used districtwide for grades K-8 to monitor progress in English Language Arts and Math.
*Administration monitoring of risks students (Use of Renaissance, Illuminate, and Panorama software to track interventions). Progress Monitoring Team of Administration, Instructional Coach, and Counselors will continue to meet 2 times a month in 2023-2024 to monitor individual student progress.
*Leadership/Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RtI) team created a flowchart for integrating a systematic process for student academic and behavioral intervention in 2019-2020 school year. (See Appendix A). Through the Program Monitoring Team and Student Success Team(SST) meetings, intervention strategies will be implemented to assist students with academic, behavioral, and social/emotional needs by removing barriers and providing equitable opportunities for success to all students, including those from historically marginalized populations.
*An increase in the General Education Study Skills (Curriculum Support) courses offered to academically struggling students. (from one section in 2020-2021; two sections in 2021-2022; to four sections in 2022-2023. Due to staffing and scheduling the Curriculum Support courses will be modified to three sections in 2023-2024).
*Special Education Study Skills courses are offered to provide additional intervention support to academically struggling students who receive special services.
*Use Renaissance diagnostic and Panorama data in 2022-2023 and will continue in 2023-2024 in Math and ELA and in subsequent grade level meetings to provide data for progress monitoring.
*Use of Common Assessments within Professional Learning Communities (PLCs). Collaborative teams within the whole school PLC will continue to meet on a regular basis in 2023-2024 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. Folsom Middle School is committed to continuing with the certification process
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 with the California State Standards in all subjects.
2. Staff development regarding data assessment Renaissance and illuminate and adopted curriculum support.
3. PLC staff development and implementation. Professional Development around assessment literacy, learning targets, guaranteed and viable curriculum, 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 Instructional 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 collaborates on Fridays for 85 minutes, guided by an alternating schedule of meetings 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?
PLC groups have identified the essential standards and learning targets to be mastered by all students. Teachers meet in their collaborative teams to review assessment data and respond to the academic, behavioral, and social/emotional needs of students.

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 Instructional 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. All students are provided their own district provided chrome book.

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 grade 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 Instructional 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 the "Fast Forward" curriculum. Students in English hundred level classes utilize the Sonday 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 began working with Marzano Resources and Solution Tree for support to monitor the RtI process, the PLC process, and school climate and culture improvement. In 2022-2023 Folsom Middle School began the journey to becoming a High Reliability certified school based upon the Marzano Institute criteria. Also in 2022-2023, Folsom Middle School committed to implementing restorative discipline to address situations of poor decision making. In the 2023-2024 school year Folsom Middle School will continue with these practices to address students' academic, behavioral, and social/emotional needs. Folsom Middle School continues to work toward implementing a Flex period within the master schedule to allow for three days of intervention/enrichment to also address the needs of students, particularly for those in historically marginalized populations.

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), English Language Advisory Committee (ELAC), and Folsom Middle School Climate Team which focus on support 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. Parents are included in decision making through surveys and utilizing the Blackboard Connect communication system. Parents serve on the 504 or Individualized Education Plan (IEP) team for students who qualify for these supports.

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 Student 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 Extended Learning Opportunities funding and the Educator Effectiveness funding. In 2023-2024 Folsom Middle School is committed to piloting the implementation of a trial FLEX period within the schedule to provide the opportunity for students to participate in intervention, extension, and/or enrichment lessons.

Fiscal support (EPC)

District funding sources support the needs of students and intervention programs on the Folsom Middle School campus.

Educational Partner 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 Climate Team, the Folsom Middle School Attendance Task Force, and School Site Council (SSC) include parents, staff, community members, and student leaders that have participated in discussions related to the development of the School Plan for Student Achievement (SPSA). The California Healthy Kids Survey generated input from students, parents, and staff that were incorporated into the development of the SPSA, as well as local survey data. During the meetings held in the 2022-2023 school year, student achievement data and relevant topics, including Common Core State Standards (CCSS), family engagement strategies, attendance, and discipline were discussed.

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

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.
* Instructional coaching support is provided to assist teachers on how best to implement Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) strategies to differentiate instruction to best meet student's needs and address issues of equity in learning, particularly with an intentional focus on historically marginalized and the most vulnerable student populations. Based on the 2022 CAASPP results the highest at-risk subgroups are students with disabilities (English Language Arts 26.4 points below standard/Math 59.4 points below standard) current English Learners (English Language Arts 62 points below standard/Math 62.2 points below standard) and socio-economically disadvantaged students in math only (Math 28.1 points below standard).
*The plan addresses continued Professional Development (PD) needed for MTSS/RtI implementation in the 2023-2024 school year.
*A continued focus on teacher effectiveness and 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 and the possible addition of a FLEX period).

* Continue development on a more comprehensive Restorative Discipline 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 By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.49%	0.5%	0.23%	7	7	3
African American	1.54%	1.5%	1.61%	22	20	21
Asian	24.47%	27.7%	29.43%	349	360	385
Filipino	3.02%	2.6%	2.22%	43	34	29
Hispanic/Latino	9.82%	9.7%	11.93%	140	126	156
Pacific Islander	0.35%	0.4%	0.31%	5	5	4
White	55.05%	52.0%	47.25%	785	677	618
Multiple/No Response	5.26%	5.4%	6.96%	75	70	91
			Total Enrollment	1,426	1,301	1308

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	466	388	437
Grade 7	482	463	397
Grade 8	478	450	474
Total Enrollment	1,426	1,301	1,308

Conclusions based on this data:

1. Enrollment at Folsom Middle School has increased for African American, Asian and Hispanic students in the most current school year.
2. While diversity exists, it is evident that the majority of the students are white. However, the percentage of white students has continued to decrease in the 2021-2022 school year.
3. A focus on more culture diversity and providing students at Folsom Middle School with more exposure to cultural diversity continues to be warranted and continues to be an area for focus. Equitable access to education is a focus particularly for historically marginalized and the most vulnerable student populations.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	39	53	41	2.7%	4.10%	3.1%
Fluent English Proficient (FEP)	258	255	269	18.1%	19.60%	20.6%
Reclassified Fluent English Proficient (RFEP)	6	0		19.4%	0.0%	

Conclusions based on this data:

1. Folsom Middle School continues to have a small percentage of English Learners but the percentage had 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) remains necessary to address academic concerns of English Learners (EL) students. The English Language Advisory Committee will continue to meet six times (minimally) in 2023-2024 to support English Learner students and to provide feedback to address the needs of students in this subgroup.
3. Reclassification continues to be a goal for English Learners at Folsom Middle School by ensuring English Learners make grade level progress through access to grade level curriculum and quality first instruction. EL students will be monitored closely for access to support their ability to obtain English Language Proficiency through the Progress Monitoring Team meetings twice a month.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	473	381	438	473	0	433	473	0	433	100	0.0	98.9
Grade 7	459	451	395	456	0	390	456	0	390	99.3	0.0	98.7
Grade 8	466	444	474	463	0	468	462	0	468	99.4	0.0	98.7
All Grades	1398	1276	1307	1392	0	1291	1391	0	1291	99.6	0.0	98.8

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2579.		2580.	36.15		33.95	37.84		38.34	17.34		19.86	8.67		7.85
Grade 7	2626.		2627.	40.57		44.10	43.42		38.97	12.94		11.28	3.07		5.64
Grade 8	2622.		2639.	33.33		37.61	44.81		44.44	14.29		13.68	7.58		4.27
All Grades	N/A	N/A	N/A	36.66		38.34	41.98		40.74	14.88		15.03	6.47		5.89

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	45.67		38.34	41.86		52.66	12.47		9.01
Grade 7	49.12		40.77	43.42		53.59	7.46		5.64
Grade 8	46.85		39.74	42.73		54.91	10.41		5.34
All Grades	47.19		39.58	42.66		53.76	10.14		6.66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	37.29		26.10	48.94		61.66	13.77		12.24
Grade 7	50.88		51.03	45.18		43.08	3.95		5.90
Grade 8	40.26		36.11	50.43		56.84	9.31		7.05
All Grades	42.73		37.26	48.20		54.30	9.06		8.44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	34.46		21.94	58.35		72.52	7.19		5.54
Grade 7	26.54		21.79	69.74		72.82	3.73		5.38
Grade 8	30.59		26.92	61.17		69.87	8.24		3.21
All Grades	30.58		23.70	63.02		71.65	6.40		4.65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	43.76		29.56	45.67		65.82	10.57		4.62
Grade 7	51.97		39.74	44.74		54.10	3.29		6.15
Grade 8	48.59		38.25	43.17		58.12	8.24		3.63
All Grades	48.06		35.79	44.53		59.49	7.41		4.73

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based upon the results of the 2021-2022 CAASPP data shows that 79.08% overall of students exceeded or met the standards in English Language Arts. Grade 6: 33.95% of students exceeded and 38,34 met ELA standards; Grade 7: 40.57% exceeded and 38.97% met standards; and Grade 8: 37.61% exceeded and 4444% met standards. These scores indicate no learning loss during the recent pandemic. The scores in comparison to the 2018-2019 school year, CAASPP results in ELA showed that the ELA goal (Goal 1) from 2020-2021 School Plan for Student Achievement was met.

2. Among all students the percentage of students exceeding California State Standards in 2021-2022 dropped in all strands from the pre-Covid year while the percentage of students meeting or nearly meeting the standards increased in all strands. Continuing focus on writing remains a current priority for ELA instruction, particularly with an intentional focus on historically marginalized and the most vulnerable student populations.

3. Based on 2022 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 success of students who did not meet or exceed standards in English Language Arts in the 2021-2022 school year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	473	381	438	472	0	433	472	0	433	99.8	0.0	98.9
Grade 7	459	451	395	456	0	390	456	0	390	99.3	0.0	98.7
Grade 8	466	444	475	460	0	467	460	0	467	98.7	0.0	98.3
All Grades	1398	1276	1308	1388	0	1290	1388	0	1290	99.3	0.0	98.6

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2586.		2579.	41.53		37.88	25.00		25.17	23.73		24.02	9.75		12.93
Grade 7	2608.		2626.	41.67		49.49	27.19		23.08	20.83		17.95	10.31		9.49
Grade 8	2625.		2635.	44.57		44.75	25.00		22.91	17.83		20.56	12.61		11.78
All Grades	N/A	N/A	N/A	42.58		43.88	25.72		23.72	20.82		20.93	10.88		11.47

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	51.06		35.80	33.05		48.73	15.89		15.47
Grade 7	49.56		48.21	35.31		42.31	15.13		9.49
Grade 8	48.26		42.40	34.35		47.11	17.39		10.49
All Grades	49.64		41.94	34.22		46.20	16.14		11.86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	40.25		33.49	44.70		52.19	15.04		14.32
Grade 7	41.23		43.59	45.18		48.46	13.60		7.95
Grade 8	49.35		40.90	36.96		51.18	13.70		7.92
All Grades	43.59		39.22	42.29		50.70	14.12		10.08

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	40.04		32.79	48.31		57.51	11.65		9.70
Grade 7	40.57		38.72	49.78		53.59	9.65		7.69
Grade 8	42.83		36.40	45.22		55.67	11.96		7.92
All Grades	41.14		35.89	47.77		55.66	11.10		8.45

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. At the conclusion of the 2021-2022 school year, the California Assessment in Student Progress and Performance (CAASPP) results in Math showed that among all students at Folsom Middle School, 67.6% met or exceeded the California State Standards. Results for the 2021-2022 CAASPP assessment indicate the following results: Grade 6: 37.88% Exceeded standards; 25.17% Met standards; Grade 7: 49.49% Exceeded standards; 23.08% Met standards; and Grade 8: 44.75% Exceeded standards and 22.91% Met standards. This was an increase over the 2018-2019 CAASPP results. The schoolwide focus on math improvement for students who nearly met or did not meet standards will continue into the 2023-2024 school year with an emphasis on supporting students, particularly with an intentional focus on historically marginalized and the most vulnerable student populations, with additional support in math instruction to continue moving the outcome in a positive way.
2. The 2021-2022 CAASPP results demonstrated a maintained level across all percentages in students exceeding, meeting, nearly meeting, or not meeting standards from pre-Covid years which is encouraging considering the amount of learning loss reported in the country due to the pandemic. 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 most vulnerable student populations. Folsom Middle School remains committed to providing further support to all students to lower the number of students in all three grade levels from obtaining the nearly met or not met classification in the 2022-2023 school year.
3. Of the three Math components, Folsom Middle School students showed the most need for improvement in Concepts and Procedures based on the 2021-2022 CAASPP results. Folsom Middle School will place a high focus on Math skills and development for overall student performance moving forward, particularly with an intentional focus on historically marginalized and the most vulnerable student populations.

School and Student Performance Data

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1577.1	1520.8	1546.3	1587.5	1533.3	1551.9	1566.3	1507.8	1540.3	17	16	16
7	*	1573.3	1586.7	*	1591.9	1586.0	*	1554.2	1587.2	*	16	12
8	*	1617.3	*	*	1654.3	*	*	1579.8	*	7	12	10
All Grades										27	44	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	58.82	18.75	37.50	29.41	31.25	18.75	11.76	31.25	43.75	0.00	18.75	0.00	17	16	16
7	*	56.25	58.33	*	18.75	16.67	*	12.50	16.67	*	12.50	8.33	*	16	12
8	*	58.33	*	*	25.00	*	*	8.33	*	*	8.33	*	*	12	*
All Grades	44.44	43.18	47.37	33.33	25.00	18.42	14.81	18.18	31.58	7.41	13.64	2.63	27	44	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	82.35	25.00	50.00	11.76	56.25	31.25	0.00	18.75	18.75	5.88	0.00	0.00	17	16	16
7	*	68.75	58.33	*	6.25	33.33	*	12.50	0.00	*	12.50	8.33	*	16	12
8	*	66.67	*	*	25.00	*	*	0.00	*	*	8.33	*	*	12	*
All Grades	70.37	52.27	52.63	18.52	29.55	34.21	0.00	11.36	10.53	11.11	6.82	2.63	27	44	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	29.41	12.50	12.50	41.18	18.75	25.00	29.41	18.75	37.50	0.00	50.00	25.00	17	16	16
7	*	31.25	41.67	*	31.25	16.67	*	12.50	25.00	*	25.00	16.67	*	16	12
8	*	33.33	*	*	25.00	*	*	25.00	*	*	16.67	*	*	12	*
All Grades	18.52	25.00	28.95	37.04	25.00	23.68	29.63	18.18	31.58	14.81	31.82	15.79	27	44	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	29.41	12.50	25.00	58.82	75.00	68.75	11.76	12.50	6.25	17	16	16
7	*	37.50	16.67	*	43.75	66.67	*	18.75	16.67	*	16	12
8	*	50.00	*	*	33.33	*	*	16.67	*	*	12	*
All Grades	25.93	31.82	18.42	55.56	52.27	71.05	18.52	15.91	10.53	27	44	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	88.24	56.25	68.75	11.76	43.75	25.00	0.00	0.00	6.25	17	16	16
7	*	73.33	83.33	*	20.00	8.33	*	6.67	8.33	*	15	12
8	*	90.91	*	*	0.00	*	*	9.09	*	*	11	*
All Grades	81.48	71.43	68.42	11.11	23.81	26.32	7.41	4.76	5.26	27	42	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	11.76	12.50	12.50	76.47	25.00	43.75	11.76	62.50	43.75	17	16	16
7	*	50.00	33.33	*	18.75	41.67	*	31.25	25.00	*	16	12
8	*	41.67	*	*	33.33	*	*	25.00	*	*	12	*
All Grades	11.11	34.09	31.58	59.26	25.00	36.84	29.63	40.91	31.58	27	44	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	64.71	26.67	37.50	35.29	66.67	62.50	0.00	6.67	0.00	17	15	16
7	*	18.75	25.00	*	75.00	66.67	*	6.25	8.33	*	16	12
8	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
All Grades	40.74	23.26	34.21	51.85	69.77	63.16	7.41	6.98	2.63	27	43	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. A small number of English Learner (EL) students are enrolled at Folsom Middle School. ELPAC data for 2021-2022 showed an increase in percentage of students scoring Level 4 on the ELPAC assessment and a higher number of students were reclassified as English Language Proficient in the 2022-2023 school year.
2. Based upon the preliminary ELPAC data for the 2021-2022 school year and the previous years' data an English Language Development (ELD) support class will be continued in the 2023-2024 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 in the 2023-2024 school year to teachers to provide support to English Learner students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,308	**7.8**	**3.1**	**0.2**
Total Number of Students enrolled in Folsom Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	41	3.1
Foster Youth	2	0.2
Homeless	5	0.4
Socioeconomically Disadvantaged	102	7.8
Students with Disabilities	122	9.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	1.6
American Indian	3	0.2
Asian	385	29.4
Filipino	29	2.2
Hispanic	156	11.9
Two or More Races	91	7.0
Pacific Islander	4	0.3
White	618	47.2

Conclusions based on this data:

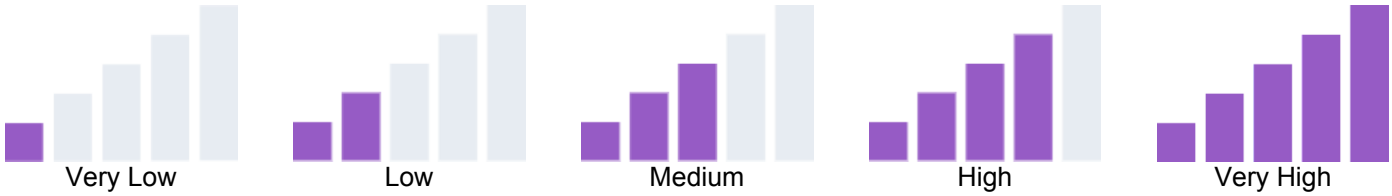
1. Socio-economically disadvantaged students comprise a small percentage of the overall population at Folsom Middle School.
2. Students with disabilities comprise a small portion of the overall student population at Folsom Middle School.
3. Ethnic subgroups are not well represented by the general student 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: Medium	Suspension Rate: Medium
Mathematics: Very High		
English Learner Progress: Very High		

Conclusions based on this data:

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

Panorama results in the 2022-2023 school year. Social Emotional Learning (SEL) and equity for all students particularly those who have been historically marginalized and are in the most vulnerable student populations is an area of need. Restorative discipline practices will be enhanced and continued to be implemented in the 2023-2024 school year to minimize the suspension data results in the new school year.

2. Chronic absenteeism and truancy continues to be ian area the school will continue to target in 2023-2024. 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 very high in both English Language Arts and Math on the 2022 CAASPP assessment. It is important for stakeholders to continue with this high area of success and continue to provide students with a challenging curriculum and support the students who are still struggling to meet the standards, particularly with an intentional focus on historically marginalized and the most vulnerable student populations such as students with disabilities, English Learners, and socio-economically disadvantaged subgroups. Response to Intervention (RtI) and a Multi-tiered System of Support (MTSS) implementation continues to be an area of focus to assist all students in their academic proficiency.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

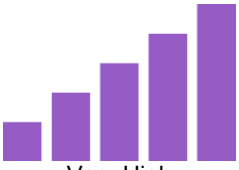
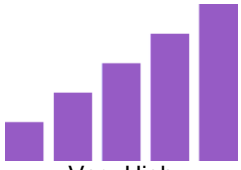
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	1	2	3

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Medium	No Performance Level
65.9 points above standard	9.3 points above standard	2 Students
1244 Students	71 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Low
4 Students	10.9 points above standard	26.4 points below standard
	102 Students	114 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very High	No Performance Level
47.0 points above standard	3 Students	100.6 points above standard	86.1 points above standard
18 Students		373 Students	27 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	Very High	No Performance Level	Very High
36.5 points above standard	56.7 points above standard	4 Students	53.3 points above standard
147 Students	88 Students		583 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
62.0 points below standard	64.6 points above standard	59.0 points above standard
31 Students	40 Students	950 Students

Conclusions based on this data:

1. Students with Disabilities and English Learners represent the subgroups 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 instructional coach position will continue in 2023-2024 to support the Folsom Middle School staff to address the needs of students and to support teachers on implementing the most valid models of instructional practices to promote student success.
2. English Learners and Socio-Economically Disadvantaged Students are performing overall above standard. Folsom Middle School is committed to keeping these subgroups performing above standard in English Language Arts.
3. Overall, Folsom Middle School students continue to perform in the very high category in English Language Arts. Folsom Middle School will continue to work with students in all subgroups to maintain the high level of achievement in English Language Arts as based upon current and future CAASPP assessment results.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	2	1	3	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	High	No Performance Level
45.3 points above standard	7.1 points above standard	2 Students
1242 Students	71 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
4 Students	28.1 points below standard	59.4 points below standard
	102 Students	114 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very High	No Performance Level
32.4 points above standard	3 Students	104.8 points above standard	53.5 points above standard
18 Students		373 Students	27 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	High	No Performance Level	High
3.5 points below standard	24.4 points above standard	4 Students	24.3 points above standard
147 Students	88 Students		581 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
62.2 points below standard	60.8 points above standard	32.7 points above standard
31 Students	40 Students	948 Students

Conclusions based on this data:

1. Socio-Economically Disadvantaged students, current English Learners, and Students with Disabilities are subgroups that need to be targeted for math support. These subgroups scored in the low category based upon the data.
2. Asian students performed very high on the math CAASPP assessment in 2022. White students scored high overall. These groups appear to be excelling in math performance. Folsom Middle School is committed to providing challenging lessons and enrichment opportunities for growth to the high performing subgroups and to all students, including those from historically marginalized subgroups.
3. Staff will continue to focus on maintaining and/or improving upon the current Math data. A focus will be on this area, particularly with an intentional focus on historically marginalized and most vulnerable student populations. While the results indicate the scores have been maintained according to CAASPP data it is necessary for Folsom Middle School to determine better ways to address curriculum and instruction in Math to move these scores to demonstrate higher levels of student proficiency in exceeding standards and working with students in the nearly met or did not meet categories to improve in their math proficiency. The data from the 2021-2022 school year CAASPP assessment is promising that improvement of students moving into the exceeded or met categories on the assessment has been achieved.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

70.3 making progress towards English language proficiency

Number of EL Students: 37 Students

Performance Level: 5

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.

2022 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
13.5%	16.2%	2.7%	67.6%

Conclusions based on this data:

1. The data indicates that 70.3 % of English lLarners are making progress toward English Language proficiency.
2. English Learners at Folsom Middle School continue to show significant growth in both ELA and Math based upon the available data.
3. Several students reached reclassification requirements in the 2021-2022 school year. These students were reclassified in the 2022-2023 school year. Folsom Middle School is committed to maintaining this high level of English Language proficiency with the English Learner students in the 2023-2024 school year.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

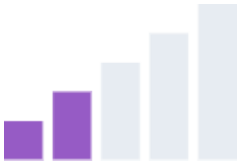
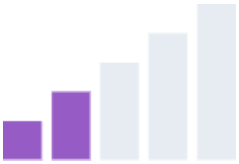
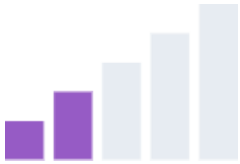
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
2	4	0	1	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	High	No Performance Level
9.8% Chronically Absent	10.3% Chronically Absent	Less than 11 Students
1345 Students	58 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	27.4% Chronically Absent	20.5% Chronically Absent
5 Students	113 Students	127 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Low	No Performance Level
14.3% Chronically Absent	Less than 11 Students	3.2% Chronically Absent	10.3% Chronically Absent
21 Students	3 Students	407 Students	29 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	High	No Performance Level	High
19.8% Chronically Absent	13.4% Chronically Absent	Less than 11 Students	10.9% Chronically Absent
162 Students	97 Students	4 Students	622 Students

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 and Socio-Economically Disadvantaged students show the highest rate of chronic absenteeism and need to be targeted for focus on working with students and parents to understand the potential risks that accompany chronic absenteeism for future academic success. Parent education on chronic absenteeism and the affects is an area of focus for Folsom Middle School in the 2023-2024 school year.
3. Asian students continue to show the lowest rate of chronic absenteeism as indicated by the results on the California Dashboard.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low — Lowest Performance | Low | Medium | High | Very High — Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	5	2	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
2.2% suspended at least one day	6.8% suspended at least one day	Less than 11 Students
1355 Students	59 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
Less than 11 Students	6.1% suspended at least one day	2.4% suspended at least one day
5 Students	115 Students	127 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Low	No Performance Level
0% suspended at least one day	Less than 11 Students	1.2% suspended at least one day	3.4% suspended at least one day
21 Students	3 Students	412 Students	29 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Medium	No Performance Level	Low
4.3% suspended at least one day	7.1% suspended at least one day	Less than 11 Students	1.4% suspended at least one day
164 Students	98 Students	4 Students	624 Students

Conclusions based on this data:

1. Folsom Middle School shows five subgroups in the medium range for suspension data (Socio-Economically Disadvantaged; Two or More Races; Hispanic; English Learners; and Students with Disabilities). Overall Folsom Middle School students are in the medium range for suspension. While there are no subgroups in the high or very high category, Folsom Middle School remains committed to improving the percentage in the medium category by targeting the student groups that are currently falling in that range. Folsom Middle School remains committed to implementing a restorative disciplinary approach.
2. The highest percentage of students suspended are in the Two or More Races subgroup. English Learners and Socio-Economically Disadvantaged student subgroups are the next highest level of percentage for suspensions.
3. Based on survey data and the data above it is determined there is a need for a focus on school climate and student engagement. Relationship building between students and adults on campus are an area for targeted attention in the 2023-2024 school year to lower the number of suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All students at Folsom Middle School, including English Learners, will have access to curriculum that is aligned to the state standards.

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 2023, with an intentional focus on historically marginalized and the most vulnerable student populations, by 2% or more as measured on the 2022-2023 CAASPP assessment.

Identified Need

2023 preliminary CAASPP scores; 2023 preliminary RFEP data; 2021-2022, 2022-2023; 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	2023 preliminary CAASPP ELA data: Grade 6 36% Exceeded 38% Met 20% Nearly Met 6% Not Met Grade 7 40% Exceeded 39% Met 14% Nearly Met 7% Not Met Grade 8 38% Exceeded 42% Met 16% Nearly Met 4% Not Met	The Met/Exceeded levels across all three grade levels will increase by 2% or more from the baseline percentage as indicated and the Nearly Met/Not Met levels across all three levels will decrease by 2% or more as indicated by the 2023-2024 CAASPP ELA results.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	2023 preliminary CAASPP Math data: Grade 6 40% Exceeded 25% Met 22% Nearly Met 13% Not Met Grade 7 44% Exceeded 24% Met 18% Nearly Met 14% Not Met Grade 8 54% Exceeded 17% Met 17% Nearly Met 12% Not Met	The Met/Exceeded levels across all three grade levels will increase by 2% or more from the baseline percentage as indicated and the Nearly Met/Not Met levels across all three levels will decrease by 2% or more as indicated by the 2023-2024 CAASPP Math results.

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. Folsom Middle School will provide 3 elective Curriculum Support classes for students struggling with academic Math/English Language Arts skills.
2. Folsom Middle School will continue to work with FCEA to pilot a FLEX period in the master schedule to determine how best to provide intervention, extension, and enrichment opportunities within the school day for all 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)	Source(s)
20,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 FTE (DO)

5,000	LCFF - Supplemental 3000-3999: Employee Benefits .4 FTE (DO) Benefits

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 Instructional Coach Certificated Staff Position 1.0

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)
40,000	Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach
10,000	Learning Recovery 3000-3999: Employee Benefits Benefits (Instructional Coach)

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) and pilot a FLEX program within the master schedule (called SPOTS) to provide support for students to obtain intervention, extension, and enrichment opportunities within the school day.
FMS administration will plan and coordinate extended day interventions. (LCAP 4.1, 4.2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Unrestricted 1000-1999: Certificated Personnel Salaries Before and After School Interventions and SPOTS pilot implementation
500	Unrestricted

	4000-4999: Books And Supplies intervention support
2,000	Donations 3000-3999: Employee Benefits Benefits for Intervention before/after school

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 and High Reliability Schools and RtI training (Professional Development opportunities).

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)
3,000	Unrestricted 1000-1999: Certificated Personnel Salaries Substitute teachers to cover course during collaborations
700	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3000-3999: Employee Benefits Sub benefits

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

Continue with the addition of 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)	Source(s)
7,694	LCFF - Supplemental 2000-2999: Classified Personnel Salaries .24375 BIA (DO) BIA .00625

15,000	District Funded 1000-1999: Certificated Personnel Salaries .2 FTE ELD section
4,000	District Funded 3000-3999: Employee Benefits
2,758	LCFF - Supplemental 3000-3999: Employee Benefits .24375 BIA (DO) BIA .00625

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 (RtI) 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)	Source(s)
2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures HRS Training
7,000	Other 5000-5999: Services And Other Operating Expenditures Professional development

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)	Source(s)
0.00	None Specified None Specified

Strategy/Activity 8

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

Low performing students/Socio-Economically Disadvantaged; English Learners; Special Education students

Strategy/Activity

Folsom Middle School will create an organized peer tutoring program during the 2022-2023 school year to provide additional support to students needing academic support 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)	Source(s)
500	Donations 4000-4999: Books And Supplies supplies

Annual Review

SPSA Year Reviewed: 2022-23

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.

Goal was not met although the preliminary CAASPP scores indicated some growth in certain areas of academic achievement with the release in results in ELA and Math on the 2023 CAASPP assessment. The preliminary results indicate minimal growth or decline in Folsom Middle School students exceeded, met, nearly met, or not met categories when measuring both grade level and year to year comparisons. We will continue with implementing the identified strategies and continue the goal to indicate an increase of 2% or higher on the 2024 CAASPP assessments.

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 with effective teaching implementation was offered through Marzano Resources and the High Reliability Schools training in 2022-2023. This work will continue with professional development opportunities for staff in the 2023-2024 school year. Folsom Middle School staff will continue implementing collaborative teamwork through Professional Learning Communities (PLC) and Response to Intervention (RtI) strategies in 2023-2024 to improve learning opportunities for all students with an intentional focus on historically marginalized and the most vulnerable student populations. The implementation of a .2 ELD class and will be continued in 2023-2024 to provide linguistic support to English Learners to promote English fluency. The 1.0 Instructional Coach position will continue in the 2023-2024 school year. High Reliability School certification in level 1 will be achieved for Folsom Middle School in the 2023-2024 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.

General Education Curriculum Support classes (3 periods) will continue in the 2023-2024 school year to provide more opportunities to academically struggling students. A peer tutoring program will be implemented in the 2023-2024 school year as students showed much interest in participating in providing academic support to their academically struggling peers. Based upon the analysis of the needs assessment further professional development will be included in the 2023-2024 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.

Goal Subject

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

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

A version of LCAP Goal 2: Folsom Middle School Will:
By May 2024 Folsom Middle School will increase attendance to 97% or higher as measured by student attendance records. The Folsom Middle School Attendance Task Force will meet two times per month during the 2023-24 school year to target and provide intervention to truant and chronically absent students and provide parents with information on the risks of low student attendance in connection to low academic performance.

Folsom Middle School will continue to place a high 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 a targeted focus on Social and Emotional Learning (SEL).

Identified Need

Based upon data from the California Dashboard on Chronic absenteeism and suspension rate, and a review of the survey data including 2022-2023 CHKS and Panorama results, as well as indications from survey responses, the goal has been determined to be an area of high focus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey, Panorama data, and Other Stakeholder Survey(s), and local generated student survey results	2022-2023 Panorama and CHKS results indicated the need for building positive relationships with staff on campus and promoting connectedness to school.	An overall improvement in the number of students who answer student surveys (s) such as Panorama and CHKS 2023-2024 indicates that there is an increase in connectedness to the school and an improvement in relationships between students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		and adults in the 2022-2023 school year as opposed to the results indicated in the 2022-2023 school year.
Suspension rate on California Dashboard and measured through discipline/behavior data on PowerSchool.	The suspension rate indicated on the California Dashboard 2022 had decreased by 1.5% from the previous year and had an overall 2.2% of all students suspended at least once. Students identified in the medium group for suspensions included English Learners, students with disabilities, Hispanic students, students of 2 or more races, and socio-economically disadvantaged were the subgroups indicating the highest suspension rate which indicates a concern for equitable practices.2.2% of Special Education students were suspended at least once which was a large decrease from the previous year as noted on the dashboard.	With the continued implementation of restorative discipline practices an overall suspension rate of 1.5% or less as measured by the California Dashboard in the 2023-2024 school year.
Truancy/Chronic absenteeism will be targeted and measure overall by a 97% or higher attendance rate school wide.	2022-2023 attendance rate as measured through A2A and PowerSchool Data indicated student attendance at the 95% mark.	An increase in attendance during the 2023-2024 school year to measure 97% or higher school wide.

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 Climate 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)	Source(s)
3,000	Unrestricted 5000-5999: Services And Other Operating Expenditures Professional Development/parent outreach
1,500	Other 4000-4999: Books And Supplies Incentive program
12,000	LCFF - Supplemental 3000-3999: Employee Benefits .5 School Clerk (DO)
4,000	LCFF - Supplemental 3000-3999: Employee Benefits .5 School Clerk Benefits
9,061	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Health Assistant (DO) .313
3,249	LCFF - Supplemental 3000-3999: Employee Benefits Benefits Health Assistant (DO)

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 Climate Team will prioritize parent educational opportunities and social events to build community within 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)	Source(s)
5,000	Donations 5000-5999: Services And Other Operating Expenditures Community Outreach

2,000	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Supplies for Parent/Community Involvement Night Meetings
7,888	LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Parent Coordinator (DO)
2,828	LCFF - Supplemental 3000-3999: Employee Benefits .25 Parent Coordinator Benefits (DO)

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)	Source(s)
7,000	Other 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 led by the Assistant Principals, staff, and teacher assistants on 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)	Source(s)
2,000	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 Climate Team on the Folsom Middle School campus comprised of staff, teachers, administration, students, and parents to foster a healthy and positive school culture focused on student well-being, engagement, and equity. Support Culture Team in providing a budget to support building school climate and engagement.

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)
4,000	Other 5000-5999: Services And Other Operating Expenditures training

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue implementation of restorative practices to build connection to school through community circles and SEL outreach. Continue with an onsite Behavioral RtI team and add a restorative room on 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)	Source(s)
2,000	Unrestricted 2000-2999: Classified Personnel Salaries student support
500	Other 3000-3999: Employee Benefits campus monitor benefits

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

Continue implementation of a site based attendance task force comprised of climate coach, mental health specialist, counselor(s), instructional coach, administration, and attendance clerk.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Other 5000-5999: Services And Other Operating Expenditures incentives

Strategy/Activity 8

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

All students particularly those from historically marginalized subgroups.

Strategy/Activity

Pilot a flex period during the school day implemented through the FLEX/SPOTS pilot of enrichment afforded in the master schedule to foster engagement and academic achievement.

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)
0.00	LCFF - Supplemental 4000-4999: Books And Supplies Flex costs see Goal 1

Annual Review

SPSA Year Reviewed: 2022-23

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 continue to be a focus for Folsom Middle School. Restorative practices and restorative discipline will continue to be implemented to help in both

these areas. Folsom Middle School will expand the Behavioral RtI team on campus to meet the goals for attendance and discipline referrals. Folsom Middle School will continue to move forward into the 2023-2024 school year with a focus on improving school culture and focus on attendance and student engagement, with an intentional focus on historically marginalized and the most vulnerable student populations to decrease both chronic absenteeism and suspension numbers.

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

FLEX (SPOTS) period was not added to the master schedule due to being voted down by FCEA staff on campus. The team will continue to work toward piloting the program in the 2023-2024 school year. The Climate team, the Attendance task force, and the Behavioral RtI team will work together in 2023-2024 to improve the rate of student engagement, and attendance, and reduce the suspension rate with further implementation of restorative practices. The ability to promote parent engagement was impacted and not as successful as hoped and the goal is to increase more opportunities for parents to be connected to the school in the 2023-2024 school year. Folsom Middle School will continue to build up more activities in the 2023-2024 school year for students, families, and the community.

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.

Folsom Middle School will continue to add back more in person opportunities for student and community interaction. The continuation of the attendance task force, the newly added RtI behavioral team, and the climate team will continue to meet one to two times per month as will the progress monitoring team. The climate team will work to implement more SEL opportunities and support restorative practices to build student engagement on campus and to minimize suspensions through the implementation of restorative discipline practices. A restorative room is being added on campus to provide opportunities for reflection when students make poor choices.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

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:
Target to increase 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 in Response to Intervention and Professional Learning Communities (PLC) and continue moving forward toward High Reliability Schools certification as measured by the data collection and agendas/minutes of PLC meetings, Department meetings, and monthly staff meetings through the 2023-2024 school year. Progress on this goal will be measured by the High Reliability Schools certification data, agendas, and sign in sheets at parent events, and professional development sign in sheets and agendas as well as through parent, staff, and student survey data and CAASPP results in the 2023-2024 school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and student survey results	Based on 2022-2023 Panorama, California Healthy Kids Survey, and site-	By the end of the current school year students and parents will indicate an

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	developed surveys more opportunities for engagement, involvement, and connectedness to campus for all stakeholders is warranted.	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, through benchmark Panorama data results, and parent and student surveys in the 2023-2024 school year.
Staff needs assessment indicating areas of Professional Learning Communities (PLC) implementation within each department at the end of the 2022-2023 school year and data from the High Reliability Schools survey and certification process.	Based upon High Reliability Schools survey data in 2022 and staff self-assessment and department assessment tools on where they rate themselves on the PLC process, each department identified a baseline of where they are in PLC implementation at the end of the 2022-2023 school year. The Leadership Team has met 2 times a month and will continue to do so in the 2023-2024 school year and will continue to guide the process this year within each department for further instructional improvement using the High Reliability Schools framework.	By the end of the current school year, all departments will be meeting in bi-weekly PLC meetings and using the Solution Tree PLC protocol for planning and assessing data for student learning and improving instruction by using the guaranteed and viable curriculum effectively and maintaining the High Reliability School framework. Progress will be measured through CAASPP results, staff survey results, staff self-assessment tool, and student survey 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

Continue work with Marzano Resources in the High Reliability Schools framework and implement professional development in areas of need to support staff in PLC, RtI, SEL, restorative practices, effective instruction, and culture building to improve student learning opportunities on the Folsom Middle School campus. Folsom Middle School will continue the process to become certified as a Marzano Research High Reliability 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)	Source(s)
4,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Professional Development sub coerage
5,000	Other 5800: Professional/Consulting Services And Operating Expenditures Professional Development
1,280	LCFF - Supplemental 3000-3999: Employee Benefits Sub Benefits

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)	Source(s)
2,000	Unrestricted 5000-5999: Services And Other Operating Expenditures Outreach opportunities
6,844	LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk DO
2,878	LCFF - Supplemental 3000-3999: Employee Benefits School Clerk Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent participation in study sessions quarterly.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	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 bi-weekly in an organized PLC following the Solution Tree PLC protocol for planning instruction and assessing data in a common way. Instructional Coach will lead this process and monitor data.

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)
0.00	General Fund 1000-1999: Certificated Personnel Salaries Built into district budget and teacher contract time
30,276	Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach
10,000	Learning Recovery 3000-3999: Employee Benefits Instructional Coach Benefits

Annual Review

SPSA Year Reviewed: 2022-23

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 goal continues to be carried into the 2023-2024 school year. There has been an increase in parent involvement on both the climate team and within the PTO membership. Professional development on the PLC process, RtI implementation, and High Reliability Schools has been provided to staff and this will continue forward into the 2023-2024 school year. A continued focus on providing parents information to support their student success will be maintained in the 2023-2024 school year.

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

The major focus of this goal remains centered on supporting parents and families to better help students in their learning. Folsom Middle School began work during the 2022-2023 school year to begin the process of working to becoming a Marzano Research High Reliability School. This process will continue into the 2023-2024 school year as the staff and community works on the first three levels of the HRS framework (a safe, supportive, and collaborative culture; effective instruction in every classroom; a guaranteed and viable curriculum). Each department has identified their department's essential standards and learning targets for the 2022-2023 school year. Focus to emphasize SEL opportunities and emphasize the importance of implementing a guaranteed and viable curriculum to enhance student learning through the PLC process, with an intentional focus on historically marginalized and the most vulnerable student populations, will continue in 2023-2024.

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.

In continuing forward with this goal there is a more targeted focus on professional development opportunities for staff and informational support for parents in the 2023-2024 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student progress and educational outcomes will be monitored for success using assessment results.

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:
Provide academically struggling students with an opportunity for intervention support within the school day to ensure that all students will master the essential standards in each of the core academic areas. Folsom Middle School staff will follow the Student Support Team (SST) process to provide struggling students with the academic, social, emotional, and behavioral interventions needed for success. Progress will be monitored through PowerSchool and Panorama data and 2024 CAASPP results.

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
Progress Monitoring Team documentation and PowerSchool and Panorama data.	2022-2023 CAASPP results; 2022-2023 Panorama data. Students continue to indicate the need for better relationship building with staff.	By the end of the 2023-2024 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 Instructional Coach will work with

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		counselors and 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

Provide intervention/enrichment opportunity during the school day with an addition of a flex period.

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)
4,739	LCFF - Supplemental 4000-4999: Books And Supplies Flex supplies
2,500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Flexi Scheduler

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

ELD support class and three General Education Curriculum Support classes included in 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)	Source(s)
0.00	General Fund

	1000-1999: Certificated Personnel Salaries .2 FTE cost covered in other goal
11,931	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Teacher Intervention
2,047	LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Supplemental Teacher Benefits (DO)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a specific focus on historically marginalized subgroups.

Strategy/Activity

Fulltime Instructional Coach on 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)	Source(s)
17,000	Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach position
8,494	Learning Recovery 3000-3999: Employee Benefits Benefits Instructional coach

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

Continued bi-weekly PLC meetings in all departments and High Reliability certification and use of HRS framework to guide instruction

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)
0.00	General Fund

	5800: Professional/Consulting Services And Operating Expenditures see cost in other goal(s)
1,720	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub coverage PD
1,200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures HRS Conference

Annual Review

SPSA Year Reviewed: 2022-23

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.

Folsom Middle School established an Instructional Coach position on campus in 2021-2022. Folsom Middle School established a Progress monitoring team made up of administration, the mental health specialist, the instructional coach and counselors in 2022-2023 which met bi-weekly to track student progress and identify students with high need for academic, social, emotional, or behavioral support. While the flex period failed to be established in the master schedule, the focus will be to include a pilot of this opportunity in the 2023-2024 school year.

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

The previous goal was not met as staff did not follow the RtI flowchart for the Student Support Team protocols with fidelity. This proved to be an area that needed revision. The Flex period (SPOTS) also was not established in 2022-2023 in the master schedule due to not getting the required 75% support of FCEA members. The goal will continue into the 2023-2024 school year with some minor changes and the goal will still be to include a pilot for a flex period in the master schedule during the 2023-2024 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.

With the continued support of an instructional coach on campus and the implementation of the progress monitoring team to meet two times a month on site, and the intent to pilot the SPOTS (Flex) time within the school day, the 2023-2024 school year will have multiple supports provided to promote academic, social, emotional, and behavioral student success. Folsom Middle School will continue with an ELD support class andt three general education support classes in the master schedule, to target student learning and focus on 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	$309,587.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$19,000.00
Donations	$7,500.00
General Fund	$0.00
LCFF - Supplemental	$115,617.00
Learning Recovery	$115,770.00
None Specified	$0.00
Other	$26,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$3,200.00
Parent-Teacher Association (PTA)	$2,000.00
Unrestricted	$20,500.00

Subtotal of state or local funds included for this school: $309,587.00

Total of federal, state, and/or local funds for this school: $309,587.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	115,617	0.00
District Funded	19,000	0.00
Donations	7,500	0.00
Learning Recovery	115,770	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	19,000.00
Donations	7,500.00
General Fund	0.00
LCFF - Supplemental	115,617.00
Learning Recovery	115,770.00
None Specified	0.00
Other	26,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,200.00
Parent-Teacher Association (PTA)	2,000.00
Unrestricted	20,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	168,988.00
2000-2999: Classified Personnel Salaries	24,426.00
3000-3999: Employee Benefits	71,734.00
4000-4999: Books And Supplies	11,239.00
5000-5999: Services And Other Operating Expenditures	28,200.00

5800: Professional/Consulting Services And Operating Expenditures	5,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	15,000.00
3000-3999: Employee Benefits	District Funded	4,000.00
3000-3999: Employee Benefits	Donations	2,000.00
4000-4999: Books And Supplies	Donations	500.00
5000-5999: Services And Other Operating Expenditures	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	General Fund	0.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	46,712.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22,426.00
3000-3999: Employee Benefits	LCFF - Supplemental	36,040.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,739.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,700.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	87,276.00
3000-3999: Employee Benefits	Learning Recovery	28,494.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	7,000.00
3000-3999: Employee Benefits	Other	500.00
4000-4999: Books And Supplies	Other	1,500.00
5000-5999: Services And Other Operating Expenditures	Other	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	5,000.00
3000-3999: Employee Benefits	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	700.00

4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,000.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted	13,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	2,000.00
4000-4999: Books And Supplies	Unrestricted	500.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	130,152.00
Goal 2	67,026.00
Goal 3	62,778.00
Goal 4	49,631.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

2 Secondary Students

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

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Jiayn Tang	Parent or Community Member
Karina Saldana	Parent or Community Member
Eilah Lavy	Parent or Community Member
Joel Cuevas	Other School Staff
Dora Ushakov	Other School Staff
Joseph Posadas	Classroom Teacher
Terri Daniels	Principal

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

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

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

c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on August 21, 2023.

Attested:

	Principal, Terri Daniels on August 21, 2023
	SSC Chairperson, Simi Khatra on August 21, 2023

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.

Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

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

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

FMS Site Council Meeting

Minutes

August 21, 2022

Meeting Called to Order at 5:05 p.m.

Present: Simi Khatra; Scott Richards; Jade Li; Suzanne Adler; Monica Vallerga; Ben Bonacki; Jo Bustamonte; Diane Maldonado; Dan Lingenfelter; Meredith Sievers; Terri Daniels

Introductions and Welcome: Dr. Daniels went around to all the members to introduce themselves and explain their role on the council. New members indicated this is their first year and returning members indicated it was their second year.

Approve Agenda (Richards/Khatra)

Approve Minutes of 5/4/23 Meeting: (Li/Richards)

Dr. Daniels presented to the site council an overview of site council's role in the school. Presentation linked here: https://docs.google.com/presentation/d/1OeloFD8UI5F-h3MwwtwezOxLN8lKgFbuTGna0PZUCMo/edit?usp=sharing

Dr. Daniels presented the current draft of the 2023-24 site plan which was developed based upon data shared with the council in the spring. Goals and Action Steps were reviewed. All members received a draft copy of the plan via email prior to the meeting for review.

Vote to Approve 2023-24 FMS SPSA (Maldonado/Richards)

Dr. Daniels shared the site council meeting dates with the council.

Good of the Order:

Nominations and voting for council positions. Council positions for the current school year are:

President: Simi Khatra

Vice President: Monica Vallerga

Secretary: Jordan Bustamonte

Mr. Richards asked about when the council can expect to see further data. Dr. Daniels shared CAASPP data and Panorama data will be available at the September meeting. Mr. Richards asked about ways that the council can further support parents (Goal 2) and ideas for upcoming parent development were discussed. Climate Team will meet to discuss ways to incorporate further parent engagement activities, as well.

Meeting Adjourned: 5:52 p.m.

Folsom Middle School

Site Council Meeting

Agenda

August 21, 2023

5:00 p.m.

Present:

Meeting Called To Order	
Welcome New Members/Introductions	
Approve Agenda	
Approve Minutes of 5/4/23	
PRESENTATION: The Role of a School Site Council	Dr. Daniels Information
Review Current Draft of 2023-24 SPSA/Goals and Action Steps	Information
Vote to Approve 2023-24 FMS SPSA 2023-24	Action

Future SSC Meeting Dates:

Good of the Order

Move to Adjourn

FMS ELAC Meeting
8/24/23
5:30 p.m.

- Welcome~Dr. Daniels, Principal
- What is an ELAC? Why is it necessary?
- Counselors
- ELD Instructor/Bilingual IA
- School Plan for Student Achievement (Action Item)
- Good of the Order

Minutes of FMS ELAC Meeting
8/24/23
5:30 p.m.

Meeting called to order at 5:32 p.m.

Present: Thwin Hpone Shwe; Karina Saldana; Gustavo Almeida; Eilah Lavy; Jiayn Tang; Boweon Jung; Ievgren Pervu; Terri Daniels (Admin); Joel Cuevas (counselor); Joseph Posadas (ELD instructor); Dora Ushakov (bilingual IA).

Dr. Daniels welcomed everyone to the meeting. She explained what an ELAC committee is and their role in the school (and district) community.
Here is a link to the PowerPt. for the meeting.

https://docs.google.com/presentation/d/11XtL5UMuEavWUwQMMiyPnFRnZ9xDJTAV25nNCXKJKi8/edit?usp=sharing

Dr. Daniels introduced the counseling staff and their role on campus for parent connection. Mr. Cuevas explained how the counseling team supports students with academics, social and emotional well-being, etc.

Dr. Daniels introduced Mr. Posadas (ELD instructor) and Mrs. Ushakov (Bilingual IA). Mr. Posadas shared a presentation on the purpose of the ELD support class and explained the curriculum requirements for the course.

Dr. Daniels then reviewed the school site plan for the attendees. She explicitly reviewed the updated goals.

Action item to approve the single plan for student achievement (Tang/Lavy)

Motion passed.

Dr. Daniels reviewed the dates of ELAC meetings for the 2023-24 school year.

Good of the order: Parents asked specific questions having to do with progress, ELPAC scores, and reclassification criteria.

Meeting adjourned at 6:34 p.m.

Folsom Middle School RTI Process Flow Chart: 2022-2023

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.)

Quality Instruction/Best Practices (43 Elements)	**Differentiation Strategies**
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 Google Classroom
Check for Understanding Strategies	**Libby App/Epic**
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
Google Classroom 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	CONCERNS RESOLVED
Continue Tier 2 Interventions (accommodations) within the classroom. Contact counselor to Schedule SST #1 **SST referral form**	• 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	CONCERNS RESOLVED
Team considers Tier 3 intervention (Step 5 on SST Referral form)	• 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