

School Year: **2018-19**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

<b>School Name</b>	Folsom Middle School
<b>Address</b>	500 Blue Ravine Road Folsom, CA 95630
<b>County-District-School (CDS) Code</b>	34673306059182
<b>Principal</b>	Larry Mahoney
<b>District Name</b>	Folsom Cordova Unified School District
<b>SPSA Revision Date</b>	September 27, 2018
<b>Schoolsite Council (SSC) Approval Date</b>	September 27, 2018
<b>Local Board Approval Date</b>	November 1, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 3
- School & Community Profile ..... 3
- Stakeholder Engagement ..... 3
- School and Student Performance Data ..... 4
  - Student Enrollment..... 4
  - CAASPP Results..... 6
  - CELDT Results ..... 10
  - Equity Report ..... 13
  - Detailed Report ..... 21
- Goals, Strategies, & Proposed Expenditures..... 23
  - Goal 1..... 23
  - Goal 2..... 26
  - Goal 3..... 29
  - Goal 4..... 32
- Annual Review and Update ..... 35
  - Goal 1..... 35
  - Goal 2..... 37
  - Goal 3..... 40
  - Goal 4..... 42
- Budget Summary and Consolidation ..... 44
  - Budget Summary ..... 44
  - Allocations by Funding Source..... 44
  - Expenditures by Funding Source ..... 45
  - Expenditures by Budget Reference ..... 46
  - Expenditures by Budget Reference and Funding Source ..... 47
  - Expenditures by Goal ..... 48
- School Site Council Membership ..... 49
- English Learner Advisory Committee (ELAC)..... 50
- Recommendations and Assurances ..... 52

# School Vision and Mission

## Folsom Middle School Mission Statement:

We believe in inspiring students to passionately learn and grow in order to become thoughtful, resilient, and compassionate contributors to society throughout their lives.

## Folsom Middle School Vision Statement:

Collaboratively, we encourage the growth of our students, accepting them as individuals, while helping them accept and respect others. We build relationships with the community and develop confident lifelong learners capable of independent, critical thinking.

# School & Community Profile

Folsom Middle School is located thirty minutes east of Sacramento in the foothills of the Sierra Mountains in the town of Folsom (population 73,000, elevation 220 ft). With a population of 1454 students, FMS serves sixth, seventh and eighth graders. Our school has a diverse student population comprised of 58.45% White, 26.65% Asian, 10.85% Hispanic, and 2.47% African American ethnicities. FMS has 60 teachers, an educational program that includes Honors English, Enriched Math, Specialized Academic Enrichment for students with an IEP, an elective wheel which rotates each trimester(3), and year long electives that include choir, orchestra, band, jazz band, and Project Lead the Way. We also offer a CARE program for at-risk 7th Grade students that is funded by the Sacramento County Office of Education. FMS has many after-school clubs that include National Junior Honor Society, Math Club, Glee Club, Science Bowl, Girl Up Club, Club Live, Visual and Performing Arts Club, History Day, and a newly created Speech and Debate Club. In addition, we have a Student Council and WEB Group (Where Everyone Belongs) that provide school leadership opportunities to our students.

# Stakeholder Engagement

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 school utilized a variety of outreach efforts for input and feedback on the development of the SPSA. Folsom Middle School's Parent Teacher Organization and School Site Council includes parents, staff, community members, and student leaders that participated in discussions related to the development of the SPSA. During these meetings, student achievement data and relevant topics, including Common Core State Standards, family engagement strategies, and suspensions were discussed.

The following are meeting dates where the SPSA was discussed:

September 27, 2018 SSC Meeting

October 15, 2018 PTO Meeting

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.8%	%	%	12		
African American	1.8%	%	%	27		
Asian	14.6%	%	%	214		
Filipino	2.0%	%	%	30		
Hispanic/Latino	10.2%	%	%	150		
Pacific Islander	0.3%	%	%	4		
White	67.1%	%	%	985		
Multiple/No Response	3.1%	%	%	45		
<b>Total Enrollment</b>				1,467		

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		
Grade 1	0		
Grade 2	0		
Grade 3	0		
Grade 4	0		
Grade 5	0		
Grade 6	466		
Grade 7	511		
Grade 8	490		
Grade 9	0		
Grade 10	0		
Grade 11	0		
Grade 12	0		
<b>Total Enrollment</b>	1,467		

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners			28	1.5%		1.9%
Fluent English Proficient	191			13.0%		
Reclassified Fluent English Proficient	2			9.5%		

### Conclusions based on this data:

1. Folsom Middle School has a small percentage of English Learners.
2. The majority of our English Learners that have not reclassified are in Special Education programs.
3. English Learner progress increased significantly likely due to explicit instruction in our ELD section.

# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	465	468	456	463	462	453	463	462	453	99.6	98.7	99.3
Grade 7	501	472	468	498	472	464	497	471	464	99.4	100	99.1
Grade 8	481	497	472	478	492	468	478	491	468	99.4	99	99.2
All Grades	1447	1437	1396	1439	1426	1385	1438	1424	1385	99.4	99.2	99.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2563.	2557.	2579.	28	26.19	33.33	40	36.58	39.74	22	23.81	21.85	10	13.42	5.08
Grade 7	2600.	2594.	2606.	29	25.27	29.74	45	47.13	50.43	17	20.17	14.22	8	7.43	5.60
Grade 8	2616.	2619.	2613.	29	35.03	27.35	44	38.49	44.44	18	16.50	19.23	9	9.98	8.97
All Grades	N/A	N/A	N/A	29	28.93	30.11	43	40.73	44.91	19	20.08	18.41	9	10.25	6.57

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	29	29.22	39.07	56	54.98	50.33	15	15.80	10.60	
Grade 7	39	37.79	45.69	49	51.17	45.26	11	11.04	9.05	
Grade 8	44	45.42	39.10	45	41.34	46.58	12	13.24	14.32	
All Grades	38	37.64	41.30	50	49.02	47.36	13	13.34	11.34	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	35	37.88	41.72	51	44.37	49.01	14	17.75	9.27
Grade 7	48	46.28	47.63	43	44.37	45.91	9	9.34	6.47
Grade 8	39	46.84	40.17	48	39.92	49.15	13	13.24	10.68
All Grades	41	43.75	43.18	47	42.84	48.01	12	13.41	8.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	25	25.54	28.92	67	62.55	64.24	8	11.90	6.84
Grade 7	24	25.05	19.44	71	65.39	73.65	5	9.55	6.91
Grade 8	26	29.53	27.14	67	64.36	66.67	7	6.11	6.20
All Grades	25	26.76	25.14	68	64.12	68.21	7	9.13	6.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	37	38.53	44.37	56	47.40	50.55	7	14.07	5.08
Grade 7	41	41.61	47.84	53	49.26	46.34	7	9.13	5.82
Grade 8	43	47.45	45.73	49	38.29	43.16	8	14.26	11.11
All Grades	40	42.63	45.99	52	44.87	46.64	7	12.50	7.36

**Conclusions based on this data:**

1. At the conclusion of the 2017-2018 school year, CAASPP results in ELA showed that all students averaged 42.1 points above Level 3.
2. Among all students, 77% of our students met or exceeded ELA standards while 17% of students nearly met the standard.
3. Of the four ELA components, FMS students showed the most need for improvement in listening. Reading, Writing, and Research/Inquiry were strengths for our total students group.

# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	465	468	456	463	463	453	462	463	453	99.6	98.9	99.3
Grade 7	501	472	468	498	471	464	497	470	464	99.4	99.8	99.1
Grade 8	481	497	472	477	492	468	477	492	468	99.2	99	99.2
All Grades	1447	1437	1396	1438	1426	1385	1436	1425	1385	99.4	99.2	99.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2569.	2570.	2586.	31	31.53	41.06	29	29.59	26.93	31	26.57	21.63	10	12.31	10.38
Grade 7	2593.	2599.	2595.	33	36.81	33.84	31	29.57	31.68	26	24.26	23.28	11	9.36	11.21
Grade 8	2622.	2625.	2624.	40	43.70	38.25	29	23.37	31.41	18	17.68	19.02	13	15.24	11.32
All Grades	N/A	N/A	N/A	35	37.47	37.69	29	27.44	30.04	25	22.74	21.30	11	12.35	10.97

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	41	42.55	50.33	40	38.88	33.11	19	18.57	16.56	
Grade 7	41	49.15	47.63	41	33.83	35.34	18	17.02	17.03	
Grade 8	51	50.41	48.93	32	29.67	35.90	17	19.92	15.17	
All Grades	44	47.44	48.95	38	34.04	34.80	18	18.53	16.25	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	32	29.59	39.51	49	52.70	45.92	18	17.71	14.57
Grade 7	40	40.00	38.58	46	45.53	49.14	14	14.47	12.28
Grade 8	43	47.56	45.09	47	38.21	46.15	10	14.23	8.76
All Grades	39	39.23	41.08	47	45.33	47.08	14	15.44	11.84



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	31	32.18	43.49	58	49.89	44.37	12	17.93	12.14
Grade 7	37	40.21	36.21	53	49.79	53.23	10	10.00	10.56
Grade 8	40	41.87	40.60	51	44.31	49.36	9	13.82	10.04
All Grades	36	38.18	40.07	54	47.93	49.03	10	13.89	10.90

**Conclusions based on this data:**

1. At the conclusion of the 2017-2018 school year, CAASPP results in Math showed that all students averaged 26.9 points above Level 3.
2. Among all students, 67% of our students met or exceeded ELA standards while 22.5% of students nearly met the standard.
3. Of the three Math components, FMS students showed the most need for improvement in Problem Solving and Communicating Reasoning. Concepts and Procedures were strengths for our total students group.

# School and Student Performance Data

## CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Conclusions based on this data:

1.

# School and Student Performance Data

## CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>6</b>	9	25		27	25		18	13		18	13		27	25	
<b>7</b>		8		60	38			15			23		40	15	
<b>8</b>		17		20	33		40	17		20			20	33	
<b>Total</b>	5	15		33	33		19	15		14	15		29	22	

Conclusions based on this data:

- 1.

# School and Student Performance Data

## CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>6</b>	20	20		20	20		20	20		13	10		27	30	
<b>7</b>	14	13		43	38			19		14	19		29	13	
<b>8</b>	13	14		38	29		25	14		13			13	43	
<b>Total</b>	17	15		30	30		17	18		13	12		23	24	

### Conclusions based on this data:

1. Based on ELPAC data from 2018-2018, 34% of EL's scored in Level 4 overall, 41% scored in Level 3, and a combined 24 24% scored in Levels 1 & 2.
2. Of the four areas of the ELPAC, students scored best in the Speaking portion.
3. The greatest area of need for EL's is writing with 72% of EL students scoring at either somewhat developed or beginning.

# School and Student Performance Data

## Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	0
English Learner Progress (1-12)		N/A	N/A
Graduation Rate (9-12)		N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		7	1
Mathematics (3-8)		7	1

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. Suspension rates are on target, but our Students with Disabilities group have a yellow indicator meaning that they are at-risk for slipping into red or orange.
2. Students with disabilities scored lower than other student groups. English Learners and SED students are at-risk.
3. Students with disabilities scored lower than other student groups. English Learners are at-risk.

# School and Student Performance Data

## Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		1489	Medium 2.7%	Declined-1.1%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1489	Medium 2.7%	Declined-1.1%
English Learners		29	Medium 3.5%	Declined -0.9%
Foster Youth		0	*	*
Homeless		11	Very Low 0%	Declined Significantly -13%
Socioeconomically Disadvantaged		134	Medium 5.2%	Declined -2.1%
Students with Disabilities		140	High 8.6%	Declined Significantly -4.5%
African American		28	High 10.7%	Declined Significantly -6.5%
American Indian		7	*	*
Asian		212	Low 0.9%	Declined -0.9%
Filipino		28	Medium 3.1%	Increased 3.6%
Hispanic		162	Medium 3.1%	Declined -0.8%
Pacific Islander		2	*	*
Two or More Races		61	Very Low 0%	Maintained 0%
White		989	Medium 2.8%	Declined -1.1%

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

**Conclusions based on this data:**

1. Overall, the suspension rates at FMS are declining with the exception of specific subgroups.
2. Students with disabilities and African American students are being suspended at the highest rates indicating more socio-emotional support is needed during advisory classes.

# School and Student Performance Data

## Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		28	Very High 85.7%	Increased Significantly 17.7%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.5%	Declined -0.9%
English Learner Progress (1-12)		Very High 85.7%	Increased Significantly 17.7%
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)		Low 21.9 points below	Increased Significantly 19.2 points
Mathematics (3-8)		Low 35.9 points below	Increased Significantly 22.6 points

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. Folsom Middle school has a relatively low number of EL students.
2. English Learners at FMS are have shown significant growth in both ELA and Math.
3. Designated English Support classes are targeting EL students effectively.



# School and Student Performance Data

## Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		1396	High 42.1	Maintained -1.7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1396	High 42.1	Maintained -1.7 points
English Learners		64	Low 21.9 points below	Increased Significantly 19.2 points
Foster Youth		0	*	*
Homeless		8	*	*
Socioeconomically Disadvantaged		108	Medium 0.1 points below	Maintained 0.5 points
Students with Disabilities		126	Low 60.3 points below	Declined -6 points
African American		22	Medium 2.7 points above	Declined -6 points
American Indian		7	*	*
Asian		197	Very High 88.4 points above	Maintained -1.6 points
Filipino		23	High 33.9 points above	Declined -12.7 points
Hispanic		153	High 12.3 points above	Declined -5.8 points
Pacific Islander		2	*	*
Two or More Races		59	High 43.9 points above	Maintained 0.5 points
White		933	High 38.1 points above	Maintained -1 point

### Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	41	High 13.7 points above	Increased Significantly 20.3 points
EL - English Learner Only	23	Very Low 85.3 points below	Increased Significantly 30.9 points
English Only	1202	High 38.5 points	Maintained -1.8 points

#### ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	11	54.5%	36.4%	9.1%

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

#### Conclusions based on this data:

1. Students with disabilities continue to underperform and show little progress.
2. English Learners, while low overall, increased significantly in ELA progress.
3. African American students are at-risk.

# School and Student Performance Data

## Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		1395	High 31.2 points above	Increased 4.3 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1395	High 31.2 points above	Increased 4.3 points
English Learners		64	Low 35.9 points below	Increased Significantly 22.6 points
Foster Youth		0	*	*
Homeless		8	*	*
Socioeconomically Disadvantaged		108	Medium 16.2 points above	Increased 9.4 points
Students with Disabilities		126	Low 87.1 points below	Maintained 0.1 points
African American		22	Medium 7.5 points below	Increased Significantly 16.6 points
American Indian		7	*	*
Asian		197	Very High 91.6 points above	Increased 4.4 points
Filipino		23	High 23.7 points above	Maintained -0.2 points
Hispanic		153	Medium 2 points below	Increased 8.6 points
Pacific Islander		2	*	*
Two or More Races		59	High 32.8 points above	Declined -6.1 points
White		932	High 25.2 points above	Increased 4 points

### Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

**Fall 2017 Math Additional Assessment Data for English Learners**

State Indicators	Number of Students	Status	Change
<b>EL - Reclassified Only</b>	41	High 11.6 points above	Increased Significantly 28.3 points
<b>EL - English Learner Only</b>	23	Very Low 120.5 points below	Increased Significantly 28.9 points
<b>English Only</b>	1201	High 25.9 points above	Increased 3.7 points

**Math California Alternate Assessment (CAA) Data**

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

**Fall 2017 Math California Alternate Assessment (CAA) Assessment Data**

State Indicators	Number of Students	Level 1	Level 2	Level 3
<b>Mathematics (3-8)</b>	9	*	*	*

**Mathematics (3-8)**

9

\*

\*

\*

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

**Conclusions based on this data:**

1. Students with disabilities continue to underperform and show little progress.
2. English Learners, while low overall, increased significantly in ELA progress.
3. African American students increased significantly and are nearly at level 3.

# School and Student Performance Data

## Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

**English Learners**

85.7%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

**Class of 2016**

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

**English Language Arts**

42.1

**Mathematics**

31.2 points above

Assessment Performance Results for Grade 11		
Indicator	2016	2017

**English Language Arts**

**Mathematics**

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

- English Learner progress was the highest it has been in the last three years likely due to the Designated EL Support courses being offered.
- Progress in ELA and Math have been steady, but above Level 3

# School and Student Performance Data

## Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	2.7% ()

### Conclusions based on this data:

1. Student suspensions have decreased since the prior year, but students with disabilities continue to need additional support.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Statement

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

### Goal Description

Version of LCAP Goal 1:

\*Increase the achievement of under-performing categories of students in ELA as measured by CAASPP, with an emphasis on students with disabilities.

\*Increase number of students that have met or exceed ELA by 3%. Reduced % of students not meeting standard by 3%.

### LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

### Basis for this Goal

iReady; CAASPP

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA		
CAASPP Math		

### Planned Strategies/Activities

#### Strategy/Activity 1

Use of iLit embedded in curriculum support elective classes

FMS will renew iLit (LCAP 4.1, 1.3) and implement double-block iLit sections.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Oct 2018 to May 2019

#### Person(s) Responsible

Cindy Fryckman (English Department Lead) and Larry Mahoney (Principal)

### Proposed Expenditures for this Strategy/Activity

Amount	845.00
Source	None Specified
Budget Reference	0000: Unrestricted
Description	60 licenses

### Strategy/Activity 2

Student audio books that will accompany novel studies to improve listening skills.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2018-May 2019

### Person(s) Responsible

Larry Mahoney (principal)

### Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Audio books

### Strategy/Activity 3

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Oct 2018 to May 2019

### Person(s) Responsible

Larry Mahoney (Principal) Christy Wilkerson (Asst. Principal) Mike Bose (Asst. Principal)

### Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	LCFF - Supplemental



<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Before and After School Interventions

**Strategy/Activity 4**

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

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

Oct 2018 to May 2019

**Person(s) Responsible**

Larry Mahoney (Principal) Christy Wilkerson (Asst. Principal) Mike Bose (Asst. Principal)

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5000.00
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute teachers to cover course during collaborations

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Statement

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

### Goal Description

Version of LCAP Goal 2:

- \*Increase the school attendance rate from 97% to 98%
- \*Decrease the number of off-site student suspension by 10%
- \*Improve campus amenities to enhance climate and increase student connectedness
- \*Increase the number of clubs offered to students

### LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

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

### Basis for this Goal

CHKS; Student Climate Surveys

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Installation of a shade structure near the multi-purpose room and PE area (LCAP 2.4)

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

May 2019

#### Person(s) Responsible

Larry Mahoney (Principal)

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	40000
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Shade structure

### Strategy/Activity 2

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

### Students to be Served by this Strategy/Activity

#### Timeline

2017-2018

#### Person(s) Responsible

Larry Mahoney (Principal)

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	941
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications

<b>Amount</b>	229
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	3000-3999: Employee Benefits

### Strategy/Activity 3

Student awards for attendance and character building

### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2018-May 2019

**Person(s) Responsible**

Christy Wilkerson (Assistant Principal)

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Awards

**Strategy/Activity 4**

Improve the number of clubs offered to students

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2018-May 2019

**Person(s) Responsible**

Larry Mahoney (Principal)

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5500
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Club Advisor Stipends

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Statement

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

### Goal Description

Version of LCAP Goal 3:

\*Develop and implement a comprehensive grading system to effectively communicate student progress towards standards mastery.

\*Ongoing professional development for staff on the topics of standards based grading practices and PLC practices.

\*School-wide Growth Mindset initiative

### LCAP Goal

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

3.1 Provide professional development in new adoptions and local curriculum.

3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.3 Provide access to A-G, CTE, IB, AP, and STEM courses.

### Basis for this Goal

Common assessments; standards-based grading practices; PLCs

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

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

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

September 2018-May2019

#### Person(s) Responsible

Larry Mahoney (Principal), Christy Wilkerson (Assistant Principal), Mike Bose (Assistant Principal)

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000.00
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	'Mindset' by Carole Dweck books

## Strategy/Activity 2

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

December 2019

### Person(s) Responsible

Larry Mahoney (Principal)

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	16800
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conference registration fees

<b>Amount</b>	20000
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Lodging for conference

<b>Amount</b>	4800
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute Teachers

<b>Amount</b>	3000
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Meals

## Strategy/Activity 3

Faculty participation in assessment professional develop.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

October 2018

**Person(s) Responsible**

Larry Mahoney (Principal)

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6500
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Solution Tree professional development workshop during October 8th PD day.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Statement

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

### Goal Description

Version of LCAP Goal 4:

\*Ongoing progress monitoring of SED students and Special Education Students

\*Increase EL/Li proficiency (meets or exceeds standards) by 3%, reduce not meeting standard by 3%.

\*Focus on literacy to aid in ELA scores.

### LCAP Goal

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

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

### Basis for this Goal

CAASPP; i-Ready

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

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

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2018-May 2019

#### Person(s) Responsible

Larry Mahoney (Principal)

#### Proposed Expenditures for this Strategy/Activity



<b>Amount</b>	4289
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Rtl Committee Chair - Chair person will provide ongoing progress monitoring of at-risk students and facilitate committee review of assessment data.
<b>Amount</b>	1042
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	3000-3999: Employee Benefits

## Strategy/Activity 2

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

### Students to be Served by this Strategy/Activity

#### Timeline

August 2018-May 2019

#### Person(s) Responsible

Larry Mahoney (Principal)

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1001
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Student Scholarships for instructional activities
<b>Amount</b>	820
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Student Scholarships for sports and or club activities
<b>Amount</b>	2578
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	After School Activities/Clubs
<b>Amount</b>	391
<b>Source</b>	LCFF - Supplemental

<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Amount</b>	1893
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Amount</b>	1660
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 1

- \*Increase the achievement of under-performing categories of students in ELA as measured by CAASPP, with an emphasis on students with disabilities.
- \*Develop and implement a comprehensive multiple measures assessment system to monitor and encourage the progress of students individually.
- \*Continue to provide professional development to staff.
- \*Increase number of students that have met or exceed ELA by 3 %. Reduced % of students not meeting standard by 3%.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Use of iLit embedded in curriculum support elective class</p> <p>FMS will need to investigate renewing iLit support (LCAP 4.1, 1.3)</p>		<p>60 licenses 0000: Unrestricted District Funded 845.00</p>	
<p>2018-19 Use of I-ready lessons 45 minutes per week per student (LCAP 4.1, 4.6)</p>			
<p>Coordinate professional development opportunities</p> <p>FMS: profession growth opportunities to be continued by current administration on the topics of grading a PLCs</p>		<p>Encourage staff to partake in staff development 1000-1999: Certificated Personnel Salaries Common Core</p>	
<p>Provide guided collaboration time to discuss implementation strategies.</p> <p>2018-19 FMS administration will continue collaboration with lead teachers and</p>		<p>Utilize common planning time for faculty, department, grade level, and committee collaborations 1000-1999: Certificated Personnel Salaries District Funded</p>	

**Planned  
Actions/Services**

use them to facilitate professional growth opportunities. (LCAP 3.1)

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

## Analysis

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

Targeted students for iLit were enrolled in Strategic English courses. Lessons in iReady were also facilitated and usage was monitored. Ongoing PLC discussions around common assessments and learning targets.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students that met or exceeded standards in ELA were slightly lower than the previous year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures and actuals were within acceptable differences.

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

FMS will continue to provide iLit curriculum to students, but will offer a double block of ELA for targeted students. Additional professional development will be offered on the topics of standards based grading and common formative assessments. (SPSA Planned Improvements: Goal 1)

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 2

District Goal 1: Student achievement and Success  
 School Goals: Provide High quality direct instruction in ELD.  
 FMS will need to monitor EL populations. Teachers need to be notified of EL students. Teachers will also need to be trained in how to use data analysis (illuminate, and Iready) to help with EL support. Additional professional growth opportunities provided to teachers when working with EL populations (GLAD strategies). Ensure that teachers have access to EL teaching strategies/ Professional development and that EL students have access to standards aligned curriculum.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Extended Day Interventions</p> <p>**17-18 FMS will investigate extended day interventions for EL students.(LCAP 4.1,4.3)</p> <p>**17-18 FMS will need to institute program monitoring for EL students. Teachers need to be made aware of their EL students.(LCAP 4.1,4.3)</p> <p>**17-18 FMS will offer intervention classes in ELA and Math.</p> <ul style="list-style-type: none"> <li>• ELA lit 6, 7,8,</li> <li>• Math push in and pull out support in 6th grade and 7th grade.</li> </ul> <p>Additional intervention classes offered in 7th and 8th grade. (LCAP 4.2)</p>		<p>Summer School None Specified LCFF - Supplemental</p> <p>Translation/Testing/Lead Teachers None Specified LCFF - Supplemental</p> <p>Translation Support 2000-2999: Classified Personnel Salaries LCFF - Supplemental</p> <p>3000-3999: Employee Benefits LCFF - Supplemental</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
**17-18 FMS will continue to offer an ELD ELA class (LCAP 4.1,4.3)			
Increase parent and community engagement. Work closely with PTO regarding parent involvement. Hire parent coordinator for 17-18 (LCAP 2.6)		Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications  2000-2999: Classified Personnel Salaries LCFF - Supplemental 941  3000-3999: Employee Benefits LCFF - Supplemental 229	
Ensure EL/LI students have access to electives (LCAP3.3, 4.3)		After-school student clubs - Certificated stipends  1000-1999: Certificated Personnel Salaries LCFF - Supplemental 566  3000-3999: Employee Benefits LCFF - Supplemental 86  Club supplies 4000-4999: Books And Supplies LCFF - Supplemental 416  Transportation 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 364	

## Analysis

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

Targeted EL students were enrolled in English Language Development courses designed to provide students with designated instruction in ELD.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

English Learner progress increased significantly by 17%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures and actuals were within acceptable differences.

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.

English Learners will continue to be offered English Language Development courses. Audio books will be purchased and utilized to improve listening skills which has been identified as an area of weakness based ELPAC data. (SPSA Planned Improvements: Goal 1)

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

District Goal 1: Student Achievement and Success  
 FMS will increase CAASPP proficient math levels (students meeting and exceeding standards) by 3%, thus reducing the percentage of students that do not meet the standard by 3%  
 Focus on literacy to aid in ELA scores.

17-18 FMS will monitor intervention program in all math levels.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
------------------	-------------------	-----------------

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>After School Tutoring            FMS administration will investigate intervention money to help with after school math tutoring. Will help in conjunction with 40% intervention math teacher.</p> <p>Homework club implementation for math and ELA after school.</p> <p>Implementation of 6-8th grade intervention classes.</p> <p>(LCAP 4.2)</p>		<p>Small Group after school 60 minute tutoring.            1000-1999: Certificated Personnel Salaries District Funded</p>	
		<p>4.2 Ensure students are meeting grade level standards in math            Implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems            Provide math support to students with high needs</p> <p>1000-1999: Certificated Personnel Salaries            LCFF - Supplemental 32586</p>	
		<p>3000-3999: Employee Benefits LCFF - Supplemental 11161</p>	
<p>Staff Friday Collaboration professional development time to work on curriculum/student support</p>		<p>Professional Development 1000-1999: Certificated Personnel Salaries District Funded</p>	



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
17-18 FMS: Math department on going. (LCAP 4.2)			
Extended Day Interventions(LCAP 4.2)		Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	

### Analysis

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

Homework Club was implemented last year and served about 25 students. Math Department meetings were conducted monthly to monitor student progress.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students that met or exceeded standards in Math were slightly lower than the previous year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures and actuals were within acceptable differences.

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.

Homework Club will be offered again this school year. In addition, teachers will be receiving Professional Development on topics that include common formative assessments and standards based grading practices.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 4

- \*FMS progress monitoring of low income students. Increase achievement on CAASPP and I-ready scores.
- \*FMS will continue progress monitoring of Li students.
- \*FMS goal to increase EL/Li proficiency (meets or exceeds standards) by 3%, reduce not meeting standard by 3%.
- \*Focus on literacy to aid in ELA scores.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 4

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

Increase parent and community engagement. Monitoring of EI/Li population, data collection Convene ELAC committee. (LCAP 2.5, 2.6)

Ensure that students needing intervention in ELA and Math are properly placed into intervention opportunities. (LCAP 3.3, 4.2)

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

Parent Coordinator -  
3.1 Increase family engagement and parent input and the utilization of volunteers.  
3.2 Increase two-way community partnerships that support student learning.  
3.3 Increase the efficiency, timeliness and accessibility of district communications

2000-2999: Classified Personnel Salaries LCFF - Supplemental 4289

3000-3999: Employee Benefits LCFF - Supplemental 1042

Student Scholarships for instructional activities 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 1001

Student Scholarships for sports and or club activities 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 820

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		After School Activities/Clubs 1000- 1999: Certificated Personnel Salaries LCFF - Supplemental 2578	
		3000-3999: Employee Benefits LCFF - Supplemental 391	
		4000-4999: Books And Supplies LCFF - Supplemental 1893	
		5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1660	

## Analysis

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

Students were identified for Math Support and Strategic English classes based on CAASPP and August iReady data.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Student performance on ELA CAASPP were slightly lower than the previous year. Performance on Math CAASPP showed a modest increase.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures and actuals were within acceptable differences.

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.

Students will continue to be offered courses in Strategic English and Math Support. In addition, students will receive a double block of Strategic English to address the decrease in ELA performance as indicated on CAASPP.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	60,023	43,679.00
District Funded	11,345	11,345.00
Donations	13,700	13,700.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	16,344.00
None Specified	845.00
Unrestricted	104,100.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
0000: Unrestricted	845.00
1000-1999: Certificated Personnel Salaries	23,667.00
2000-2999: Classified Personnel Salaries	941.00
3000-3999: Employee Benefits	1,662.00
4000-4999: Books And Supplies	44,393.00
5000-5999: Services And Other Operating Expenditures	47,960.00
5700-5799: Transfers Of Direct Costs	1,821.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,367.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	941.00
3000-3999: Employee Benefits	LCFF - Supplemental	1,662.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,893.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,660.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1,821.00
0000: Unrestricted	None Specified	845.00
1000-1999: Certificated Personnel Salaries	Unrestricted	15,300.00
4000-4999: Books And Supplies	Unrestricted	42,500.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	46,300.00

# Expenditures by Goal

Goal Number	Amount
Goal 1	7,845.00
Goal 2	47,670.00
Goal 3	52,100.00
Goal 4	13,674.00



# School Site Council Membership

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

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

Name of Members	Role
Larry Mahoney	Principal
Jonathan Robinette	Classroom Teacher
Melissa Lawson	Classroom Teacher
Christy Wilkerson	Other School Staff
Soma Majumder	Other School Staff
Fabienne Johansson	Parent or Community Member
Jennypher Doan	Parent or Community Member
Ella Johansson	Secondary Student
Natalie Ho	Secondary Student
Cayden Pitzer	Secondary Student
Kelly Pitzer	Parent or Community Member

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

# English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
John Bliss	Principal
Lisa Moore	Other School Staff
Jonathan Robinette	Classroom Teacher
Diane Stepnitz	Classroom Teacher
Ella Johansson	Secondary Student
Fabienne Johansson	Parent or Community Member
Eliana Lee	Parent or Community Member
Joshua Lee	Secondary Student
John Quinio	Parent or Community Member
Jennypher Doan	Parent or Community Member
Nick Ho	Secondary Student
Natalie Ho	Secondary Student
Guler Diker	Parent or Community Member
Tolga Diker	Secondary Student
Adrianna Azar	Parent or Community Member
Ameera Azar	Secondary Student
Melissa Lawson	
Soma Majumder	Classroom Teacher
	Other School Staff

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**

	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: FMS Leadership Team English -Cindy Fryckman-Patton Science - Stacey Mohler Math - Melanie Passovoy History - Lyndie Aquila PE - Patrick Burke Exploratory/Music - Mincy Nardinelli Special Ed - Danielle Escobar Counselors - Jana Morris, Margie Komatsu

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

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

This SPSA was adopted by the SSC at a public meeting on 9/27/17.

Attested:

Principal, Larry Mahoney on

SSC Chairperson, Jonathan Robinette on

Date: September 12, 2018

Folsom Middle School  
500 Blue Ravine Road  
Folsom, CA 95630

**NOTICE OF SITE COUNCIL MEETING**

Open to the Public

Date: September 27, 2018

Time: 5:00 p.m.

Place: Folsom Middle School, Conference Room 106

**Published Agenda**

- Welcome and establish quorum
- Single Plan for Student Achievement (SPSA)
- Review and approval of SPSA
- Folsom Middle School Safety Plan
- Review and approval of Safety Plan

**Folsom Middle School**  
**School Site Council Minutes**

**September 27, 2018 at 5:00 pm**

The meeting was called to order at 5:00 by Mr. Mahoney, Principal with the sign in and welcome.

**Welcome and introductions**

Site Council members were introduced:

Larry Mahoney-Principal  
Christy Wilkerson-Staff  
Jonathan Robinette-Teacher  
Melissa Lawson-Teacher  
Soma Majumder-Staff  
Fabienne Johansson-Parent  
Jennypher Doan-Parent  
Kelly Pitzer-Parent  
Ella Johansson-Student  
Natalie Ho-Student  
Cayden Pitzer-Student

No questions about the membership (MSC).

**Single Plan for Student Achievement (SPSA)**

The SPSA was introduced and discussed. Questions were asked about CAASPP testing schedule for Spring 2019. Discussion ensued about block schedule used in the past. Suggestion was made for more time in between testing. Scheduling options will be explored and shared at the next Site Council Meeting. Additional data requested by the council included CAASPP state averages and number of Socio-economically disadvantaged students enrolled at FMS.

Suggestion made to facilitate vertical articulation with Vista del Lago on the topic of writing. SPSA approved by a unanimous vote.

**School Safety Plan**

The school Safety Plan was introduced and discussed. Questions about circumstantial situations including evacuations at lunch, during PE, and during passing period. Students shared that not all Advisory classes have completed drill practice walks or safety video. Safety Plan approved by a unanimous vote.

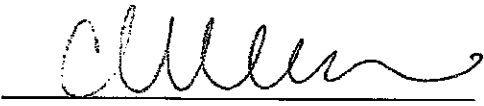
*Adjournment at 6:15pm*

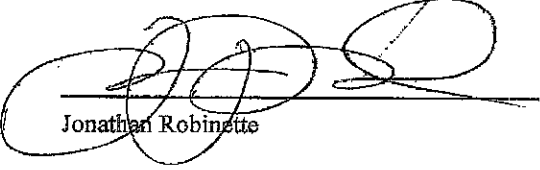
# Site Council Meeting


September 27, 2018

## Sign In Sheet

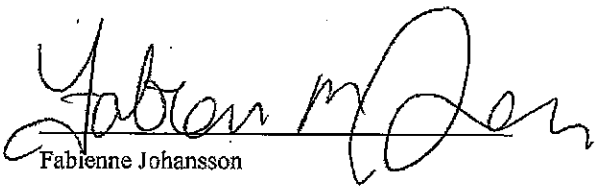
  
Larry Mahoney

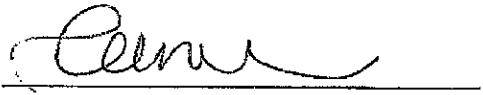
  
Christy Wilkerson

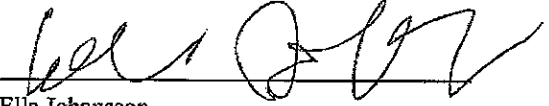
  
Jonathan Robinette

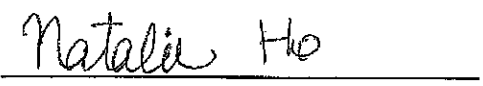
  
Melissa Lawson

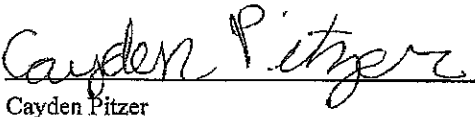
  
Soma Majumder

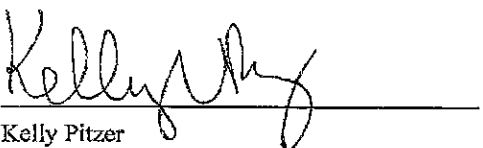
  
Fabienne Johansson

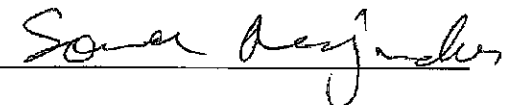
  
Jennypher Doan

  
Ella Johansson

  
Natalie Ho

  
Cayden Pitzer

  
Kelly Pitzer

  
Soma Majumder