

School Year: **2020-21**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Folsom Middle School	34673306059182	August 25, 2020	October 22, 2020

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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

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

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

## School Vision and Mission

Folsom Middle School Vision:

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

Folsom Middle School Mission:

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

## School & Community Profile

Folsom Middle School (FMS) is located thirty minutes east of Sacramento in the foothills of the Sierra Mountains in the town of Folsom (population 73,000, elevation 220 ft). With a population of 1430 students, FMS serves sixth, seventh and eighth grade students. The school has a student population comprised of 58.3% White, 20.35% Asian, 10.77% Hispanic, 8.6% Filipino, Pacific Islander, Native American or two or more races, and 1.8% African American ethnicities. FMS has 61 teachers, an educational program that includes Honors English, Enriched Math, Specialized Academic Enrichment for students with an Individualized Education Plan (IEP), an elective wheel which rotates each trimester (3), and year long electives that include choir, orchestra, band, jazz band, art, media productions, and Project Lead the Way (PLTW) Robotics. Folsom Middle School also offers two Community Action for Responsive Education (CARE) program for at-risk 7th and 8th Grade students that is funded by the Sacramento County Office of Education (SCOE). FMS has many after-school clubs that include National Junior Honor Society, Math Club, Science Bowl, Club Live, Visual and Performing Arts Club, Hands 4 Hope, Speech and Debate, and History Day. In addition, we have a Student Council and Where Everyone Belongs (WEB) Group that provide school leadership opportunities to our students. Due to COVID 19 the school year is starting on full distance learning. All classes and clubs are being held on a virtual online platform.

# 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 2019-2020 school year, and a summary of results from the survey(s). With an emphasis on Social Emotional Learning (SEL) during the year and a school team being trained on Challenge Success strategies the surveys used for data collection were:

Positive Behavior Interventions and Supports survey(s) with staff and students  
Challenge Success developed survey for students  
California Healthy Kids Survey

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

The student data from the Challenge Success survey and the California Healthy Kids Survey showed concern for students not feeling as connected to school. Results indicated students did not feel strong relationships between themselves and the adults on campus. Campus community and culture was an area of strong concern and desire.

## Classroom Observations

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

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

IXL software is used with CAA (California Alternate Assessments) students to modify instruction.

1. Integrate district software "illuminate" and "i-Ready" to monitor student progress.
2. Administration monitoring of at risks students (Use of i-Ready and illuminate software to track interventions)
3. Leadership/MTSS/Response to Intervention (Rtl) has created a flowchart for integrating a systematic process for student academic and behavioral intervention (See Appendix A)
4. Math Intervention course (Math Mindset) is offered for students requiring additional Math skills intervention
5. General Education Study Skills and Special Education Study Skills courses are offered to provide additional intervention support to academically struggling students.
4. Use of iReady diagnostic in Math and ELA and in subsequent grade level meetings provide data for progress monitoring
5. Use of Common Assessments within PLC's (Professional Learning Communities) and common intervention programs within PLC's

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Folsom Middle School meet state credentialing criteria.

1. Ongoing Professional Development (PD) opportunities offered regularly through site as well as district level.
2. Professional Development on PLC's (Professional Learning Communities), Continued implementation of PLC's. Continued collaboration in PLCs around student achievement.

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

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

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

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

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

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

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

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

## Teaching and Learning

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

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

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

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

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

1. The master schedule supports the flexibility of a curriculum support class. We offer Math Mindset classes, an intervention Math support class and Study Skills courses designed to provide additional academic support to academically struggling students.
2. For the 20-21 school year we have implemented intervention in all levels of Math as well as ELA.

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

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

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

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

## Opportunity and Equal Educational Access

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

1. Folsom Middle School has a curriculum support class and specialized academic instruction available for students.
2. Folsom Middle School also has Response to Intervention (RtI) offerings through the RtI Committee and Multi-Tiered Systems of Support (MTSS) model (intervention team).
3. Folsom Middle School provides an intervention program in math to support struggling students.

Evidence-based educational practices to raise student achievement

Students with an IEP have access to Specialized Academic Instruction (SAI). Students in Math hundred series classes utilize "Fast Forward" curriculum. FMS also utilizes Positive Behavioral Interventions and Supports (PBIS). During the 2019-2020 school year Folsom Middle School also became a Challenge Success school.

## Parental Engagement

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

Folsom Middle School hosts a School Site Council (SSC), Parent Teacher Organization (PTO), and English Language Advisory Committee (ELAC) which focus on supports for all students including academically underachieving students and those needing additional services to experience success. Parents are always encouraged to be involved and Student Support Team (SST) meetings are scheduled to support students who struggle academically or behaviorally and are experiencing difficulty with maintaining grade level expectations.

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

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

## 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 ELA and Math that are outside of the school day.

Fiscal support (EPC)

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

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The leadership at Folsom Middle School utilized a variety of outreach efforts in gathering input and feedback on the development of the School Plan for Student Achievement (SPSA). Folsom Middle School's Parent Teacher Organization (PTO), English Language Advisory Committee (ELAC), Challenge Success Team, and School Site Council (SSC) include parents, staff, community members, and student leaders that have participated in discussions related to the development of the SPSA. During the meetings held in the 2019-2020 school year, student achievement data and relevant topics, including Common Core State Standards (CCSS), family engagement strategies, and discipline were discussed.

The Folsom Middle School Site Council, ELAC, PTO, and Challenge Success 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 Community (PLC) use of data to inform instruction and better meet student needs. Academic/coaching support to be continued. Further Professional Development (PD) is needed on MTSS/Rtl implementation.
- \* Continue focus on grading for equity
- \* Offer further academic support opportunities for struggling students beyond the school day. (Tutoring/mentoring).
- \* Continue development on a more comprehensive Positive Behavior Intervention and Supports (PBIS) plan which encompasses the entire stakeholder community and promotes a safe climate and culture of learning and incorporates the mission of the Challenge Success program.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.28%	0.35%	0.49%	4	5	7
African American	1.48%	1.89%	1.54%	21	27	22
Asian	16.34%	20.35%	24.47%	232	291	349
Filipino	2.11%	2.59%	3.02%	30	37	43
Hispanic/Latino	11.13%	10.77%	9.82%	158	154	140
Pacific Islander	0.14%	0.21%	0.35%	2	3	5
White	63.10%	58.39%	55.05%	896	835	785
Multiple/No Response	%	%	5.26%			0
<b>Total Enrollment</b>				1420	1,430	1,426

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	460	480	466
Grade 7	478	469	482
Grade 8	482	481	478
<b>Total Enrollment</b>	1,420	1,430	1,426

### Conclusions based on this data:

1. Enrollment at Folsom Middle School has remained consistent over the course of the above school years.
2. While diversity exists, it is evident that the majority of the students are white 55.05%. However, the percentage of white students has decreased in the last three years and the percentage of Asian students has increased in the last three years.
3. A focus on more culture diversity and providing students at Folsom Middle School with more exposure to cultural diversity is warranted and continues to be an area for focus.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	37	31	39	2.6%	2.2%	2.7%
Fluent English Proficient (FEP)	174	221	258	12.3%	15.5%	18.1%
Reclassified Fluent English Proficient (RFEP)		12	6	0	32.4%	19.4%

### Conclusions based on this data:

1. Folsom Middle School has a small percentage of English Learners and was 2.7% in the 2019-2020 school year. This percentage has remained consistent over the last three years.
2. An English Language Advisory Committee (ELAC) is necessary to address academic concerns of English Learners (EL) students. The English Language Advisory Committee met quarterly in the 2019-2020 school year.
3. Reclassification continues to be a goal for English Learners at Folsom Middle School.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	468	456	473	462	453	473	462	453	473	98.7	99.3	100
Grade 7	472	468	459	472	464	456	471	464	456	100	99.1	99.3
Grade 8	497	472	466	492	468	463	491	468	462	99	99.2	99.4
All	1437	1396	1398	1426	1385	1392	1424	1385	1391	99.2	99.2	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2557.	2579.	2579.	26.19	33.33	36.15	36.58	39.74	37.84	23.81	21.85	17.34	13.42	5.08	8.67
Grade 7	2594.	2606.	2626.	25.27	29.74	40.57	47.13	50.43	43.42	20.17	14.22	12.94	7.43	5.60	3.07
Grade 8	2619.	2613.	2622.	35.03	27.35	33.33	38.49	44.44	44.81	16.50	19.23	14.29	9.98	8.97	7.58
All Grades	N/A	N/A	N/A	28.93	30.11	36.66	40.73	44.91	41.98	20.08	18.41	14.88	10.25	6.57	6.47

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	29.22	39.07	45.67	54.98	50.33	41.86	15.80	10.60	12.47	
Grade 7	37.79	45.69	49.12	51.17	45.26	43.42	11.04	9.05	7.46	
Grade 8	45.42	39.10	46.85	41.34	46.58	42.73	13.24	14.32	10.41	
All Grades	37.64	41.30	47.19	49.02	47.36	42.66	13.34	11.34	10.14	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	37.88	41.72	37.29	44.37	49.01	48.94	17.75	9.27	13.77
Grade 7	46.28	47.63	50.88	44.37	45.91	45.18	9.34	6.47	3.95
Grade 8	46.84	40.17	40.26	39.92	49.15	50.43	13.24	10.68	9.31
All Grades	43.75	43.18	42.73	42.84	48.01	48.20	13.41	8.81	9.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	25.54	28.92	34.46	62.55	64.24	58.35	11.90	6.84	7.19
Grade 7	25.05	19.44	26.54	65.39	73.65	69.74	9.55	6.91	3.73
Grade 8	29.53	27.14	30.59	64.36	66.67	61.17	6.11	6.20	8.24
All Grades	26.76	25.14	30.58	64.12	68.21	63.02	9.13	6.65	6.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	38.53	44.37	43.76	47.40	50.55	45.67	14.07	5.08	10.57
Grade 7	41.61	47.84	51.97	49.26	46.34	44.74	9.13	5.82	3.29
Grade 8	47.45	45.73	48.59	38.29	43.16	43.17	14.26	11.11	8.24
All Grades	42.63	45.99	48.06	44.87	46.64	44.53	12.50	7.36	7.41

**Conclusions based on this data:**

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

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	468	456	473	463	453	472	463	453	472	98.9	99.3	99.8
Grade 7	472	468	459	471	464	456	470	464	456	99.8	99.1	99.3
Grade 8	497	472	466	492	468	460	492	468	460	99	99.2	98.7
All	1437	1396	1398	1426	1385	1388	1425	1385	1388	99.2	99.2	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2570.	2586.	2586.	31.53	41.06	41.53	29.59	26.93	25.00	26.57	21.63	23.73	12.31	10.38	9.75
Grade 7	2599.	2595.	2608.	36.81	33.84	41.67	29.57	31.68	27.19	24.26	23.28	20.83	9.36	11.21	10.31
Grade 8	2625.	2624.	2625.	43.70	38.25	44.57	23.37	31.41	25.00	17.68	19.02	17.83	15.24	11.32	12.61
All Grades	N/A	N/A	N/A	37.47	37.69	42.58	27.44	30.04	25.72	22.74	21.30	20.82	12.35	10.97	10.88

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	42.55	50.33	51.06	38.88	33.11	33.05	18.57	16.56	15.89	
Grade 7	49.15	47.63	49.56	33.83	35.34	35.31	17.02	17.03	15.13	
Grade 8	50.41	48.93	48.26	29.67	35.90	34.35	19.92	15.17	17.39	
All Grades	47.44	48.95	49.64	34.04	34.80	34.22	18.53	16.25	16.14	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	29.59	39.51	40.25	52.70	45.92	44.70	17.71	14.57	15.04
Grade 7	40.00	38.58	41.23	45.53	49.14	45.18	14.47	12.28	13.60
Grade 8	47.56	45.09	49.35	38.21	46.15	36.96	14.23	8.76	13.70
All Grades	39.23	41.08	43.59	45.33	47.08	42.29	15.44	11.84	14.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	32.18	43.49	40.04	49.89	44.37	48.31	17.93	12.14	11.65
Grade 7	40.21	36.21	40.57	49.79	53.23	49.78	10.00	10.56	9.65
Grade 8	41.87	40.60	42.83	44.31	49.36	45.22	13.82	10.04	11.96
All Grades	38.18	40.07	41.14	47.93	49.03	47.77	13.89	10.90	11.10

**Conclusions based on this data:**

1. At the conclusion of the 2018-2019 school year, the California Assessment in Student Progress and Performance (CAASPP) results in Math showed that among all students at Folsom Middle School 68.3% met or exceeded the California State Standards. This was a slight increase over the previous year. There were no CAASPP results for 2019-2020 due to COVID-19.
2. The 2018-2019 CAASPP results demonstrated a maintained level across all percentages in students exceeding, meeting, nearly meeting, or not meeting standards for the passed three years.
3. Of the three Math components, Folsom Middle School students showed the most need for improvement in Concepts and Procedures based upon the 2018-2019 CAASPP results. Problem Solving and Communicating Reasoning was the area that was demonstrating the most needed area for growth in 2017-2018. Folsom Middle School needs to focus on Math skills and development for overall student performance moving forward.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	1577.1	*	1587.5	*	1566.3	*	17
Grade 7	*	*	*	*	*	*	*	*
Grade 8	1522.0	*	1525.7	*	1517.9	*	11	7
All Grades							26	27

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	58.82	*	29.41	*	11.76	*	0.00	*	17
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	11	*
All Grades	42.31	44.44	*	33.33	*	14.81	*	7.41	26	27

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	82.35	*	11.76		0.00	*	5.88	*	17
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	11	*
All Grades	57.69	70.37	*	18.52	*	0.00	*	11.11	26	27

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	29.41	*	58.82	*	11.76	*	17	
7	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	11	*	
All Grades	*	25.93	53.85	55.56	*	18.52	26	27	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	88.24	*	11.76	*	0.00	*	17
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	11	*
All Grades	69.23	81.48	*	11.11	*	7.41	26	27

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	11.76	*	76.47	*	11.76	*	17
8	*	*	*	*	*	*	11	*
All Grades	*	11.11	*	59.26	50.00	29.63	26	27

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	64.71	*	35.29	*	0.00	*	17
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	11	*
All Grades	*	40.74	65.38	51.85	*	7.41	26	27

**Conclusions based on this data:**

1. A small number of English Learner (EL) students are enrolled at Folsom Middle School as indicated by the \* with the majority being in 6th grade in the 2018-2019 school year. English Learner students demonstrated strength (Level 4) in oral speaking skills (speaking domain).
2. In the reading, writing, and listening domain the majority of English Learner students scored in the somewhat/moderately range. These continue to be areas of focus for the new school year.
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 be researched and offered to teachers to provide support to English Learner students.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1430	10.2	2.2	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	2.2
Foster Youth	3	0.2
Homeless	13	0.9
Socioeconomically Disadvantaged	146	10.2
Students with Disabilities	141	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	1.9
American Indian	5	0.3
Asian	291	20.3
Filipino	37	2.6
Hispanic	154	10.8
Two or More Races	78	5.5
Pacific Islander	3	0.2
White	835	58.4

### Conclusions based on this data:


1. Socio-economically disadvantaged students comprise a small percentage of the overall population.
2. Students with disabilities comprise a small portion of the overall student population.
3. Ethnic subgroups are not well represented by the general student population. Staff needs to be aware of the discrepancy and continue to support students in all subgroups equitably.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Suspension rates have improved based upon the recent data, yet remains an area of concern, particularly with students who are on Individual Education Plans (IEPs). Administration and staff will continue to work on school climate and student engagement to address the student suspension concerns. Student engagement has been deemed a high area of need based upon student response on survey data and with starting the new school year on a Distance Learning model due to the COVID-19 pandemic the staff at Folsom Middle School is researching opportunities to build school culture in a virtual situation.
2. Chronic absenteeism is an area the school would like to continue to target. Parent education on the importance of attendance continues to be a need.
3. Students scored in the blue in both English Language Arts and Math. It is important for stakeholders to continue with this high area of success and continue to provide students with challenging curriculum and support the students who are still struggling to meet the standards. Response to Intervention (Rtl) and a Multi-tiered System of Supports (MTSS) implementation continues to be an area of focus to assist all students in their academic proficiency.

# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

#### Conclusions based on this data:

1. Students with disabilities is the subgroup that continues to indicate the greatest need. A focus remains to provide English Language Arts intervention and support for this subgroup through the Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) model.
2. English Learners showed an increase from the previous year and continue to perform well on the CAASPP in English Language Arts (green overall).
3. Socio-economically Disadvantaged students continue to be the second to lowest performance subgroup and a focus will continue on English Language Arts intervention and support for this subgroup through the Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) model.

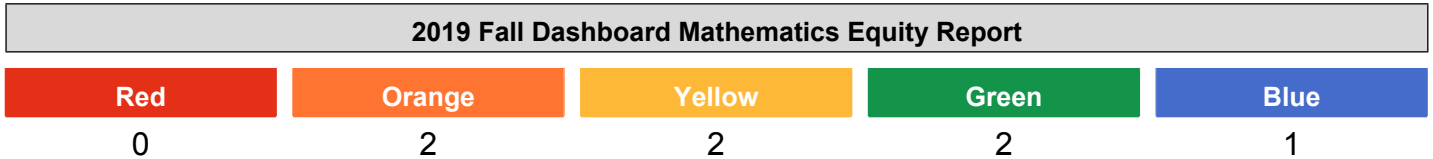
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.8 points below standard Declined -10.3 points 23	39.7 points above standard Increased ++5.1 points 42	30.4 points above standard Increased ++3 points 1138

#### Conclusions based on this data:

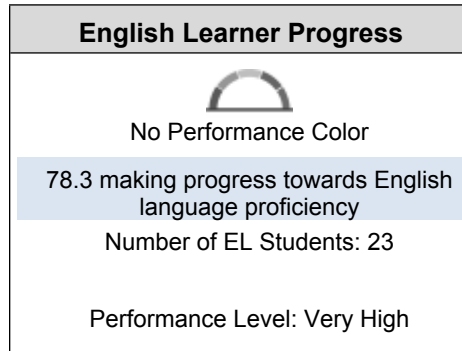
1. Socio-economically disadvantaged students and students with disabilities are groups that need to be targeted for math support. Both subgroups scored in the orange category.
2. Hispanic students scored in the yellow and decreased 11.7 points from the 2017-2018 CAASPP Math results and indicate a need to be supported in Math instruction and provided with Math intervention opportunities moving forward.
3. Staff will continue to focus on maintaining and/or improving upon the current Math data. While the results indicate the scores have been maintained over the past three years of CAASPP data it is necessary for Folsom Middle School to determine better ways to address curriculum and instruction in Math to move these scores to demonstrate higher levels of student proficiency in exceeding standards.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	3	5	13

#### Conclusions based on this data:

1. Folsom Middle School has a relatively low number of EL students.
2. English Learners at Folsom Middle School continue to show significant growth in both ELA and Math.
3. 78.3% of English Learner students at Folsom Middle School are Level 4 and staff will work with these students to move students closer to reclassification status with academic support.

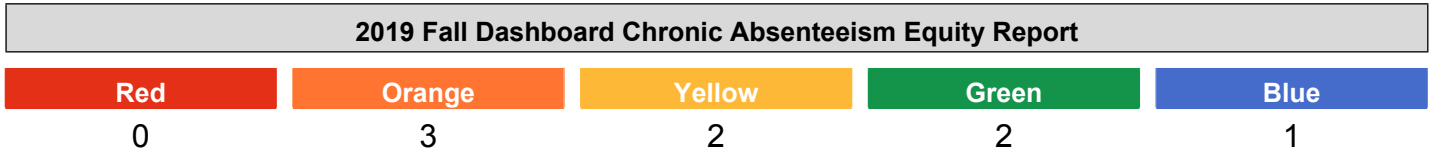
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

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

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

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

**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.
2. Students with disabilities show the highest rate of chronic absenteeism and need to be targeted for focus on working with students and parents to understand the potential risks that accompany chronic absenteeism for future academic success.
3. Asian students show the lowest rate of chronic absenteeism as indicated by the results on the California Dashboard.



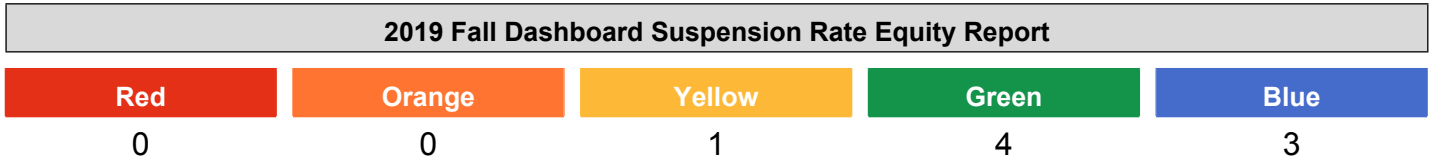
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="font-size: 1.2em;">14.8</span> Increased +14.8 27	 No Performance Color Less than 11 Students - Data <span style="font-size: 1.2em;">5</span>	 Green <span style="font-size: 1.2em;">1</span> Declined -2.7 298	 Blue <span style="font-size: 1.2em;">0</span> Maintained 0 37
Hispanic	Two or More Races	Pacific Islander	White
 Blue <span style="font-size: 1.2em;">1.9</span> Declined Significantly -4.9 159	 Yellow <span style="font-size: 1.2em;">3.8</span> Maintained -0.1 80	 No Performance Color Less than 11 Students - Data <span style="font-size: 1.2em;">3</span>	 Green <span style="font-size: 1.2em;">2.4</span> Declined -0.8 846

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.7	2.3

**Conclusions based on this data:**

1. The suspension rate at Folsom Middle School continues to improve significantly and declined or declined significantly for all subgroups except African American students in 2018-2019.
2. While Folsom Middle School has a low percentage of African American students the increase of 14.8 points of African American students suspended from the previous year is an area of focus to be monitored moving forward.
3. Based upon survey data, despite the data above, there is the need for a focus on school climate and student engagement. This is an area the Folsom Middle School Site Council targeted as a goal for the new school year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

1.2 Maintain schools in good repair.

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

## Goal 1

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

1. Folsom Middle School students (overall) will improve achievement levels in ELA and Math as based upon the CAASPP results in 2021(as compared to the results in 2019) and students in identified subgroups, of Socio-economic Disadvantaged and Hispanic students and including students with special needs and English Language Learners, will increase their achievement levels in ELA and Math results by 3 points or more as measured on the 2020-2021 CAASPP assessment.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2019 Dashboard ELA (All students 59.0 points above standard an increase of 8.8 points). Socio-economically disadvantaged declined from the previous year to 1.2 below standard. Hispanic students showed an increase from the previous year 2.3 to a score of 27.8 above standard; Students with disabilities decreased by 4.3 points and scored 43.9 points below standard.	CAASPP scores in ELA for Socio-economically disadvantaged students will be at 5.6 or above standard; Hispanic students will be at 26.7 points above standard; and students with disabilities will score 38.4 or less below standard on the next year CAASPP assessment.
CAASPP Math	2019 Dashboard Math (All students 38.5 points above standard which is an overall increase of 5 points from the previous year). Socio-economic disadvantaged students scored 33.3 points below standard with a decline from the previous year of 11.3	CAASPP scores in Math for all students will be at 35.7 or more above standard; Socio-economically disadvantaged students will be at 3% or higher from 22.8 points below standard and students with disabilities will score 3% or higher than 72.2 points below

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	points; and students with disabilities 85 points below standard which is a decrease of 11.3 points. Despite the overall increase subgroups mentioned indicate a need for focus on math intervention and support in the 2020-2021 school year.	standard on next year's CAASPP assessment.

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

1. Use of iLit embedded in curriculum support elective classes
2. FMS will provide a Study Skills support class for students struggling with academic Math/ELA skills

#### 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)

845

#### Source(s)

None Specified  
4000-4999: Books And Supplies  
60 licenses

### Strategy/Activity 2

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

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

Students identified to be below grade level by two grade levels in Reading and Math and in a Resource Specialist Program (RSP) special education students

#### Strategy/Activity

Enrolled in Math Mindset intervention course.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Unrestricted  
4000-4999: Books And Supplies  
Supplemental Math support materials

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Before and After School Interventions

### Strategy/Activity 4

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

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

All Students

Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Unrestricted  
1000-1999: Certificated Personnel Salaries  
Substitute teachers to cover course during  
collaborations

### Strategy/Activity 5

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

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

EL students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental  
5000-5999: Services And Other Operating Expenditures  
Training and sub costs

**Strategy/Activity 6**

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

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

Students with disabilities

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,000

Source(s)

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

# Annual Review

**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

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

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

Professional Development to support teachers was not provided in GLAD strategies however an MTSS/Rtl committee was formed and met regularly to establish a school-wide Rtl model that will be implemented in the 2020-2021 school year.

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

The implementation of double blocks of iLit and the addition of the directly will be replaced by a study skills elective opportunity. All students except for Special Education (SPED) tens and hundreds level students will be enrolled in General Education English courses.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically underperforming subgroups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

## Goal 2

Version of LCAP Goal 2: Folsom Middle School Will:

Based upon review of the data in 2019-2020, including the results of the California Healthy Kids Survey (CHKS) and other student survey data [Challenge Success survey] Folsom Middle School will place a higher effort on Social Emotional Learning (SEL) opportunities for students to enhance student connectedness and improve the overall culture of the FMS community through the promotion of SEL lessons in advisory, building adult-student relationships through the increase of team building opportunities for connection, and providing more of an opportunity for students to have a voice in the decision making process on the Folsom Middle School Campus. Improvement will be measured by student survey data in the 2020-2021 school year.

How:

- Improve student leadership opportunities by creation of a Leadership course and opportunities for students to serve on student council.
- Maintain/increase clubs on campus.
- Incorporate student directed SEL lessons in Advisory
- Increased student voice in PBIS, Challenge Success, School Site Council and other decision-making groups on campus.
- Continue student feedback sessions (opportunities for students to meet and share concerns and needs with administration/adults)

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey, Challenge Success, Survey, and local generated student survey results	Student responses on the 2019-2020 CHKS (California Healthy Kids Survey) and the Challenge Success survey administered to all students	An overall improvement on the number of students who answer the Challenge Success Survey and CHKS indicating that there is an increase in



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	indicated a low percentage of students feeling connected to an adult on campus.	connectedness to the school and an improvement of relationships between students and adults in the 2020-2021 school year as opposed to the results indicated in the 2019-2020 school year.
Suspension rate on California Dashboard and measured through discipline/behavior data on PowerSchool.	The suspension rate indicated on the California Dashboard had increased by 1% from the previous year and had an overall 3.7% of all students suspended at least once. Students with disabilities was the subgroup indicating the highest suspension rate which indicates a concern for equity. 13.7% of Special Education students were suspended at least once and this was an increase of 5.2% from the previous year.	An overall suspension rate of 2.3% or less as measured by the California Dashboard of the current year. Special Education students suspension will decrease by .52 or more from the previous year's data.

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1,000

#### Source(s)

Unrestricted  
4000-4999: Books And Supplies  
Incentives

### Strategy/Activity 2

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

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

All students

Strategy/Activity

1. Increase parent and community engagement Work closely with PTO regarding parent involvement.
2. Maintain parent coordinator for 2020-2021 school year. (LCAP 2.6)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

10,000

LCFF - Supplemental  
 2000-2999: Classified Personnel Salaries  
 Parent Coordinator  
 3.1 Increase family engagement and parent input and the utilization of volunteers.  
 3.2 Increase two-way community partnerships that support student learning.  
 3.3 Increase the efficiency, timeliness and accessibility of district communications

500

LCFF - Supplemental  
 3000-3999: Employee Benefits

**Strategy/Activity 3**

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

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

All Students

Strategy/Activity

PBIS incentive awards

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1,000

Unrestricted  
 4000-4999: Books And Supplies  
 Awards

**Strategy/Activity 4**

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

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,500

Source(s)

Unrestricted  
1000-1999: Certificated Personnel Salaries  
Club Advisor Stipends

1,000

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

**Strategy/Activity 5**

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

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

All

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,000

Source(s)

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

**Strategy/Activity 6**

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

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

All

Strategy/Activity

Continue working as a Challenge Success School and maintain Professional Development of staff and parents in the organization.

### 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)

6,500

Source(s)

Site Based Gifts and Donations  
5000-5999: Services And Other Operating  
Expenditures  
Training

## Annual Review

### SPSA Year Reviewed: 2019-20

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 improved from the previous year. Previous goal was achieved. New was goal added.

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

While student engagement is still an area of focus the goal has been revised to better meet the indicated needs as determined from student responses on the CHKS and Challenge Success student surveys.

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 participate as a Challenge Success school, place an emphasis on Social Emotional well being, and providing students the opportunity to have a voice in decision making on campus. FMS will continue to utilize the parent coordinator position and continue with outreach and engagement activities.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide students with high quality 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 English Learner (EL) instructional strategies to improve achievement.  
3.3 Provide access to A-G, Career and Technical Education, International Baccalaureate, Advance Placement, and Science Technology Engineering & Math courses

## Goal 3

Goal 3 is a continued Version of LCAP Goal 2 and Goal 3 based on Needs Assessment and School Site Council analysis of 2019-2020 data.

Folsom Middle School will:

Focus on parent engagement/educational opportunities to promote overall student well being in a highly competitive 21st century world. By remaining committed to being a Challenge Success school and continuing implementation of the Challenge Success mission, 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 will provide additional staff and parents to be trained in Challenge Success implementation as measured by attendance in the Challenge Success West Coast Fall and Spring conferences.

Folsom Middle School will provide staff professional development opportunities on Response to Intervention and Professional Learning Communities (PLCs) as measured by the agendas/minutes of PLC meetings, Department meetings, and monthly staff meetings through the 2020-2021 school year.

## Identified Need

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

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	their overall stress level and the pressures they are facing. An improvement in percentage on student engagement and parent engagement responses will indicate the goal is being achieved.	
Staff needs assessment indicating areas of Professional Learning Communities (PLCs) implementation within each department at the end of the 2019-2020 school year.	Based upon staff self-assessment and department assessment tools on where they rate themselves on the PLC process each department identified a baseline of PLC implementation at the end of the 2019-2020 school year. Department leads serving on leadership team have attended a Leadership retreat and will be guiding the process this year within each department.	By the end of the current school year, all departments will be meeting in weekly PLC meetings and using the Solution Tree PLC protocol for planning and assessing data for student learning.

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

Facilitate Professional Development opportunities in Challenge Success. Staff and parents

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0.00

#### Source(s)

Unrestricted  
5800: Professional/Consulting Services And Operating Expenditures  
Noted in goal 2

### 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

Challenge Success Parent Nights and Book Study 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)

2,000

Source(s)

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

**Strategy/Activity 3**

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

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

All Students

Strategy/Activity

Parent participation in study sessions

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500

Source(s)

Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Materials and food.

**Strategy/Activity 4**

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

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

All students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0.00

None Specified  
None Specified

## Annual Review

### SPSA Year Reviewed: 2019-20

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 met. Suspension rates and chronic absenteeism improved.

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

No major differences in the anticipated costs of this initiative.

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

Goal changed to reflect needs as indicated on needs assessment. Social Emotional well being and overall success is indicated as a need for students and families to feel connected to campus and engaged in the community. New goal is written.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

## Goal 4

Version of LCAP Goal 4: Folsom Middle School Will:  
 Implement the Response to Intervention (Rtl) flow chart updated in the 2019-2020 school year and Student Study Team (SST) procedures with fidelity as measured by documentation outlined in the documentation developed by the Folsom Middle School Rtl team.  
 Implement intervention time to assist students struggling in core subject concepts through working together in grade level PLCs and Rtl to support students who are not performing at grade level as measured through Intervention attendance and academic progress monitoring documentation maintained in each department to measure student academic growth.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rtl Flow Chart and developed progress monitoring documents.	2020-2021 i-Ready scores and PLC developed common formative assessment data.	By the end of the current school year students who struggle with academic progress and are not performing at grade level will be progressed 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.

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

## Strategy/Activity 1

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

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

All students

Strategy/Activity

Implementation of school wide adopted Rtl flowchart and SST process document.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0.00

Source(s)

None Specified  
None Specified

**Strategy/Activity 2**

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

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

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

Strategy/Activity

Provide additional support through implementation time built into the daily 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)

0.00

Source(s)

None Specified  
None Specified  
Negotiated with district and certificated union for distance learning.

**Strategy/Activity 3**

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

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

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

Strategy/Activity

Added Study Skills to Master Schedule for struggling General Education students. Maintain the Math Mindset elective for students who struggle in Math and need additional intervention for Math.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0.00

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The Folsom Middle School RtI Team met 2 times per month and developed an updated RtI flowchart and Student Study Team referral process. The plan will be rolled out in the upcoming 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.

No budget differences are noted.

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

The goal is slightly modified to move the process forward from previously met goal.

# 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	\$38,845.00

## 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 (\$)
General Fund	\$0.00
LCFF - Base	\$1,000.00
LCFF - Supplemental	\$13,000.00
None Specified	\$845.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$2,000.00
Site Based Gifts and Donations	\$6,500.00
Unrestricted	\$15,500.00

Subtotal of state or local funds included for this school: \$38,845.00

Total of federal, state, and/or local funds for this school: \$38,845.00

# School Site Council Membership

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

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

Name of Members	Role
Terri Daniels	Principal
Jonathan Robinette	Classroom Teacher
Dale Waldo	Classroom Teacher
Anita Kamath	Classroom Teacher
Jayna Record	Other School Staff
Jaya Badiga	Parent or Community Member
Kendra Blake	Parent or Community Member
Hemlata Khatwani	Parent or Community Member
Sharon Wheeler	Parent or Community Member
Leanne Loh	Parent or Community Member
	Parent or Community Member

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

# English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Vinay Penmetcha	Parent or Community Member
Joel Hernandez	Parent or Community Member
Nam Mishra	Other School Staff
Jonathan Robinette	Classroom Teacher
Anna Bondarenko	Parent or Community Member
Steve Chang	Parent or Community Member
Terri Daniels	Principal

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

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

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




# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: FMS Leadership Team English -Jenn Feiner Science - Stacey Mohler Math - Anita Kamath History - Lyndie Aquila PE - Patrick Burke Exploratory/Music - Dale Waldo Special Ed - Danielle Escobar Counselors - Margie Komatsu Administration-Terri Daniels, Michael Bose

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 8/25/2020.

Attested:

	Principal, Terri Daniels on 8/25/2020
	SSC Chairperson, Jaya Badiga on 8-25-2020

FOLSOM MIDDLE SCHOOL (FMS) SITE COUNCIL SPECIAL MEETING

AUGUST 25, 2020; 3:00 p.m. (VIA ZOOM): **Minutes**

MEETING AGENDA

1) Call to Order:

- a. Meeting Start Time: 3:00 p.m.
- b. Roll Call

Open Meeting:

Jaya Badiga

Attendees:

Jaya Badiga, Kendra Blake Terri Daniels, Anita Kamath, Jayna Record, Jonathan Robinette, Dale Waldo

Motion to approve meeting:

1<sup>st</sup> Kendra Blake, 2<sup>nd</sup> Jonathan Robinette

2) Information items:

- a. Review site plan draft

Principal Daniels went over the site plan draft outlined in 2019-2020, the previous school year. She let the team know that the district would like a fourth goal to be added into the draft. The fourth goal added was as follows:

**Goal 4:**

Version of LCAP Goal 4: Folsom Middle School Will :

Implement the Response to Intervention (RTI) flow chart updated in the 2019-2020 school year and Student Study Team (SST) procedures with fidelity as measured by documentation outlined in the documentation developed by the Folsom Middle School RTI team.

Implement intervention time to assist students struggling in core subject concepts through working together in grade level PLCs and RTI to support students who are not performing at grade level as measured through Intervention attendance and academic progress monitoring documentation maintained in each department to measure student academic growth.

- b. Proposal to add a student representative to FMS Site Council  
Team was in favor of adding a student or two to the 2020-2021 FMS Site Council
- c. Site Council Member Update for School Year 2020-2021
  - i. Add new parent and student members to Site Council  
Team discussed the following:
    - How do we reach out to the parents?



Principal Daniels suggested reaching out to parents through FMS Blast.

- How many parents do we add to the site council team?

Principal Daniels mentioned that the number of parents added last year was the same as number of staff and since there were three certificated staff, we could have 3 parents, but it could be subject to change.

ii. Process

Team discussed the following:

- How many student representatives would be accept? 1 or 2?

Team decided for 2 if there are interested students contesting for this.

- How would we select them?

Team decided that the students would be selected through Teacher, Stephanie Bell's Leadership class that comprised seventh and eighth graders. Preference was for one each from each of the two grade levels.

d. Bylaws review – input on sections to add/modify

i. Election

Students, parents would be voted just as the teachers (certificated and classified) were voted during the last school year for the FMS site council.

Students would be voted by students and parents would be voted by parents. The finalists would be selected based on the popular votes.

ii. Voting Rights

Student/s representative/s would be provided with voting rights, but their votes would not necessarily count (just as it is carried out by the student representative at the district's board meetings)

iii. Composition

The number of members of the FMS site council team would not exceed 12.

iv. Termination

If the teacher and parent representing the FMS site council team missed more than 3 sessions, their position would be terminated and would be offered to the next person in line for either category who had acquired the highest number of votes.

v. Vacancy

For this school year all three teachers (Jonathan Robinette, Anita Kamath and Dale Waldo) , classified staff (Jayna Record) are in support of remaining in the team for the second year of their term as a member of the FMS site council, hence no vacancy with respect to teachers and classified staff.

vi. Officers

Team discussed that it was necessary that adequate language be used to describe and inform the various positions:

President, Vice President, Secretary, Parliamentarian

Jaya Badiga would write up the bylaws and present them at the next meeting for the rest to review.

3) Action items:

- a. Approve Agenda for 8/25/2020

**Motion to Approve:**

1<sup>st</sup> Jonathan Robinette, 2<sup>nd</sup> Kendra Blake

- b. Approve minutes from the 5/20/20 Site Council Meeting

**Motion to Approve:**

1<sup>st</sup> Kendra Blake, 2<sup>nd</sup> Jayna Record

- c. Approve site plan draft

**Motion to Approve:**

1<sup>st</sup> Dale Waldo, 2<sup>nd</sup> Jayna Record

- d. Approve the process to add new parent and student members to Site Council

**Motion to Approve:**

1<sup>st</sup> Kendra Blake, 2<sup>nd</sup> Jonathan Robinette

4) New Business/Miscellaneous:

None for this meeting

5) Meeting adjourned

- a. Meeting end time

3:31 p.m.

Next Meeting – September 24, 2020, 3:00 p.m. via zoom

FOLSOM MIDDLE SCHOOL (FMS) SITE COUNCIL SPECIAL MEETING

AUGUST 25, 2020; 3:00 p.m. (VIA ZOOM)

MEETING AGENDA

- 1) Call to Order:
  - a. Meeting Start Time
  - b. Roll Call
  
- 2) Information items:
  - a. Review site plan draft
  - b. Proposal to add a student representative to FMS Site Council
  - c. Site Council Member Update for School Year 2020-2021
    - i. Add new parent and student members to Site Council
    - ii. Process
  - d. Bylaws review – input on sections to add/modify
    - i. Election
    - ii. Voting Rights
    - iii. Composition
    - iv. Termination
    - v. Vacancy
    - vi. Officers
  
- 3) Action items:
  - a. Approve Agenda for 8/25/2020
  - b. Approve minutes from the 5/20/20 Site Council Meeting
  - c. Approve site plan draft
  - d. Approve the process to add new parent and student members to Site Council
  
- 4) New Business/Miscellaneous:
  
- 5) Meeting adjourned
  - a. Meeting end time

Next Meeting – September 24, 2020, 3:00 p.m. via zoom

# FMS ELAC Meeting Agenda

August 20, 2020

## Minutes of Meeting

Meeting called to order 10:03 a.m.

Attendance: V. Penmetcha, N. Mishra, C. Hatcher, A. Boderenko, J. Hernandez, R. Chiu, S. Chang, R. Mohammad Amin, T. Daniels, J. Badiga

Approval of Agenda (Badiga/Boderenko)

Approval of Minutes from April 12, 2020 (Mishra/Mohammad Amin)

Mrs. Daniels welcomed everyone to the new school year. Mrs. Daniels explained that COVID and the shut down to school in March disrupted the finishing of student ELPAC testing. ELPAC testing will resume this year.

Site plan was reviewed and shared for input/approval. Mrs. Daniels explained the 4 goals and how they tie into the district LCAP goals. Motion made to approve site plan draft (Hatcher/Hernandez) Passed unanimously.

Mrs. Daniels presented a presentation on the FMS distance learning situation and the plan for moving forward for trimester 1. The focus of the presentation was on the impact for our EL students.

Mrs. Daniels opened the floor for questions.

At this time there was no new business to discuss as parents felt it was best to move forward with distance learning to see how things move forward with the starting of school. It was agreed that there would be a survey sent out to the parents of English Learner students to determine what is most needed for supporting students during Distance Learning and how/when would be the best platform for ELAC to meet moving forward this year.

The next meeting will be in October but the date will be determined when the results of the survey are received. The survey will go out to parents the week after Labor Day.

Meeting adjourned 11:10 a.m.

Minutes submitted by: N. Mishra

# FMS ELAC Meeting Agenda

August 20, 2020

10:00 a.m.

Welcome

ELPAC Update

Information

Review Site Plan Draft

Information/Action

Presentation: Distance Learning and Support for EL Students and Families

Mrs. Daniels to present

Parent Q & A

Other Business?

Next Meeting: October (date to be determined after survey results are received)