

Folsom Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Folsom Middle School
Street	500 Blue Ravine Road
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9040
Principal	John Bliss
E-mail Address	jbliss@fcusd.org
Web Site	http://www.fcusd.org/fms
CDS Code	34673306059182

District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
E-mail Address	skoligian@fcusd.org
Web Site	www.fcusd.org

School Description and Mission Statement (School Year 2017-18)

The vision of Folsom Middle School is to create a collaborative culture of excellence through academic rigor, instructional best practices and technology so that all students can apply academic knowledge, critical thinking, and communication skills to their future lives in the global community. Our main goal is provide the opportunity for all students to learn and grow in an atmosphere conducive to learning and empower all students with the ability to make responsible life choices.

Folsom Middle School is located thirty minutes East of Sacramento in the foothills of the Sierra Mountains in the town of Folsom (population 73,000, elevation 220 ft). Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2016 was 1445. FMS serves sixth, seventh and eighth graders. FMS's ethnicity makeup is 66.9% White, 18.19% Asian and 10.72% Hispanic. FMS has 59 teachers, an educational program to include Honors English, Enriched Math, Specialized Academic Enrichment for students with an IEP, an elective wheel which rotates each trimester (3), and year long electives to include choir, orchestra, band, jazz band, student government and Project Lead the Way. FMS has many after school clubs which include National Junior Honor Society, Math club, Legos Robotics club, Book club, Minecraft club, Reach one alliance, club live, Chess club, and Engineering club.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	466
Grade 7	478
Grade 8	501
Total Enrollment	1,445

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.5
Asian	14
Filipino	1.9
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.1
White	66.8
Two or More Races	4.1
Socioeconomically Disadvantaged	8.2
English Learners	1.9
Students with Disabilities	8.5
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	59	59	62	1073
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	18

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017 November

Folsom-Cordova Unified held a Public Hearing on November 16, 2017, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, StudySync, Pearson, iLit Adoption Year 2016	Yes	0.0%
Mathematics	McGraw Hill, College Board Adoption Year 2014	Yes	0.0%
Science	Prentice Hall Adoption Year 2007	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Holt-Rinehart & Winston Adoption Year 2007	Yes	0.0%
Foreign Language	EMC Publishing, Adoption Year 2014 McDougal Littell, Houghton Mifflin, Adoption Year 2015	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Folsom Junior High opened in September of 1968 with 243 7th and 8th grade students. Our two-story classroom building and our multi-purpose building were constructed and opened, respectively, in July and September of 1994. In 1997, the school’s name was changed to Folsom Middle School when it opened its doors to 6th grade students. Our school is comprised of 52 classrooms, a gymnasium, technology lab, computer lab, media center, art lab, home economics lab and multi-purpose room, and serves over 1,100 students. Remodeling in 2003-2004 included upgrading our technology infrastructure, replacing flooring, lighting and ceiling treatments, replacing the HVAC system in the A-Wing, and building a new gymnasium.

The principal and vice-principals work daily with five custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

District maintenance staff ensures that the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: 9/12/2017

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2017 September				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Work Order in place #44510 and #44263
Interior: Interior Surfaces	X			Work Order in place #44510
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2017 September				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Work Order in place #39808
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order in place #44468

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2017 September				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	72	69	58	61	48	48
Mathematics (grades 3-8 and 11)	64	64	49	51	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,452	1,439	99.1	69.17
Male	724	719	99.31	61.92

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	728	720	98.9	76.39
Black or African American	23	23	100	47.83
American Indian or Alaska Native	--	--	--	--
Asian	204	203	99.51	85.15
Filipino	24	24	100	70.83
Hispanic or Latino	161	161	100	57.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	968	958	98.97	68.65
Two or More Races	63	61	96.83	62.3
Socioeconomically Disadvantaged	126	123	97.62	52.85
English Learners	70	70	100	47.83
Students with Disabilities	129	125	96.9	20.16

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,452	1,438	99.04	64.44
Male	724	718	99.17	62.34
Female	728	720	98.9	66.53
Black or African American	23	23	100	43.48
American Indian or Alaska Native	--	--	--	--
Asian	204	203	99.51	80.79
Filipino	24	24	100	70.83
Hispanic or Latino	161	161	100	50.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	968	957	98.86	63.81
Two or More Races	63	61	96.83	60.66
Socioeconomically Disadvantaged	126	123	97.62	43.09
English Learners	70	70	100	44.93
Students with Disabilities	129	124	96.12	17.74

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	86	84	70	68	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	5.5	21.4	68.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

There are many opportunities for parent involvement at Folsom Middle School, and our PTO president and PTO liaison work together to organize our parent volunteers. We offer a sign-up each August during registration for parents to assist in the library, in our home economics classes, in our classrooms, and for the many events throughout the year. Some of these opportunities include chaperoning dances, 6th grade socials or field trips, selling dance and 6th grade social tickets during lunches, helping with our Book Faire, during homeroom and during our Autumn’s Sweet Serenade event, organizing and delivering snacks to each room during our California Assessment of Student Performance and Progress (CAASSP) testing in the spring, or being part of the many committees involved in our 6th grade Family Mixer, Red Ribbon Week, Ice Cream Social, and other events throughout the year.

Contact Information:

For additional information about organized opportunities for parent involvement at Folsom Middle School, please our PTO at the FMS PTO website at <http://www.fcusd.org/Page/11799>.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Karen Lewis, Administrative Assistant, or our PTO President, at (916) 294-9040.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.1	3.7	2.7	4.8	5.0	4.3	3.8	3.7	3.6
Expulsions	0.0	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every other day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. Emergency plans have been developed in case a threatening situation should arise and are located in the emergency binder in the Vice-Principal’s office. There were twelve (12) student accidents reported at our school in the 2016-17 school year.

Student safety is a priority at Folsom Middle School. The school employs campus monitors and additional lunch supervision staff to monitor students and ensure campus safety. Administrators, custodians, campus monitors, and office personnel remain in constant contact via the use of two-way radios. Any student accident or safety concern is immediately reported and addressed. Folsom Middle School also has access to two Folsom Police Department resource officers.

Folsom Middle School is continually updating its current emergency plan to align directly with the federally adopted Incident Command System (ICS). ICS is a standardized, on-scene, all-hazard incident management system which describes, to the extent possible, the standard operating procedures and responsibilities that the school, along with the District and external cooperating and assisting agencies, will use for responding to any emergency affecting students, staff and/or property of the District. All rooms have posted by the door an emergency protocol chart which outlines procedures and resources to be activated in the event of an emergency.

Folsom Middle School's Safety Plan includes:

- * disaster procedures
- * routine and emergency procedures
- * evacuation routes
- * child abuse reporting procedure
- * student conduct code
- * policies related to suspension and expulsion
- * sexual harassment policies
- * school dress code
- * maintaining a safe and orderly school environment
- * school discipline policy

All policies and regulations that students and parents are responsible for knowing are clearly communicated to parents and students through Parent/Student Handbooks, Student Conduct Code and require an acknowledgement sign-off from the parent and student. Students are regularly reminded of policies and regulations during schoolwide assemblies. Any changes or revisions of policies or regulations are communicated to all staff, parents and students.

Date of Last Review/Update: September 27, 2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	46.2

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	7	8	18	29	7	7	21	28	8	8	19
Mathematics	27	8	13	13	23	11	13	11	24	9	15	9
Science	32	3	3	23	31	3	8	21	31	5	4	23
Social Science	31	3	12	15	30	4	7	22	29	6	6	22

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.2	656.8
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,282.63	\$832.20	\$4,450.43	\$77,182.74
District	N/A	N/A	\$6,894.71	\$74,930
Percent Difference: School Site and District	N/A	N/A	-35.5	3.0
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-32.3	-0.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

District Revenue Sources

In addition to general state funding, Folsom Middle receives state and federal funding from the following categorical funds and other support programs: Title 2, Title 3-LEP, English Learners/Low Income (EL/LI).

Other Funding: Folsom Music Booster, Folsom Middle School Parent Teacher Organization, Intel, and various other community business partnerships.

Data Sources

Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2016-17 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$48,522
Mid-Range Teacher Salary	\$66,972	\$75,065
Highest Teacher Salary	\$91,606	\$94,688
Average Principal Salary (Elementary)	\$117,624	\$119,876
Average Principal Salary (Middle)	\$128,204	\$126,749
Average Principal Salary (High)	\$139,594	\$135,830
Superintendent Salary	\$232,575	\$232,390
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. We support teachers seeking individual professional development opportunities.. District-sponsored in-service and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and Teacher Training, which increases the capacity of all staff to deliver a standards-based curriculum.

Counseling & Support Staff

It is the goal of Folsom Middle School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

In addition: The counselor to pupil ratio is 1:602.