

Folsom Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

| 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 | Larry Mahoney |
| E-mail Address | lmahoney@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 2018-19)

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 2017 was 1420. FMS serves sixth, seventh and eighth graders. FMS's ethnicity makeup is 63.1% White, 16.34% Asian and 11.13% 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 2017-18)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 6 | 460 |
| Grade 7 | 478 |
| Grade 8 | 482 |
| Total Enrollment | 1,420 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 1.5 |
| American Indian or Alaska Native | 0.3 |
| Asian | 16.3 |
| Filipino | 2.1 |
| Hispanic or Latino | 11.1 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 63.1 |
| Socioeconomically Disadvantaged | 9.1 |
| English Learners | 2.6 |
| Students with Disabilities | 10.1 |
| Foster Youth | 0.0 |

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 |
|---|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 59 | 62 | 60 | 962 |
| Without Full Credential | 0 | 0 | 0 | 11 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| 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 2018-19)

Year and month in which data were collected: 2018 November

Folsom Cordova Unified held a Public Hearing on September 20, 2018, 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, 2015 collegeBoard, 2011 Sopris West, 2006 Pearson iLit, 2015 | Yes | 0.0% |
| Mathematics | McGraw Hill, 2015 College Board, 2011 | Yes | 0.0% |
| Science | Pearson, 2008 Discovery Comm. Inc., 2003 | Yes | 0.0% |
| History-Social Science | Holt, Rinehart, Winston, 2006 | Yes | 0.0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------|---|----------------------------------|---|
| Foreign Language | EMC Paradigm, 2016, 2013 Houghton Mifflin Harcourt, 2010 | Yes | 0.0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Folsom Junior High opened in September of 1968 with 243 seventh and eighth 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 sixth 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: 9/17/2018

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: 2018 November | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |

| School Facility Good Repair Status (Most Recent Year) | | |
|---|---------------|---|
| Year and month of the most recent FIT report: 2018 November | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 2018 November | |
|---|-----------|
| Overall Rating | Exemplary |
| | |

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 | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 69.0 | 75.0 | 61.0 | 64.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 64.0 | 68.0 | 51.0 | 53.0 | 37.0 | 38.0 |

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------|------------------|---------------|----------------|-------------------------|
| All Students | 1396 | 1385 | 99.21 | 75.02 |
| Male | 720 | 716 | 99.44 | 70.25 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| Female | 676 | 669 | 98.96 | 80.12 |
| Black or African American | 23 | 23 | 100.00 | 43.48 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 231 | 231 | 100.00 | 88.31 |
| Filipino | 29 | 29 | 100.00 | 79.31 |
| Hispanic or Latino | 155 | 152 | 98.06 | 65.13 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 873 | 865 | 99.08 | 74.34 |
| Two or More Races | 79 | 79 | 100.00 | 69.62 |
| Socioeconomically Disadvantaged | 118 | 115 | 97.46 | 53.04 |
| English Learners | 65 | 64 | 98.46 | 51.56 |
| Students with Disabilities | 121 | 119 | 98.35 | 26.05 |
| Foster Youth | -- | -- | -- | -- |

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 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 1,397 | 1,385 | 99.14 | 67.73 |
| Male | 721 | 716 | 99.31 | 68.99 |
| Female | 676 | 669 | 98.96 | 66.37 |
| Black or African American | 23 | 23 | 100 | 52.17 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 231 | 231 | 100 | 87.45 |
| Filipino | 29 | 29 | 100 | 58.62 |
| Hispanic or Latino | 155 | 152 | 98.06 | 57.89 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 874 | 865 | 98.97 | 64.39 |
| Two or More Races | 79 | 79 | 100 | 73.42 |
| Socioeconomically Disadvantaged | 118 | 115 | 97.46 | 44.35 |
| English Learners | 65 | 64 | 98.46 | 53.13 |
| Students with Disabilities | 122 | 119 | 97.54 | 18.49 |
| Foster Youth | -- | -- | -- | -- |

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 | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 6.6 | 23.2 | 60.1 |

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

There are many opportunities for parent involvement at Folsom Middle School, and our Parent Teacher Organization (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, field trips, selling dance and 6th grade social tickets, helping with our Book Faire, assisting with the Autumn's Sweet Serenade event, and organizing and delivering snacks to each room during the California Assessment of Student Performance and Progress (CAASSP) testing. Parents can also become involved in the 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 contact 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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 3.7 | 2.7 | 3.7 | 5.0 | 4.3 | 5.0 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

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 five (5) student accidents reported at our school in the 2017-18 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, 2018

Date Last Reviewed with Staff: September 27, 2018

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|-----------------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 29.0 | 7 | 7 | 21 | 28.0 | 8 | 8 | 19 | 26.0 | 12 | 6 | 20 |
| Mathematics | 23.0 | 11 | 13 | 11 | 24.0 | 9 | 15 | 9 | 24.0 | 11 | 22 | 7 |
| Science | 31.0 | 3 | 8 | 21 | 31.0 | 5 | 4 | 23 | 30.0 | 4 | 8 | 20 |
| Social Science | 30.0 | 4 | 7 | 22 | 29.0 | 6 | 6 | 22 | 30.0 | 4 | 10 | 18 |

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 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 2.4 | 604 |
| 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 | 0.6 | N/A |
| Speech/Language/Hearing Specialist | 1.1 | N/A |
| Resource Specialist (non-teaching) | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$6,137.50 | \$1,071.91 | \$5,065.59 | \$73,296.81 |
| District | N/A | N/A | \$7,534.43 | \$74,778 |
| Percent Difference: School Site and District | N/A | N/A | -39.2 | -2.0 |
| State | N/A | N/A | \$7,125 | \$79,665 |
| Percent Difference: School Site and State | N/A | N/A | -33.8 | -8.3 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2017-18 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 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,108 | \$49,512 |
| Mid-Range Teacher Salary | \$66,972 | \$77,880 |
| Highest Teacher Salary | \$91,606 | \$96,387 |
| Average Principal Salary (Elementary) | \$116,484 | \$123,139 |
| Average Principal Salary (Middle) | \$131,447 | \$129,919 |
| Average Principal Salary (High) | \$132,840 | \$140,111 |
| Superintendent Salary | \$249,366 | \$238,324 |
| Percent of Budget for Teacher Salaries | 37.0 | 36.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

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.

| Professional Development Days | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------|---------|---------|
| Folsom Middle School | 2 | 2 | 3 |