

Folsom Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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	Terri Daniels
Email Address	tdaniels@fcusd.org
School Website	www.fcusd.org/FMS
County-District-School (CDS) Code	34673306059182

2022-23 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2022-23 School Overview

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 1385 students, FMS serves sixth, seventh and eighth grade students. The school has a student population comprised of 47.2% White, 29.4% Asian, 11.9% Hispanic, 9.4% Filipino, Pacific Islander, Native American, or two or more races, and 1.6% African American ethnicities. FMS has 53 teachers and 1 certificated academic coach, a full time school psychologist, a full time mental health specialist, 2.4 full time counselors, and 3 administrators onsite. Folsom Middle School provides an educational program that includes Honors English, Enriched Math, Specialized Academic Enrichment for students with an Individualized Education Plan (IEP), multiple elective choices including Exploratory which changes at the semester as well as year long courses of Choir, Robotics, Yearbook, Leadership, Spanish, Band, Orchestra, Curriculum Support, Advanced Art and Media Productions. Folsom Middle School also offers a variety of school clubs that include Math Club, Science Bowl, Speech and Debate, Club Live, Book Club, Hands 4 Hope, Safe School Ambassadors, Anime Club, Save the Planet, and History Day. Extracurricular athletics include Volleyball, Basketball, Cross Country, Wrestling, and Track and Field. In addition, we have a Student Council and Where Everyone Belongs (WEB) Group that provides school leadership opportunities to our students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	437
Grade 7	397
Grade 8	474
Total Enrollment	1,308

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.2
Asian	29.4
Black or African American	1.6
Filipino	2.2
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.0
White	47.2
English Learners	3.1
Foster Youth	0.2
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	7.8
Students with Disabilities	9.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.90	84.26	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	1.60	3.19	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.60	1.24	12115.80	4.41
Unknown	6.30	12.50	88.40	9.48	18854.30	6.86
Total Teaching Positions	51.00	100.00	933.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.30	88.10	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	1.55	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	1.61	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown	4.40	8.71	62.20	6.31	15831.90	5.67
Total Teaching Positions	51.40	100.00	985.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.80
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.80

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 25, 2022, and determine 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.

Year and month in which the data were collected 2022 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	McGraw Hill, 2015 College Board, 2011 Sopris West, 2006 Pearson iLit, 2015 6 - 8 Stride, 2020	Yes	0.0%
Mathematics	McGraw Hill, 2015 College Board, 2011 Cengage, 2018 6 - 8 Stride, 2020	Yes	0.0%
Science	Teacher Curriculum Institute (TCI), 2019 Discovery Comm. Inc., 2003 6 - 8 Stride, 2020	Yes	0.0%
History-Social Science	McGraw Hill, 2019 6 - 8 Stride, 2020	Yes	0.0%
Foreign Language	EMC Paradigm, 2019, 2020 Houghton Mifflin Harcourt, 2010 6 - 8 Stride, 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

Folsom Middle School 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, a technology lab, a computer lab, a media center, an art lab, a home economics lab, and a multi-purpose room, and serves over 1,400 students. Remodeling in 2003-2004 included upgrading our technology infrastructure, replacing flooring, lighting, and ceiling treatments, replacing the heating and air conditioning system in the A-Wing, and building a new gymnasium.

The principal and vice-principals work daily with six 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 the 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: November 8, 2022

Year and month of the most recent FIT report

2022 November

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	79	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	67	N/A	48	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1315	1299	98.78	1.22	78.91
Female	628	620	98.73	1.27	85.97
Male	687	679	98.84	1.16	72.46
American Indian or Alaska Native	--	--	--	--	--
Asian	406	405	99.75	0.25	89.63
Black or African American	18	18	100.00	0.00	77.78
Filipino	27	27	100.00	0.00	88.89
Hispanic or Latino	157	154	98.09	1.91	66.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	94	93	98.94	1.06	76.34
White	606	595	98.18	1.82	75.29
English Learners	38	37	97.37	2.63	27.03
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	24	23	95.83	4.17	73.91
Socioeconomically Disadvantaged	62	61	98.39	1.61	55.74
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	120	116	96.67	3.33	37.07

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1316	1298	98.63	1.37	67.41
Female	629	619	98.41	1.59	67.04
Male	687	679	98.84	1.16	67.75
American Indian or Alaska Native	--	--	--	--	--
Asian	407	405	99.51	0.49	85.43
Black or African American	18	18	100.00	0.00	66.67
Filipino	27	27	100.00	0.00	66.67
Hispanic or Latino	157	154	98.09	1.91	42.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	94	93	98.94	1.06	61.29
White	606	594	98.02	1.98	63.13
English Learners	38	37	97.37	2.63	27.03
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	24	23	95.83	4.17	47.83
Socioeconomically Disadvantaged	62	62	100.00	0.00	32.26
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	120	116	96.67	3.33	21.55

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	64.96	NT	44.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	475	468	98.53	1.47	64.96
Female	233	229	98.28	1.72	61.57
Male	242	239	98.76	1.24	68.2
American Indian or Alaska Native	--	--	--	--	--
Asian	147	146	99.32	0.68	73.29
Black or African American	--	--	--	--	--
Filipino	16	16	100	0	81.25
Hispanic or Latino	54	54	100	0	50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	82.14
White	218	213	97.71	2.29	60.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	21	100	0	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100	0	18.75

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98%	99%	98%	98%	98%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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

Contact Information:

Parent Coordinator: Nam Mishra
nmishra@fcusd.org

For additional information for parent involvement about organized opportunities at Folsom Middle School, please contact our Parent Coordinator or Folsom Middle School Parent Teacher Organization Parent President at (916)294-9040.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1355	1345	132	9.8
Female	650	645	66	10.2
Male	705	700	66	9.4
American Indian or Alaska Native	3	3	0	0.0
Asian	412	407	13	3.2
Black or African American	21	21	3	14.3
Filipino	29	29	3	10.3
Hispanic or Latino	164	162	32	19.8
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	97	96	13	13.5
White	624	622	68	10.9
English Learners	59	58	6	10.3
Foster Youth	2	2	1	50.0
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	115	113	31	27.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	127	127	26	20.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.30	3.25	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.07	2.21	0.20	4.04	0.20	3.17
Expulsions	0.00	0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.21	0.00
Female	0.77	0.00
Male	3.55	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.21	0.00
Black or African American	0.00	0.00
Filipino	3.45	0.00
Hispanic or Latino	4.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.22	0.00
White	1.44	0.00
English Learners	6.78	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.36	0.00

2022-23 School Safety Plan

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. The latest update was in October 2020. Emergency plans have been developed in case a threatening situation should arise and are located in the emergency binder in the Principal's office.

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. Folsom Middle School is integrating the CATAPULT emergency system for communication during crisis situations. The Folsom Middle School Safety Committee meets regularly to review all safety procedures on campus. Any student accident or safety concern is immediately reported and addressed. There were five (5) student accidents in 2021-2022. Folsom Middle School also has access to three Folsom Police Department School Resource Officers.

Folsom Middle School is continually updating its current emergency plan to align directly with the federally adopted Incident Command System. This is a standardized, on-scene, all-hazard incident management system that 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 acknowledgment sign-off from the parent and student. Students are regularly reminded of policies and regulations during school wide assemblies. Any changes or revisions of policies or regulations are communicated to all staff, parents, and students.

Date of Last Review/Update: August 31, 2022

Date Last Reviewed with Staff: November 4, 2022

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	5	11	21
Mathematics	27	10	7	19
Science	31	4	5	23
Social Science	31	4	1	26

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	6	9	17
Mathematics	25	9	17	11
Science	31	3	6	21
Social Science	33	1	7	19

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	5	7	18
Mathematics	28	7	9	16
Science	32	2	5	21
Social Science	31	3	6	19

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	545

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,783	\$830	\$4,953	\$81,537
District	N/A	N/A	\$7,825.21	\$80,585
Percent Difference - School Site and District	N/A	N/A	-45.0	1.2
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-28.4	-8.0

2021-22 Types of Services Funded

In addition to general state funding, Folsom Middle receives state and federal funding from the following categorical funds and other support programs: Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2021-2022 school year 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,116	\$54,370
Mid-Range Teacher Salary	\$72,125	\$82,681
Highest Teacher Salary	\$98,654	\$106,610
Average Principal Salary (Elementary)	\$133,273	\$135,283
Average Principal Salary (Middle)	\$136,712	\$141,244
Average Principal Salary (High)	\$147,263	\$152,955
Superintendent Salary	\$252,138	\$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District has provided up to four professional development days for certificated staff for the current year and two for the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

In 2019-2020, Folsom Middle School became a Challenge Success School and in 2020-2021 more staff continued to be trained in the Challenge Success Frameworks. In the 2021-2022 school year Folsom Middle School staff has been working with Solution Tree to build capacity in Transforming School Culture, Response to Intervention, and Professional Learning Communities implementation. Through the leadership of the Folsom Middle School Leadership Team, departments have continual collaboration and training in these areas to strengthen the instructional strategies in the classroom and to meet the needs of all students through the differentiation of instruction. In the 2021-2022 school year, Folsom Middle School added an academic coaching position on staff to support teachers with curriculum development and instructional best practices. In the current school year, Folsom Middle School is going through the Marzano certification to become a High Reliability School.

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, and trouble with decision-making or handling peer pressure.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2