

# Folsom Middle School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.

## 2025-26 School Contact Information

<b>School Name</b>	Folsom Middle School
<b>Street</b>	500 Blue Ravine Road
<b>City, State, Zip</b>	Folsom, CA 95630
<b>Phone Number</b>	916-294-9040
<b>Principal</b>	Terri Daniels
<b>Email Address</b>	tdaniels@fcusd.org
<b>School Website</b>	<a href="https://fms.fcusd.org">https://fms.fcusd.org</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	34673306059182

## 2025-26 District Contact Information

<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Erik Swanson
<b>Email Address</b>	eswanson@fcusd.org
<b>District Website</b>	<a href="https://fcusd.org">https://fcusd.org</a>

## 2025-26 School Description and Mission Statement

Folsom Middle School Vision:  
Cultivating life-long learning for ALL students.

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 84,782 (2023 census), elevation 220 ft). With a population of 1557 students, FMS serves sixth, seventh, and eighth-grade students. The school has a student population comprised of 39.18% White, 36.28% Asian, 12.5% Hispanic, 10.15% Filipino, Pacific Islander, Native American or two or more races, and 1.5% African American ethnicities. FMS has 62 teachers, an educational program that includes Honors English, Enriched Math, Specialized Academic Enrichment for students with an Individualized Education Plan (IEP), and electives that include multiple visual and performing arts courses such as choir, orchestra, band, jazz band, art, drama, and dance. Electives also include student leadership, yearbook, media productions, STEM, Robotics, creative writing, introductory level Spanish, English Language Development, and curriculum support. FMS has many after-school clubs that include Speech and Debate, Model U.N., Math Club, Club Live, Visual and Performing Arts Clubs, National Junior Honor Society, Black Student Union, Equality for All, and History Day. In addition, we have a Student Council and Where Everyone Belongs (WEB) student group that provides school leadership opportunities to our students. Folsom Middle School was named a California Distinguished School in 2024 and the principal, Dr. Terri Daniels, received the ACSA Middle School Administrator of the Year recognition for the entire state in 2024 and National Advocacy Champion of the Year 2025.

# About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	512
Grade 7	560
Grade 8	528
<b>Total Enrollment</b>	<b>1,600</b>

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	52.4
Male	55
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	35.4
Black or African American	1.5
Filipino	3.8
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.4
White	41.9
English Learners	4.8
Foster Youth	0.1
Homeless	0.4
Socioeconomically Disadvantaged	13.5
Students with Disabilities	10.5

**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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	45.3	88.1	893.9	90.67	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.8	1.55	7.4	0.76	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.8	1.61	9.4	0.96	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	12.7	1.3	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	4.4	8.71	62.2	6.31	15831.9	5.67
<b>Total Teaching Positions</b>	51.4	100	985.9	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	48.7	90.44	907.9	90.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	1.86	12.4	1.24	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	0.46	16.8	1.69	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	19.5	1.95	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	3.9	7.24	41.7	4.18	14303.8	5.15
<b>Total Teaching Positions</b>	53.8	100	998.4	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.80	0	
Misassignments	0.00	0.2	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.80	0.2	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
<b>Total Out-of-Field Teachers</b>	0.00	0	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, 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.

<b>Year and month in which the data were collected</b>	2025 August
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill, 2015 Sopris West, 2006 Houghton Mifflin Harcourt, 2025 6 - 8 Stride, 2020	0.0%
<b>Mathematics</b>	McGraw Hill, 2015 College Board, 2011 Cengage, 2018 6 - 8 Stride, 2020	0.0%
<b>Science</b>	Teacher Curriculum Institute (TCI), 2019 6 - 8 Stride, 2020 *Required Health Concepts are taught as part of 7th Grade Science	0.0%
<b>History-Social Science</b>	McGraw Hill, 2019 6 - 8 Stride, 2020	0.0%
<b>Foreign Language</b>	EMC/Cengage, 2019. 2020 6 - 8 Stride, 2020	0.0%

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

## 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 63 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. Portable buildings were installed in 1985, 1999, 2018, and 2019.

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 LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2025/2026 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: September 17, 2025

<b>Year and month of the most recent FIT report</b>	2025 September
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 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).

#### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	73	75	58	59	47	48
<b>Mathematics</b> (grades 3-8 and 11)	66	66	49	48	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1542	1533	99.42	0.58	74.95
<b>Female</b>	746	744	99.73	0.27	77.42
<b>Male</b>	796	789	99.12	0.88	72.62
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	510	508	99.61	0.39	87.01
<b>Black or African American</b>	24	23	95.83	4.17	30.43
<b>Filipino</b>	53	53	100.00	0.00	84.91
<b>Hispanic or Latino</b>	199	196	98.49	1.51	61.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	147	145	98.64	1.36	72.41
<b>White</b>	602	601	99.83	0.17	70.55
<b>English Learners</b>	60	60	100.00	0.00	18.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	27	27	100.00	0.00	70.37
<b>Socioeconomically Disadvantaged</b>	214	212	99.07	0.93	51.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	154	150	97.40	2.60	28.67

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1542	1531	99.29	0.71	65.73
<b>Female</b>	746	744	99.73	0.27	63.39
<b>Male</b>	796	787	98.87	1.13	67.94
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	510	508	99.61	0.39	84.45
<b>Black or African American</b>	24	23	95.83	4.17	26.09
<b>Filipino</b>	53	53	100.00	0.00	69.81
<b>Hispanic or Latino</b>	199	196	98.49	1.51	49.74
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	147	146	99.32	0.68	58.90
<b>White</b>	602	598	99.34	0.66	57.96
<b>English Learners</b>	60	60	100.00	0.00	25.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	27	27	100.00	0.00	62.96
<b>Socioeconomically Disadvantaged</b>	214	212	99.07	0.93	38.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	154	148	96.10	3.90	17.57

## 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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	60.55	61.29	45.67	46.01	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	506	502	99.21	0.79	60.76
Female	240	239	99.58	0.42	58.58
Male	266	263	98.87	1.13	62.74
American Indian or Alaska Native	--	--	--	--	--
Asian	172	170	98.84	1.16	74.71
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	53	53	100.00	0.00	49.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	37	97.37	2.63	54.05
White	218	218	100.00	0.00	55.05
English Learners	16	16	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.00	0.00	35.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	42	97.67	2.33	19.05

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	97%	98%	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.

#### 2025-26 Opportunities for Parental Involvement

Folsom Middle School hosts a School Site Council (SSC), Parent Teacher Organization (PTO), School Climate Team, 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: Melissa Bustamonte

[mbustamonte@fcusd.org](mailto:mbustamonte@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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1%	1.97%		3.48%	3.31%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%	0%	0.03%	0.04%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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 six (6) student accidents in 2024-2025. 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: November 19, 2025

Date Last Reviewed with Staff: December 4, 2025

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	6	7	20
Mathematics	29	7	7	19
Science	30	5	7	20
Social Science	32	4	4	21

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	7	7	23
Mathematics	26	9	11	16
Science	32	3	7	21
Social Science	32	3	6	22

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				
Mathematics				
Science				
Social Science				

## 2024-25 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	533

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	3
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	1
<b>Nurse</b>	2
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$7,042	1,363	\$5,680	\$92,454
<b>District</b>	N/A	N/A	\$10,163.68	\$90,633
<b>Percent Difference - School Site and District</b>	N/A	N/A	-56.6	5.1
<b>State</b>	N/A	N/A	\$11,146	\$100,333
<b>Percent Difference - School Site and State</b>	N/A	N/A	-61.9	-5.6

## Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Folsom Middle receives supplemental state and federal funding through various categorical and support programs, including Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, and LCAP Supplemental Funds for English Learners and Low-Income Students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2024-2025 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.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$48,723	\$60,863
<b>Mid-Range Teacher Salary</b>	\$83,441	\$93,575
<b>Highest Teacher Salary</b>	\$119,839	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$170,891	\$157,645
<b>Average Principal Salary (Middle)</b>	\$166,156	\$165,341
<b>Average Principal Salary (High)</b>	\$175,110	\$182,580
<b>Superintendent Salary</b>	\$363,418	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	33.81%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	5.35%	4.88%

## Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school year. 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 training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff work collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

Folsom Middle School staff have continued to work 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 2022 Folsom Middle School began working with Marzano Resources on certification to be a High Reliability School. In December 2023, Folsom Middle School received certification in Level 1 of High Reliability and will be awarded with this honor in January 2024 at the summit in San Antonio, Texas. In the 2024-2025 school year, Folsom Middle School received certification in Level 2 for a High Reliability School recognition. In the current year Folsom Middle School has been recognized as receiving Level 3 certification.

### 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 1:533.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	3	3