

Folsom High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Folsom High School
Street	1655 Iron Point Road
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-2400
Principal	Howard Cadenhead
E-mail Address	hcadenhead@fcusd.org
Web Site	http://www.fcusd.org/fhs
Grades Served	9-12
CDS Code	34673303433216

District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Deborah Bettencourt
E-mail Address	dbettenc@fcusd.org
Web Site	www.fcusd.org

School Description and Mission Statement (Most Recent Year)

Folsom High School is a 9th through 12th grade comprehensive high school. Our student CBEDS enrollment in October of 2014 was 2,179 students.

The school's history dates back to 1922, making it very rich in tradition. Folsom High has high academic expectations for all students and is committed to providing an environment in which every student has the opportunity to experience success. Folsom High offers a curriculum that meets every student's curricular needs and provides honors classes and AP programs that help students to reach their potential.

The academic program is balanced with an extensive extracurricular program. Athletically, the Folsom Bulldogs compete in the Division II "Delta River League". Our athletic, music and drama programs are a source of pride for the entire community of Folsom. In addition to a full slate of boys' and girls' athletics, students also participate in many extracurricular activities that may include: AP Spanish Prep Club; Academic Decathlon; Agape Club; Bulldogs Reaching Out (BRO); Cross Country; California Scholarship Federation (CSF); Dog Pack; Engineering Club; Future Homemakers of America (FHA-HERO); Folsom High Cycling Club; Freshman Kickoff (mentoring program); Gay-Straight Alliance (GSA); Global Program Studies (GPS); Hands 4 Hope; HBV/Live Cancer Awareness; History Day; Rotary Interact; Invisible Children; Key Club; Kick-Off Mentors; Mathletes; Media Productions; Model United Nations; Muslim Student Association (MSA); National Honor Society; Papercuts; Pink Ladies; Robotics Club; Science Club; Speech and Debate; World Language Scholars Society.

Aspiring students, supportive parents, and a dedicated staff translate to a successful educational experience at Folsom High School. Despite recent budget cuts and the reduction of advisor stipends, the staff has volunteered to maintain the existing clubs and even chosen to expand our club offerings.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	611
Grade 10	554
Grade 11	528
Grade 12	486
Total Enrollment	2,179

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.6
Asian	15.8
Filipino	2.9
Hispanic or Latino	11
Native Hawaiian or Pacific Islander	0.3
White	62.6
Two or More Races	3.4
Socioeconomically Disadvantaged	12
English Learners	2.4
Students with Disabilities	9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	84	86	92	1006
Without Full Credential	0	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	10	7	7	18

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.4	0.6
All Schools in District	95.6	4.4
High-Poverty Schools in District	93.2	6.8
Low-Poverty Schools in District	97.4	2.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 17, 2015

Folsom-Cordova Unified held a Public Hearing on February 6, 2014, 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston Royal Firework Press WW Norton and Company Harper Collins Globe Fearon Adoption Year 2005	Yes	0.0%
Mathematics	Holt, Rinehart & Winston McDougal Littell Houghton Mifflin Glencoe Prentice Hall Adoption Year 2014	Yes	0.0%
Science	Holt, Rinehart & Winston Houghton Mifflin Glencoe Pearson Wiley Publishing Inc Prentice Hall Pearson Adoption Year 2007	Yes	0.0%
History-Social Science	Glencoe Houghton Mifflin McGraw Hill Prentice Hall Worth Publishing Group Adoption Year 2006, 2009	Yes	0.0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	EMC Paradigm EMC Publishing McDougal Littell Prentice Hall Houghton Mifflin Pearson Holt, Rinehart & Winston Harcourt Brace Adoption Year 2001	Yes	0.0%
Health	Holt, Rinehart & Winston American Red Cross Adoption Year 2007	Yes	0.0%
Visual and Performing Arts	Alfred Publishing Goodheart Wilcox Davis Adoption Year 2008	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Folsom High School campus, on Prairie City Road, was complete and open in 1998. This 65-acre site is comprised of 106 classrooms. The campus has 9 portables, a gym, a multipurpose room/cafeteria, a library, a theatre, staff lounges in every building, five computer labs, a stadium, a field house and five athletic fields.

The district’s governing board has adopted cleaning standards for all of the district schools. A summary of these standards is available at the district office for review. In order to ensure that maintenance is up to date, a vice principal works daily with the custodial staff. The district’s maintenance and repair staff ensures that the necessary repairs are completed and work orders are addressed in a timely manner. The work order process is designed to improve efficiency and to assign priorities to all school repairs. 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: 9/28/15

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9-28-2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9-28-2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 9-28-2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	74	55	44
Mathematics	59	46	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	498	495	99.4	8	18	32	42
Male	11		271	54.4	11	21	31	37
Female	11		224	45.0	4	15	33	48
Black or African American	11		18	3.6	17	33	28	22
American Indian or Alaska Native	11		3	0.6	--	--	--	--
Asian	11		93	18.7	2	9	35	54
Filipino	11		17	3.4	0	24	18	59

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	11		51	10.2	16	27	31	25
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		289	58.0	8	18	32	42
Two or More Races	11		21	4.2	5	19	38	38
Socioeconomically Disadvantaged	11		69	13.9	14	22	36	28
English Learners	11		11	2.2	36	27	27	9
Students with Disabilities	11		31	6.2	55	19	23	3
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	498	496	99.6	19	22	30	29
Male	11		272	54.6	21	18	30	31
Female	11		224	45.0	17	26	30	27
Black or African American	11		18	3.6	22	50	17	11
American Indian or Alaska Native	11		3	0.6	--	--	--	--
Asian	11		93	18.7	9	14	28	49
Filipino	11		17	3.4	18	18	24	41
Hispanic or Latino	11		51	10.2	37	20	25	18
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		290	58.2	19	23	33	25
Two or More Races	11		21	4.2	19	14	33	33
Socioeconomically Disadvantaged	11		69	13.9	36	22	23	19
English Learners	11		12	2.4	42	17	33	8
Students with Disabilities	11		31	6.2	74	19	6	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	79	83	83	69	73	70	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70
All Students at the School	83
Male	81
Female	83
Black or African American	68
American Indian or Alaska Native	--
Asian	86
Filipino	95
Hispanic or Latino	63
Native Hawaiian or Pacific Islander	--
White	84
Two or More Races	92
Socioeconomically Disadvantaged	37
English Learners	16
Students with Disabilities	67
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

Please review and update/enter the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

The Career Technical Education Programs at Folsom High School provide students with a core of knowledge and skills that act as a building block for lifelong learning. Students are provided with a broad range of rigorous educational opportunities which enable each student the opportunity to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st century. Students are prepared to enter the world of work after high school completion or to complete advanced study in the student's chosen career pathway.

Folsom High School has seven career pathways for students. They are Engineering, Digital and Graphic Design, Fashion Design, Media Design, and Culinary Arts. Students who complete the pathway complete three levels of instruction in the chosen area of study. They also complete job shadow opportunities, and career exploration in the area of study. Students earn a certificate of completion documenting skills mastered in the area of study; this can help them in pursuing advanced education in this area or in gaining entry into a career.

Over 32 percent of Folsom students participate in Career Technical Education Programs. While many participate in beginning study, schedule constraints limit those who complete the entire pathway program. Approximately 50 graduates each year complete the career pathway program.

Students enrolled in some courses can earn college credit while enrolled in the CTE programs. These include Computer Applications and ROP Web Design.

Our ROP Program gives students expanded opportunities in other career areas of study. ROP Programs offered at Folsom High include Web Design, Culinary Arts, ROP TV, and Bike Tech. Students also have the opportunity to enroll in ROP programs offered throughout the Folsom Cordova Unified School District and Sacramento County. These include Automotive Mechanic Technician, Auto Collision Repair and Refinishing, Bakery Academy, Bank and Financial Careers, Business and Computer Technology, Dental Careers, EMT, Fire Control Technician, Hospital and Community Health, HVAC, Law Enforcement-Legal Careers, Medical Assistant, Medical Terminology, Nursery/Landscaping, Nursing Assistant, and Virtual Enterprise.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	892
% of pupils completing a CTE program and earning a high school diploma	72
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.27
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	55.32

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	81	83	82	65	48	53	57	56	58
Mathematics	86	84	81	70	49	52	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	28	25	47	30	39	32
All Students at the School	18	22	60	19	40	41
Male	22	22	55	19	39	42
Female	14	21	64	19	41	40
Black or African American	33	20	47	38	44	19
Asian	14	21	65	10	30	60
Filipino	16	5	79	11	58	32
Hispanic or Latino	39	25	35	38	40	21
White	16	22	61	18	42	40
Two or More Races	11	17	72	21	26	53
Socioeconomically Disadvantaged	35	24	42	34	50	16
English Learners	100			58	33	8
Students with Disabilities	72	16	12	78	18	4

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.70	18.00	61.70

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

High school is a great time for parents to be involved with their children's education. Too often, parents are only involved at the elementary and middle school levels and then they relinquish their involvement at the high school level. Many parents tend to think that their son/daughter doesn't need their participation during high school but research indicates that when parents get involved their children do better in school. Parental participation generates a sense of spirit that improves communication and cooperation between the staff and parents. There are multiple opportunities for parent involvement:

The Parent Teacher Student Association (PTSA) is committed to supporting a quality education and good health and welfare for all Folsom High School students. The PTSA meets once a month. They welcome new parents and encourage them to get involved.

The Athletic Booster Club supports all of the sports programs and offers parents an opportunity to become involved in their son/daughter's athletic endeavors. Athletic booster club members often develop new friendships with parents who have similar interests.

The Music Booster members are dedicated to promoting music education for all students. They support events and competitions hosted by Folsom High School. Whenever possible, they work collaboratively to assist the middle schools and partner with local civic organizations.

The School Site Council (SSC) is comprised of parents, students and staff. The SSC’s basic principle focuses on the individuals who are most affected by the operation of their school and provides them with a major role in the decision making process regarding how their school functions. The SSC annually develops and revises the school’s site improvement plan.

For additional information regarding opportunities for parent involvement at Folsom High School, please contact Howard Cadenhead, Principal, at 916-294-2400, extension 415110.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.70	0.50	1.10	4.60	3.90	4.30	13.10	11.40	11.50
Graduation Rate	98.40	98.77	97.52	91.32	92.85	91.81	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	95.36	89.56	84.6
Black or African American	100	79.44	76
American Indian or Alaska Native		42.86	78.07
Asian	98.44	97.71	92.62
Filipino	100	88.1	96.49
Hispanic or Latino	90.57	87.45	81.28
Native Hawaiian/Pacific Islander	100	80	83.58
White	96.33	91.17	89.93
Two or More Races	50	79.17	82.8
Socioeconomically Disadvantaged	80.43	68.42	61.28
English Learners	77.78	67.95	50.76
Students with Disabilities	93.85	83.82	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.98	2.28	2.41	4.93	4.88	4.85	5.07	4.36	3.80
Expulsions	0.28	0.37	0.39	0.35	0.32	0.21	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Folsom High School. If a safety hazard has occurred, it is immediately reported and resolved. Safety plans are reviewed and revised during both the fall and spring semesters. There were 52 student accidents reported at our school in the 2014-15 school year.

Folsom High School participates in the "Hour Zero" emergency program. The emergency plans have been developed for almost every conceivable situation. Folsom High School's "emergency plan and procedures" and the school's unique "emergency supply bag in every classroom" program are considered to be a model program by the Sacramento County, Fire, Police and Community Agencies.

Folsom High School participates with the Fire and Police Departments in "full scale" drills and training exercises, provides tours of the school's facilities every summer for new Fire and Police Department personnel, conducts emergency drills every month (i.e., evacuation, lock-down, duck-and-cover), and posts the essential emergency procedures information in every classroom. The school's "emergency plan" books are placed on exhibit during "Back-to-School Night" at the beginning of each new school year. Another unique feature of Folsom's "emergency plan" is the school's partnership with the Folsom Police Department.

Date of Last Review/Update: 11/05/15

Date Last Reviewed with Staff: 11/05/15

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	75.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	34		13	50	29	12	28	39	30	11	16	53
Mathematics	31	6	24	29	30	12	17	38	30	10	22	39
Science	34		15	34	32	2	16	33	32	3	10	43
Social Science	33	1	15	30	29	8	16	32	29	10	8	41

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	545
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	N/A
Other	1.2	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,345	\$612	\$4,733	\$73,763
District	N/A	N/A	\$5,884.88	\$70,192
Percent Difference: School Site and District	N/A	N/A	-19.6	5.1
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	-11.5	3.1

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

Types of Services Funded (Fiscal Year 2014-15)

District Revenue Sources

In addition to general state funding, Folsom High 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), Carl Perkins, and Regional Occupation Program (ROP).

Data Sources

Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2013-14 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,642	\$43,062
Mid-Range Teacher Salary	\$61,036	\$67,927
Highest Teacher Salary	\$80,586	\$87,811
Average Principal Salary (Elementary)	\$102,573	\$110,136
Average Principal Salary (Middle)	\$113,511	\$115,946
Average Principal Salary (High)	\$122,415	\$124,865
Superintendent Salary	\$221,500	\$211,869
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	6	N/A
Social Science	7	N/A
All courses	27	.7

* Cells with N/A values do not require data. Where there are student course enrollments.

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. District-sponsored inservice 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 AB 742 (Teacher Training), trainings which increase the capacity of all staff to deliver a standards-based curriculum.

Folsom High teachers, administrators, and counselors utilize the Professional Learning Community (PLC) model to develop goals for the school year that are aligned with the school's WASC Action Plan and SPSA goals aligned with the district's LCAP. PLCs determine the professional learning necessary to support the achievement of the goals. Whole-staff professional development is provided when appropriate.

Instructional Aids receive professional development on a quarterly basis.

It is the goal of Folsom High 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. The counselor to pupil ratio is 1:545. The table lists the support service personnel available at Folsom High.