

Folsom High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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
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 (School Year 2016-17)

Folsom High School is a 9th through 12th grade comprehensive high school. Our student CBEDS enrollment in October of 2015 was 2,300 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 I Sierra Foothill 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; Link Crew; Gay-Straight Alliance (GSA); Global Program Studies (GPS); Hands 4 Hope; HBV/Live Cancer Awareness; History Day; Rotary Interact; Key Club; Mathletes; Media Productions; Muslim Student Association (MSA); National Honor Society; 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 2015-16)

Grade Level	Number of Students
Grade 9	623
Grade 10	619
Grade 11	547
Grade 12	511
Total Enrollment	2,300

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.5
Asian	15.6
Filipino	3.5
Hispanic or Latino	12
Native Hawaiian or Pacific Islander	0.2
White	61.1
Two or More Races	4
Socioeconomically Disadvantaged	14.7
English Learners	1.7
Students with Disabilities	9.5
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	86	92	97	1022
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	7	7	0	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.8	6.2
All Schools in District	94.5	5.5
High-Poverty Schools in District	95.2	4.8
Low-Poverty Schools in District	94.1	5.9

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 2016-17)

Year and month in which data were collected: 2016 September

Folsom-Cordova Unified held a Public Hearing on September 1, 2016, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill-StudySync, Pearson-iLit, Adoption Year 2016	Yes	0.0%
Mathematics	Holt-Rinehart & Winston, McDougal Littell, Houghton Mifflin, Pearson Glencoe, Prentice Hall, CPM Educational Program, Adoption Year 2014	Yes	0.0%
Science	Holt-Rinehart & Winston, Houghton Mifflin, Glencoe, Pearson, Wiley, Prentice Hall, 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	McDougal Littell, EMC Publishing, McGraw Hill, Pearson, Houghton Mifflin, Harcourt, Adoption Year 2002/2000	Yes	0.0%
Health	Holt, Rinehart & Winston, Glencoe, American Red Cross, Adoption Year 2007	Yes	0.0%
Visual and Performing Arts	McGraw Hill, Perfection Learning, Mel Bay, Davis Publications, 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: 10/18/2016

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/18/2016				
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			Boys Locker Room - baseboards needed, drinking fountain button missing (1 of 2)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/18/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 of the most recent FIT report: 10/18/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	74	80	55	58	44	48
Mathematics	59	65	46	49	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	531	527	99.3	79.5
Male	11	266	265	99.6	74.3
Female	11	265	262	98.9	84.7
Black or African American	11	21	21	100.0	47.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	11	--	--	--	--
Asian	11	80	80	100.0	91.3
Filipino	11	23	23	100.0	100.0
Hispanic or Latino	11	53	51	96.2	60.8
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	332	330	99.4	80.9
Two or More Races	11	19	19	100.0	73.7
Socioeconomically Disadvantaged	11	63	63	100.0	58.7
English Learners	11	--	--	--	--
Students with Disabilities	11	49	47	95.9	17.0
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	533	530	99.4	65.5
Male	11	266	265	99.6	63.4
Female	11	267	265	99.3	67.5
Black or African American	11	21	21	100.0	38.1
American Indian or Alaska Native	11	--	--	--	--
Asian	11	80	80	100.0	83.8
Filipino	11	23	23	100.0	87.0
Hispanic or Latino	11	55	53	96.4	41.5
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	332	331	99.7	65.9
Two or More Races	11	19	19	100.0	63.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	11	65	65	100.0	46.1
English Learners	11	--	--	--	--
Students with Disabilities	11	49	47	95.9	2.1
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83	83	85	73	70	68	60	56	54

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

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	560	538	96.1	84.9
Male	296	287	97.0	85.0
Female	264	251	95.1	84.9
Asian	92	92	100.0	90.2
Filipino	18	17	94.4	82.4
Hispanic or Latino	54	50	92.6	84.0
White	367	350	95.4	84.9
Two or More Races	17	17	100.0	76.5
Socioeconomically Disadvantaged	78	77	98.7	75.3
Students with Disabilities	53	49	92.5	38.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

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.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	925
% of pupils completing a CTE program and earning a high school diploma	73
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.27
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	64.6

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.7	18.9	61

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 (School Year 2016-17)

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.50	1.10	0.00	3.90	4.30	3.20	11.40	11.50	10.70
Graduation Rate	98.77	97.52	98.31	92.85	91.81	92.72	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	96	93	86
Black or African American	93	94	78
American Indian or Alaska Native	80	77	78
Asian	99	97	93
Filipino	92	97	93
Hispanic or Latino	89	87	83
Native Hawaiian/Pacific Islander	100	100	85
White	96	94	91
Two or More Races	100	86	89
Socioeconomically Disadvantaged	68	68	66
English Learners	33	80	54
Students with Disabilities	98	87	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.3	2.4	3.0	4.9	4.9	5.0	4.4	3.8	3.7
Expulsions	0.4	0.4	0.0	0.3	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 70 student accidents reported at our school in the 2015-16 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: 9/20/16

Date Last Reviewed with Staff: 9/20/16

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	12	28	39	30	11	16	53	31	20	21	54
Mathematics	30	12	17	38	30	10	22	39	30	13	12	48
Science	32	2	16	33	32	3	10	43	33	3	12	43
Social Science	29	8	16	32	29	10	8	41	30	10	10	40

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	766
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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,392	\$587	\$4,805	\$73,261
District	N/A	N/A	\$6246.36	\$73,348
Percent Difference: School Site and District	N/A	N/A	-23.1	-0.1
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	-15.4	-1.3

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

Types of Services Funded (Fiscal Year 2015-16)

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, CRANE, and CTEIG, SSP.

Data Sources

Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2014-15 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,424	\$44,958
Mid-Range Teacher Salary	\$64,088	\$70,581
Highest Teacher Salary	\$84,615	\$91,469
Average Principal Salary (Elementary)	\$110,654	\$113,994
Average Principal Salary (Middle)	\$122,683	\$120,075
Average Principal Salary (High)	\$135,735	\$130,249
Superintendent Salary	\$232,575	\$218,315
Percent of Budget for Teacher Salaries	40%	38%
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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	5	N/A
All courses	18	.02

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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 in-service and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and Teacher Training, which 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 1:766. The table lists the support service personnel available at Folsom High.