

Folsom High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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	Sarah Koligian, Ed.D.
E-mail Address	skoligian@fcusd.org
Web Site	www.fcusd.org

School Description and Mission Statement (School Year 2017-18)

Folsom High School is a 9th through 12th grade comprehensive high school. Our student CBEDS enrollment in October of 2016 was 2419 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; and 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 2016-17)

Grade Level	Number of Students
Grade 9	678
Grade 10	618
Grade 11	588
Grade 12	535
Total Enrollment	2,419

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.3
Asian	15.5
Filipino	3.1
Hispanic or Latino	13
Native Hawaiian or Pacific Islander	0.2
White	59.9
Two or More Races	4.3
Socioeconomically Disadvantaged	15
English Learners	1.9
Students with Disabilities	8.9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	92	97	98	1073
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	7	0	5	18

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017 November

Folsom-Cordova Unified held a Public Hearing on November 16, 2017, 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	Houghton Mifflin, McGraw Hill, Pearson, Cengage Learning, 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%
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: 9/18/2017

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2017 September				
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			Ceiling in girls locker room needs to be repaired - Work Order #43813 Walls and ceiling is being repaired in the Boys restroom in the multi - Work Order #44415
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			R/R used as storage. Roof is being used for hydroponics in the girls and boys restroom (Seta Second Floor).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Broken window in room #IP101 will be replaced by Ranch Glass

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2017 September				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	80	87	58	61	48	48
Mathematics (grades 3-8 and 11)	65	67	49	51	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	564	559	99.11	87.12
Male	304	301	99.01	87.04
Female	260	258	99.23	87.21
Black or African American	14	14	100	78.57
American Indian or Alaska Native	--	--	--	--
Asian	93	92	98.92	93.48
Filipino	17	16	94.12	100
Hispanic or Latino	80	80	100	75
Native Hawaiian or Pacific Islander	--	--	--	--
White	327	325	99.39	88
Two or More Races	28	27	96.43	88.89
Socioeconomically Disadvantaged	84	84	100	67.86
English Learners	18	18	100	38.89
Students with Disabilities	50	46	92	41.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	563	557	98.93	66.91
Male	303	299	98.68	68.46
Female	260	258	99.23	65.12
Black or African American	14	14	100	71.43
American Indian or Alaska Native	--	--	--	--
Asian	93	92	98.92	84.78
Filipino	17	16	94.12	68.75
Hispanic or Latino	80	80	100	53.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	326	323	99.08	66.15
Two or More Races	28	27	96.43	51.85
Socioeconomically Disadvantaged	84	83	98.81	49.4
English Learners	18	18	100	33.33
Students with Disabilities	50	47	94	12.77

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	83	85	70	68	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

The Career Technical Education (CTE) Programs at Folsom High School prepare students for success in college and careers. The CTE programs are offered in five industry sectors and eight pathways. The industry sectors include: Arts, Media & Entertainment, Business & Finance, Engineering & Architecture, Hospitality, Tourism & Recreation, and Information Technology. The programs concentrate on the following pathways: Digital, Visual & Media Arts, Production & Managerial Arts, Business Management, Engineering & Design, Environmental Engineering, Food Service & Hospitality, Software & Systems Development, and Games & Simulations.

The pathways are supported by two to three course sequences that offer rigorous, hands-on, project based learning. Some courses offer A-G college preparatory status, college credit, and are articulated with CSUS and community colleges.

The CTE courses include: Digital Art 1 & 2, AP Digital Art, Media Production 1 & 2, TV Occupations, Computer Applications, Introduction to Engineering Design, Principles of Engineering, Biotechnical Engineering, Foods & Nutrition, Culinary 2, Exploring Computer Science, Computer Science & Programming, Computer Animation and Game Design.

The development of student leadership, service and work based learning, are supported by two Career Technical Student Organizations. These include: FCCLA and SkillsUSA.

The CTE Advisory boards for each industry sector meet at least once a year, and are comprised of stakeholders, business partners, and college representatives.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	740
% of pupils completing a CTE program and earning a high school diploma	26
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.125

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.01
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	61.19

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.6	23.7	54.4

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1.1	0	0	4.3	3.2	3.3	11.5	10.7	9.7
Graduation Rate	97.52	98.31	98.78	91.81	92.72	92.64	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	95.3	90.31	87.11
Black or African American	88.89	81.9	79.19
American Indian or Alaska Native	100	90	80.17
Asian	95.74	92.77	94.42
Filipino	94.44	93.18	93.76
Hispanic or Latino	98.18	85.61	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	95	92.43	90.99
Two or More Races	95.45	87.27	90.59
Socioeconomically Disadvantaged	100	86.51	85.45
English Learners	77.78	63.53	55.44
Students with Disabilities	74.29	68.97	63.9
Foster Youth	0	100	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.4	3.0	3.0	4.8	5.0	4.3	3.8	3.7	3.6
Expulsions	0.4	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 twenty-seven (27) student accidents reported at our school in the 2016-17 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: September 26, 2017

Date Last Reviewed with Staff: September 26, 2017

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 2017-18)

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	2014-15				2015-16				2016-17			
	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	30	11	16	53	29	17	18	57	27	27	19	58
Mathematics	30	10	22	39	30	13	12	48	31	8	20	43
Science	32	3	10	43	33	3	12	43	32	4	14	42
Social Science	29	10	8	41	29	13	12	39	29	13	18	38

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	604.75
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.4	N/A
Social Worker	0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	N/A
Other		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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,756.75	\$744.58	\$5,012.17	\$78,282.02
District	N/A	N/A	\$6,894.71	\$74,930
Percent Difference: School Site and District	N/A	N/A	-27.3	4.5
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-23.8	0.6

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

Types of Services Funded (Fiscal Year 2016-17)

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).

Other Funding: Carl Perkins, CRANE, and CTEIG, SSP.

Data Sources: Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2016-17 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$48,522
Mid-Range Teacher Salary	\$66,972	\$75,065
Highest Teacher Salary	\$91,606	\$94,688
Average Principal Salary (Elementary)	\$117,624	\$119,876
Average Principal Salary (Middle)	\$128,204	\$126,749
Average Principal Salary (High)	\$139,594	\$135,830
Superintendent Salary	\$232,575	\$232,390
Percent of Budget for Teacher Salaries	39%	37%
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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	3	N/A
All courses	14	23.2

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.

In addition, Folsom High School 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 1:604.