

# Folsom High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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 2018-19)**

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

<b>District Contact Information</b>	
<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Sarah Koligian, Ed.D.
<b>E-mail Address</b>	skoligian@fcusd.org
<b>Web Site</b>	www.fcusd.org

### **School Description and Mission Statement (School Year 2018-19)**

Folsom High School is a 9th through 12th grade comprehensive high school. Our student California Basic Educational Data System (CBEDS) enrollment in October of 2017 was 2426 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 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 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	651
<b>Grade 10</b>	654
<b>Grade 11</b>	558
<b>Grade 12</b>	563
<b>Total Enrollment</b>	2,426

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.3
Asian	17.4
Filipino	3.1
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.2
White	57.0
Socioeconomically Disadvantaged	18.6
English Learners	2.1
Students with Disabilities	9.1
Foster Youth	0.0

**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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	97	98	93	962
Without Full Credential	0	0	5	11
Teaching Outside Subject Area of Competence (with full credential)	0	5	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 2018-19)**

**Year and month in which data were collected:** 2018 November

Folsom Cordova Unified held a Public Hearing on September 20, 2018, 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
<b>Reading/Language Arts</b>	McGraw Hill, StudySync, 2015 Pearson, iLit,2016	Yes	0.0%
<b>Mathematics</b>	Cengage Learning,2006,2013,2014,2017,2018 Houghton Mifflin, 2002, 2008 Pearson, 2012 McGraw Hill Company 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009	Yes	0.0%
<b>Science</b>	Oxford Press University, 2014 Benjamin Cummings, 2016 Person, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Globe Fearon, 2000	Yes	0.0%
<b>History-Social Science</b>	Wadsworth Publishing, 2010 Hold McDougal. 2010 McGraw Hill, 2015	Yes	0.0%
<b>Foreign Language</b>	EMC, 2014 Saint Paul: EMC, 2015 Pearson, 2015	Yes	0.0%
<b>Health</b>	Holt, Rinehaert, Winston McGraw Hill 2011 Pyramid Educational Consultants 2015	Yes	0.0%
<b>Visual and Performing Arts</b>	Davis, 2006 Pearson, 2017 Adobe, 2017 perfection Learning,2004	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 nine portables, a gym, a multipurpose room/cafeteria, a library, a theater, 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: 10/18/2018

**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: 2018 November		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 2018 November	
Overall Rating	Exemplary

## 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	87.0	83.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	67.0	66.0	51.0	53.0	37.0	38.0

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.

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

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	525	522	99.43	82.95
Male	291	290	99.66	76.90
Female	234	232	99.15	90.52
Black or African American	20	20	100.00	70.00
American Indian or Alaska Native	--	--	--	--
Asian	84	84	100.00	90.48
Filipino	21	20	95.24	90.00
Hispanic or Latino	63	62	98.41	74.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	311	310	99.68	83.23
Two or More Races	21	21	100.00	80.95
Socioeconomically Disadvantaged	89	88	98.88	71.59
English Learners	--	--	--	--
Students with Disabilities	40	39	97.50	48.72

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	527	520	98.67	65.77
Male	291	288	98.97	61.81
Female	236	232	98.31	70.69
Black or African American	20	20	100	45
American Indian or Alaska Native	--	--	--	--
Asian	85	84	98.82	83.33
Filipino	21	20	95.24	95
Hispanic or Latino	64	62	96.88	40.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	311	309	99.36	65.05
Two or More Races	21	20	95.24	70
Socioeconomically Disadvantaged	89	88	98.88	50
English Learners	--	--	--	--
Students with Disabilities	42	40	95.24	12.5

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

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 2017-18)

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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	63.2

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.1	26.7	55.4

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 school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.0	0.0	0.0	3.2	3.3	2.8	10.7	9.7	9.1
Graduation Rate	98.3	98.8	98.3	92.7	92.6	91.4	82.3	83.8	82.7

For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	96.1	91.3	88.7
Black or African American	90.9	84.5	82.2
American Indian or Alaska Native	100.0	66.7	82.8
Asian	95.1	96.2	94.9
Filipino	100.0	93.0	93.5
Hispanic or Latino	98.1	81.6	86.5
Native Hawaiian/Pacific Islander	100.0	76.9	88.6
White	94.4	93.8	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	98.3	83.4	88.6
English Learners	83.3	52.7	56.7
Students with Disabilities	88.9	70.6	67.1
Foster Youth	0.0	50.0	74.1

### 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.0	3.0	4.9	5.0	4.3	5.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.3	0.2	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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 Forty-six (46) student accidents reported at our school in the 2017-18 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 27, 2018

Date Last Reviewed with Staff: September 27, 2018

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16				2016-17				2017-18			
	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	29.0	17	18	57	27.0	27	19	58	27.0	26	17	63
Mathematics	30.0	13	12	48	31.0	8	20	43	30.0	14	18	45
Science	33.0	3	12	43	32.0	4	14	42	32.0	2	18	40
Social Science	29.0	13	12	39	29.0	13	18	38	30.0	11	16	42

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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	612.25
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	1.5	N/A
Social Worker	0	N/A
Nurse	0.8	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,267.88	\$782.42	\$5,485.46	\$77,020.91
District	N/A	N/A	\$7,534.42	\$74,778
Percent Difference: School Site and District	N/A	N/A	-31.5	3.0
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-26.0	-3.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

### 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 2017-18 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$49,512
Mid-Range Teacher Salary	\$66,972	\$77,880
Highest Teacher Salary	\$91,606	\$96,387
Average Principal Salary (Elementary)	\$116,484	\$123,139
Average Principal Salary (Middle)	\$131,447	\$129,919
Average Principal Salary (High)	\$132,840	\$140,111
Superintendent Salary	\$249,366	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	5	N/A
Science	4	N/A
Social Science	13	N/A
All courses	33	25.4

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)

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FCUSD provides up to three professional development days for certificated staff for the current year and the last two years.

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide 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.

Professional Development Days	2015-16	2016-17	2017-18
Folsom High School	2	2	3