Folsom High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Email Address	hcadenhead@fcusd.org
Website	http://www.fcusd.org/fhs
County-District-School (CDS) Code	34673303433216

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2020-2021)

School Vision and Mission:
Folsom High School provides a high-quality learning environment in which all students develop the knowledge, skills, and personal attributes necessary to become responsible, productive, and contributing members of a democratic society.

We are a dynamic and adaptable team dedicated to:

- Improving the quality of education as we work and learn together in a safe, supportive, challenging, and inspiring environment.
- Creating in each person a sense of community and ownership.
- Producing responsible citizens, collaborative workers, constructive thinkers, quality producers and performers, effective communicators, and self-directed learners.
- Mastering the skills necessary in a technologically sophisticated and interdependent global community.
- Developing self-discipline to encourage choices that lead to positive outcomes.
- Realizing that learning is a rewarding and life-long process.

School & Community Profile:
Guided by the highest expectations, Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st century.

Folsom Cordova Unified School District encompasses an area northeast of downtown Sacramento, California. Its boundaries include the cities of Folsom and Rancho Cordova, both of which adjoin Highway 50, which leads east to Lake Tahoe. Folsom High School is located in a community with about 78,000 residents.

Folsom High School is one of the district's three comprehensive high schools. Our district is made up of 33 schools, including 19 elementary schools, 4 middle schools, plus continuation high schools, adult education and other service centers. The ethnic distribution of Folsom High School (FHS) is:

White: 56%
African- American: 2%
Asian: 31%
Hispanic: 10%
Other: 1%

Number of teaching faculty: 101
Number of counselors: 5

Current enrollment in grades 9-12 is approximately 2600. Current size of the 12th grade class is 598.
The academic calendar is two semesters. Classes meet four days per week on a modified block schedule. Two days a week, classes are 58 minutes each. One day a week, classes are 41 minutes each. On a block day, classes are 101 minutes in duration.

In 2015, Folsom High School was granted a six-year accreditation through the Western Association of Secondary Schools and Colleges.

Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged, and welcomed.

Special Features and Range of Curriculum Offered:

Social Science
World Cultures, Global Perspective Studies (GPS) World Cultures, Advanced Placement (AP) European History, U.S. History, GPS U.S. History, AP U.S. History, Economics, Government, AP Government, AP Human Geography and AP Psychology.

Math
Foundations of Integrated Math 1, Integrated Math 1, Foundations of Integrated Math 2, Integrated Math 2, Foundations of Integrated Math 3, Integrated Math 3, Personal Business Finance, Trigonometry, Statistics/Problem Solving, AP Statistics, Highlights of Calculus, AP Calculus AB, AP Calculus BC, Advanced Financial Algebra

Science
Biology, AP Biology, Chemistry, Honors Chemistry, AP Chemistry, Forensics, Physics, AP Physics, AP Environmental Science and Human Anatomy and Physiology

English
English 1-4; Honors English 1-2; AP English Language, AP English Lit, GPS English 9, GPS English 12, English Reading and Writing Curriculum 12 (CSU aligned) AP Seminar and AP Research.

World Language
Spanish 1-4, AP Spanish Language; French 1-3, AP French, Language; German 1-3, AP German Language

Visual & Performing Arts
Drama 1-4, Drawing/Painting 1-3, AP Studio Art: Digital & Drawing/Painting, 3-D Design 1-3, Digital Art 1-2, Media Production 1-2, Fashion Design, Concert Band, Guitar, Orchestra, Jazz Band, Choirs: Beginning, Concert, Chamber and Jazz, Film as Visual Literature, Speech and Debate 1-2, GPS Intercultural Speech Communication, Introduction to Technical Theater

Career and Technical Education (CTE) Pathways:
Media, Game Design, Computer Science, Product Innovation and Design, Advanced Manufacturing, Engineering

Global curriculum and co-curricular opportunities through Global Perspective Studies (GPS)

Accelerated College Entrance (ACE) credit at California State Universities may be earned in the following courses: Media Production, French 3, AP French, German 3, AP German, AP US History, Spanish 3, Spanish 4, AP Spanish, Speech and Debate 2, and Computer Science and Programming.

Percent of 12th graders (2019) who took the SAT: 50%
Overall mean score of each of the test sections:
ERW = 610 Math = 618

2019 CAASPP Math = 65% proficient
2019 CAASPP English = 85% proficient

Percent of 12th graders (2019) taking ACT test: 25%
Average composite score = 26.9 (2019 graduating class)

Percent of high school seniors continuing their education:
Universities/four-year colleges: 44%
Two-year colleges: 51%
Technical/Military: 5%
(Based upon student self-reporting in Naviance)

Culture and Climate:
Folsom High School fosters an inclusive climate where wide varieties of opportunities are available to all students. Approximately 57 student clubs (club list available on the FHS web page) are offered along with a full range of athletic opportunities. Folsom High annually has 800-900 student-athletes.

A significant majority of FHS students report that they feel a significant level of connectedness to the school as measured by the California Healthy Kids Survey (CHKS).

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	655
Grade 10	657
Grade 11	628
Grade 12	608
Total Enrollment	2,548

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.3
Asian	21.3
Filipino	3
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.5
White	51.9
Two or More Races	6.4
Socioeconomically Disadvantaged	17.2
English Learners	2.8
Students with Disabilities	9.3
Foster Youth	0
Homeless	1.4

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	93	96	9	1047
Without Full Credential	5	4	3	7
Teaching Outside Subject Area of Competence (with full credential)	0	2	2	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020 August

Folsom Cordova Unified held a Public Hearing on September 24, 2020, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, 2015, Pearson, iLit, 2016	Yes	0.0%
Mathematics	Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018 Houghton Mifflin, 2002, 2007, 2008 Pearson, 2006, 2007, 2012 McGraw Hill Company, 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009, 2014 Haese Mathematics, 2012, 2019 Oxford University Press, 2012, 2019	Yes	0.0%
Science	Oxford Press University, 2014 Benjamin Cummings, 2016 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Biozone International, 2018	Yes	0.0%
History-Social Science	Oxford University Press, 2012 Hodder Education. 2012, 2013, 2015 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019	Yes	0.0%
Foreign Language	EMC, 2011, 2012, 2013, 2014 Saint Paul: EMC, 2015 Pearson, 2012, 2015	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Goodheart Wilcox 2021	Yes	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2008	Yes	0.0%

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

School Facility Conditions and Planned Improvements

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: October 6, 2020

School Facility Good Repair Status
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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	85	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	65	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	28	N/A	44	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 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; Exploring Computer Science; Computer Science & Programming; Computer Animation and Game Design; Product Innovation, Design and Manufacturing; Advanced Manufacturing.

The development of student leadership, service and work based learning, are supported by two Career Technical Student Organizations. These include Family, Career and Community Leaders of America 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	897
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.5

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	5.3

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.53
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	64.13

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 does not 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 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.

Parents have recently served on the school's Positive Behavior, Intervention and Support/Challenge Success team that has worked with Stanford University to improve the achievement and health of all students.

Parents are also serving as parent representatives on the school's Culture and Diversity Student Council, which includes 87 students, 5 teachers, 2 counselors, 2 administrators, 1 mental health specialist and 3 parents.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0	0.2	0.4	2.8	2.2	2.2	9.1	9.6	9
Graduation Rate	98.3	96.2	97.2	91.4	90.6	90.2	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.9	4.2	5.0	4.2	3.5	3.5
Expulsions	0.3	0.3	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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.

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.

Fifty-seven student accidents were reported during the 2019-2020 school year.

Date of Last Review/Update: September 3, 2020
Date Last Reviewed with Staff: September 3, 2020

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	27	26	17	63	28	26	13	67	27	23	18	62
Mathematics	30	14	18	45	30	13	14	52	30	13	25	43
Science	32	2	18	40	32	3	13	45	33	1	21	44
Social Science	30	11	16	42	28	13	13	45	31	7	11	48

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	509.6

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,235	$806	$5,429	$79,539
District	N/A	N/A	$ 7,737.03	$77,434
Percent Difference - School Site and District	N/A	N/A	-35.1	2.7
State	N/A	N/A	$7,750	$84,577
Percent Difference - School Site and State	N/A	N/A	-35.2	-6.1

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

Types of Services Funded (Fiscal Year 2019-2020)

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 II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2019-20 school year SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,490	$52,484
Mid-Range Teacher Salary	$69,339	$81,939
Highest Teacher Salary	$94,844	$102,383
Average Principal Salary (Elementary)	$122,637	$129,392
Average Principal Salary (Middle)	$136,015	$136,831
Average Principal Salary (High)	$137,192	$147,493
Superintendent Salary	$242,400	$254,706
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	2	N/A
Foreign Language	4	N/A
Mathematics	7	N/A
Science	8	N/A
Social Science	14	N/A
All courses	43	28.4

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Folsom Cordova Unified School District has provided up to two 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 and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers and site level academic, reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

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 Western Association of Schools and Colleges (WASC) Action Plan and School Plan for Student Achievement (SPSA) goals aligned with the district's Local Control and Accountability Plan (LCAP). Folsom High developed a Professional Development team comprised of one teacher representative from each academic area. This group meets on a monthly basis to develop a plan for delivering differentiated professional development to all teachers. Whole-staff professional development is provided when appropriate. Instructional Aids receive professional development on a monthly basis.