Folsom High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page 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.
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.

2022-23 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
Email Address	hcadenhead@fcusd.org
School Website	www.fcusd.org/fhs
County-District-School (CDS) Code	34673303433216

2022-23 District Contact Information

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

2022-23 School Overview

Vision:
Balance in pursuit of excellence

Mission:
Folsom High School provides an academically rigorous and emotionally supportive culture where all students have the opportunity to develop the skills necessary to succeed in a diverse, global society

SLOs:
Folsom High School students will become life-long learners, critical thinkers, effective communicators, and globally responsible citizens

Life-Long Learners:
Students will value and develop the skills necessary to support life-long learning

Critical Thinkers:
Students will develop critical thinking skills necessary for success in a competitive, global society

Effective Communicators:
Students will develop effective speaking, writing, and listening skills

Globally Responsible Citizens:
Students will develop environmental and community responsibility

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.

2022-23 School Overview

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 35 schools, including 20 elementary schools, 4 middle schools, plus continuation high schools, adult education, and other service centers. The ethnic distribution of Folsom High School (FHS) is:

Federal Ethnicity and Race as of 9/8/2022
White: 45%
Black/African American: 2%
Asian: 28%
Hispanic: 15%
Other: 10%

Number of teaching faculty: 107
Number of counselors: 5

Enrollment as of 12/5/2022
9th- 714
10th- 715
11th- 669
12th- 605

During the 2021-2022 school year, 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, Design and Manufacturing, Engineering, Digital Art

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

2022-23 School Overview

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.

A-G Completion: 67% of graduating seniors completed a-g requirements.

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

2022 CAASPP Math = 56% proficient
2022 CAASPP English = 87% proficient

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

2021-2022 Percent of high school seniors continuing their education (self-reported):
4-year college: 45%
2-year college: 36%
Technical/Military/Work/Other: 19%

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 850-900 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).

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	701
Grade 10	715
Grade 11	627
Grade 12	632
Total Enrollment	2,675

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.3
Asian	22.8
Black or African American	2.4
Filipino	3.4
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	8.1
White	48.1
English Learners	3.7
Foster Youth	0.1
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	15.2
Students with Disabilities	9.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	84.90	83.31	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	1.92	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	1.66	11.60	1.24	12115.80	4.41
Unknown	13.30	13.10	88.40	9.48	18854.30	6.86
Total Teaching Positions	102.00	100.00	933.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.30	
Local Assignment Options	0.30	
Total Out-of-Field Teachers	1.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will held a Public Hearing on August 25, 2022 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.

Year and month in which the data were collected	2022 August

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 Apex 2019, 2020	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 Apex 2019, 2020	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 Apex 2019, 2020	Yes	0.0%
History-Social Science	Oxford University Press, 2012 Hodder Education. 2012, 2013, 2015, 2016 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019 Apex 2019, 2020	Yes	0.0%
Foreign Language	Oxford University Press, 2019 EMC, 2011, 2012, 2013, 2014, 2019, 2020 Saint Paul: EMC, 2015 Pearson, 2012, 2015 Apex 2019, 2020	Yes	0.0%
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016	Yes	0.0%

	Goodheart Wilcox 2021 Apex 2019, 2020		
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2008 Apex 2019, 2020	Yes	0.0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Folsom High School/Folsom Lake High is located along Highway 50 and serves the growing city of Folsom in Sacramento County. Single family homes, apartments, and business structures continue to be built at a rapid pace. A new community, Folsom Ranch, is currently under development on the south side of Highway 50 and is expected to add 10,000 new homes, a new high school, middle school, and five elementary schools over the next decade or so. FHS, built-in 1922, was the first high school within FCUSD and moved to the present campus in the fall of 1998. The campus sits on sixty-five landscaped acres abutting a reservoir and includes several athletic facilities and fields as well as a professional theater. Even though the facility is 22 years old, it maintains an overall good state of repair, and many who see the campus for the first time mistake it for a community college. The school includes a Learning Resource Center (library), TV studio, theater complex, stadium complex, seven computer labs, two gymnasiums, weight room, dance room, science labs, food service area, and many academic classrooms. In November of 2014, the Folsom Community overwhelmingly passed the Measure G schools bond in order to support the addition of new school facilities and to support facility upgrades, technology, and infrastructure updates. In the summer of 2017, Folsom High School added the Measure G funded auxiliary gymnasium and physical education classroom. Additionally, the bond funded the installation of 80-inch televisions or projectors, Apple TVs, and iPads in every instructional space on campus. Our new Career Technical Education (CTE) building was completed in August of 2020. The new CTE building houses the Manufacturing and Product Development, computer science, engineering and architect pathways,

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 ensure 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 28, 2022

Year and month of the most recent FIT report	2022 October

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	85	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	58	N/A	48	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	605	599	99.01	0.99	85.45
Female	294	291	98.98	1.02	88.32
Male	311	308	99.04	0.96	82.74
American Indian or Alaska Native	--	--	--	--	--
Asian	162	161	99.38	0.62	93.79
Black or African American	11	11	100.00	0.00	54.55
Filipino	18	18	100.00	0.00	94.44
Hispanic or Latino	99	97	97.98	2.02	76.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00	0.00	73.81
White	267	264	98.88	1.12	86.36
English Learners	14	13	92.86	7.14	38.46
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	11	100.00	0.00	72.73
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	65	98.48	1.52	79.69
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	50	47	94.00	6.00	36.17

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	602	588	97.67	2.33	57.65
Female	293	286	97.61	2.39	54.90
Male	309	302	97.73	2.27	60.26
American Indian or Alaska Native	--	--	--	--	--
Asian	162	160	98.77	1.23	85.00
Black or African American	11	11	100.00	0.00	36.36
Filipino	18	18	100.00	0.00	66.67
Hispanic or Latino	96	90	93.75	6.25	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00	0.00	39.53
White	267	261	97.75	2.25	50.57
English Learners	14	13	92.86	7.14	15.38
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	11	100.00	0.00	36.36
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	64	96.97	3.03	39.06
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	50	45	90.00	10.00	15.56

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	49.2	NT	44.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1165	1126	96.65	3.35	49.2
Female	593	574	96.8	3.2	45.3
Male	571	551	96.5	3.5	53.18
American Indian or Alaska Native	--	--	--	--	--
Asian	291	282	96.91	3.09	72.34
Black or African American	26	26	100	0	19.23
Filipino	38	38	100	0	57.89
Hispanic or Latino	162	152	93.83	6.17	36.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	87	85	97.7	2.3	44.71
White	552	535	96.92	3.08	42.43
English Learners	20	18	90	10	0
Foster Youth	--	--	--	--	--
Homeless	20	19	95	5	21.05
Military	--	--	--	--	--
Socioeconomically Disadvantaged	121	113	93.39	6.61	30.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	62	88.57	11.43	17.74

2021-22 Career Technical Education Programs

Folsom Cordova Unified School District defines its career pathways following the 12 Elements of High Quality CTE Programs and the requirements of Perkins V (Strengthening Career and Technical Education for the 21st Century Act). The Career Technical Education (CTE) Programs at Folsom High School prepare students for college and career readiness. The CTE programs are offered in five industry sectors and eight pathways. The industry sectors include Arts, Media & Entertainment, Engineering & Architecture, Information & Communication Technology, Manufacturing & Product Development, and Marketing. The programs concentrate on the following pathways: Graphic Design, Film/Video Production, Architectural Design, Engineering Technology, Games & Simulations, Systems Programming, Product Innovation & Design, and Entrepreneurship.

Pathways are supported by two to three course sequences that offer rigorous, hands-on, project-based learning. The courses offer A-G college preparatory status and early college credit through California State University Sacramento, community colleges, and AP exams.

CTE courses include Digital Art 1, Digital Art 2, AP Digital Art, Video Production 1, Video Production 2, TV Occupations, Introduction to Engineering Design (Project Lead the Way), Honors Principles of Engineering (Project Lead the Way), Honors Civil Engineering & Architecture (Project Lead the Way), Advanced Drafting & Architecture, Exploring Computer Science, Computer Science & Programming, AP Computer Science A, Computer Animation & Game Design, Manufacturing & Product Design, Advanced Manufacturing & Product Design, Honors Manufacturing & Product Design, and Entrepreneurship.

Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios, industry certifications, and other means. Summer work-based learning is available through the District's CTE Summer Preceptorship Program.

The support and development of student leadership, professional skills, service learning, and work based learning is supported by two Career Technical Student Organizations: DECA and SkillsUSA.

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

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	889
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.42
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	69.70

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97%	98%	99%	98%	99%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 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.

2022-23 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.8	0.3		2.7	2.9		8.9	7.8
Graduation Rate		96.7	96.4		91.1	92.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	612	590	96.4
Female	323	318	98.5
Male	288	271	94.1
American Indian or Alaska Native	--	--	--
Asian	135	133	98.5
Black or African American	18	17	94.4
Filipino	24	23	95.8
Hispanic or Latino	73	68	93.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	45	44	97.8
White	313	301	96.2
English Learners	18	15	83.3
Foster Youth	--	--	--
Homeless	24	22	91.7
Socioeconomically Disadvantaged	145	138	95.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	53	36	67.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2794	2746	363	13.2
Female	1396	1365	182	13.3
Male	1397	1380	180	13.0
American Indian or Alaska Native	7	7	1	14.3
Asian	622	619	34	5.5
Black or African American	70	67	14	20.9
Filipino	94	92	0	0.0
Hispanic or Latino	419	407	69	17.0
Native Hawaiian or Pacific Islander	19	19	3	15.8
Two or More Races	229	224	33	14.7
White	1334	1311	209	15.9
English Learners	111	107	14	13.1
Foster Youth	7	7	2	28.6
Homeless	44	41	18	43.9
Socioeconomically Disadvantaged	491	471	114	24.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	282	274	76	27.7

C. Engagement	State Priority: School Climate

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.57	3.25	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.30	3.15	0.20	4.04	0.20	3.17
Expulsions	0.00	0.04	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.15	0.04
Female	1.93	0.07
Male	4.37	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.13	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.82	0.24
Native Hawaiian or Pacific Islander	5.26	0.00
Two or More Races	3.49	0.00
White	3.67	0.00
English Learners	8.11	0.00
Foster Youth	0.00	0.00
Homeless	6.82	0.00
Socioeconomically Disadvantaged	5.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.80	0.00

2022-23 School Safety Plan

The 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. 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 2021-2022 school year.

Date of Last Review/Update: September 8, 2022
Date Last Reviewed with Staff: September 8, 2022

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	23	18	62
Mathematics	30	13	25	43
Science	33	1	21	44
Social Science	31	7	11	48

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	18	20	61
Mathematics	30	13	30	41
Science	34		13	53
Social Science	32	3	14	47

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	21	28	56
Mathematics	30	14	17	54
Science	34		20	47
Social Science	33	4	17	45

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	535

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,106	$908	$5,198	$82,215
District	N/A	N/A	$7,825.21	$80,585
Percent Difference - School Site and District	N/A	N/A	-40.3	2.0
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	-23.7	-7.2

2021-22 Types of Services Funded

In addition to general state funding, Folsom High receives state and federal funding from the following categorical funds and other support programs: Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$42,116	$54,370
Mid-Range Teacher Salary	$72,125	$82,681
Highest Teacher Salary	$98,654	$106,610
Average Principal Salary (Elementary)	$133,273	$135,283
Average Principal Salary (Middle)	$136,712	$141,244
Average Principal Salary (High)	$147,263	$152,955
Superintendent Salary	$252,138	$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	26.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	2
Foreign Language	4
Mathematics	7
Science	10
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	47

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2