

# **Folsom Hills Elementary 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 Hills Elementary School
Street	106 Manseau Drive
City, State, Zip	Folsom, CA 95630
Phone Number	916.294.9135
Principal	Shawn Michael Lundberg
Email Address	slundber@fcusd.org;vcackler@fcusd.org
Website	<a href="http://www.fcusd.org/fhe">http://www.fcusd.org/fhe</a>
County-District-School (CDS) Code	34673306109755

### 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)

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#### School Vision and Mission:

Folsom Hills Elementary School, via its internal professional learning communities, guiding coalitions, and multi-tiered support system groupings, has created a vision for all students to succeed at their highest academic, social, and emotional potential.

Our school wide academic program is based on clearly defined standards and high expectations for all students academically, emotionally, and behaviorally. Staff collaborate using up to date curriculum, professional development, and interventions to support students at risk closing the achievement gap and creating an environment for student success. Professional Learning Communities and their interconnected communication and collaborative strategies, have redefined our approach to ensuring this vision is implemented with fidelity.

Folsom Hills is a safe, healthy learning environment based on a belief that students learn to be accountable for their behavior to assure a successful school experience. Parents and the public are encouraged to be involved with the school program through our Parent Teacher Association, School Site Council, and classroom volunteer programs CAP [ceramics], FAME [artists and composers], class buddy groups [peer mentoring], PC Pals [private outside companies, such as Intel offering mentoring], etc.)

The district-adopted academic curriculum provides for both basic skills and enrichment in the regular classrooms. The staff and parents of Folsom Hills students have worked hard to create an academically and socially rich elementary school setting, in which our students strive for social and academic success in a culturally and socioeconomically diverse society.

## School & Community Profile:

Folsom Hills is an elementary school in Folsom, California, serving Pre-K through 5th grade students and families. In a typical school year, Folsom Hills serves approximately 600 students. Students come from a variety of surrounding neighborhoods, primarily The Parkway, Briggs Ranch, and Willow Creek. Numerous students also join us from throughout the district as well, due to our Foreign Language Elementary School (FLES) program, aka known as the Spanish Magnet program.

Unique for 2020-2021, is the fact that Folsom Hills is split into two separate groupings due to the COVID-19 virus: live/in person instruction or virtual/remote instruction. This set of circumstances provides a unique chance for Folsom Hills students and teachers to experience view and interact with students and teachers in a new format. Inter-weaved throughout this document will be references to this set unique situation, and it should be noted that while students are being taught in a different format, each student is still taught by a Folsom Hills teacher, and the administrative support team remains the same, no matter what program they are utilizing.

If an individual were to look into any of the 35 classrooms at Folsom Hills and our sister campuses, they would normally find parent volunteers, along with teachers, assisting students with both academic and social goals and benchmarks. One would also see specially trained parent CAP (ceramics) docents, FAME (artists and composers) docents, science docents, and Intel volunteer matching grant volunteers working with the students. PC Pals are onsite several times each trimester, and community programs - from the police and fire departments, to local businesses - are a positive and engaged presence on campus. However, due to COVID-19, all volunteer and parent interactions onsite are prohibited until further notice, to ensure student and staff safety.

Folsom Hills' end-goal is to prepare our students to become responsible citizens and productive, caring members of the world at large. Folsom Cordova's strong educational leadership team works hard to support each student academically and emotionally. Opportunities for differentiated instruction are available for each student, including those identified for Gifted and Talented Education, Specialized Academic Instruction, or Intervention; instructional intervention and enrichment programs are offered to insure all students are supported in meeting grade level standards in reading and math. Multi-tiered support systems English/language arts groupings, iReady, small group math instruction, intervention, and early/late friend times for grades K-2 all assist with this goal. While currently not implemented in a traditional manner, due to COVID-19, teachers are adapting the new schedule and expectations to continue the small group model, when possible.

The Folsom Hills' team believes that a positive school culture must be provided to all students, coupled with an academically challenging curriculum (and all in a caring and positive school environment). Experienced teachers and support staff, coupled with professional learning communities' groupings consisting of Grade Level Teams, Safety, Positive Behavior and Intervention Systems, Foreign Language - Elementary School/Spanish Magnet, and Project Lead the Way, all contribute to this over-arching goal. A strong, school-wide Positive Behavior Intervention Systems program utilizing the "Friendly Fox Five" (Be Respectful, Be Responsible, Be Safe, Be Friendly, Be Productive) standards acknowledges the work of students in creating a healthy and safe learning environment, with FoxPoints, prize wheel spins, Super Fox Awards, and other school-wide incentives being used as reinforcements.

Our active Student Council provides awareness of the importance of community service for all children at Folsom Hills. Folsom Hills is well known for its strong, supportive parent community. In addition to classroom volunteers, parents also serve on our Site Council, which assists with important curriculum, budget, and facility decisions. Our Parent Teacher Organization plans numerous activities that serve as a positive bond between home and school, and provides financial support for our many programs. Parent involvement is the focus of our Parent Teacher Organization. We are pleased to say that our PTA membership is one of the highest in the Third District Council. PTA is improving the quality of instruction by providing funds for field trips, equipment for student productions, technology, books, and other instructional activities, as well as paying for our Project Lead the Way curriculum, and supporting our Spanish Magnet staff and students.

**Contact Information:**

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Vicky Cackler - Administrative Assistant at [vcackler@fcusd.org](mailto:vcackler@fcusd.org), Tracy Kraakevik - School Clerk at [tkraakevik@fcusd.org](mailto:tkraakevik@fcusd.org) or Shawn Michael Lundberg - Principal at [slundber@fcusd.org](mailto:slundber@fcusd.org). Folsom Hills encourages parent and community involvement and welcomes the comments of all parties.

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	104
Grade 2	77
Grade 3	105
Grade 4	89
Grade 5	91
<b>Total Enrollment</b>	<b>562</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	8.9
Filipino	0.5
Hispanic or Latino	18.3
White	61.4
Two or More Races	10
Socioeconomically Disadvantaged	6.6
English Learners	3.4
Students with Disabilities	11.6
Homeless	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

## Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	28	26	25	1047
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	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	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 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	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

Folsom Hills Elementary was originally constructed in 1991 and is comprised of 35 classrooms, a multipurpose room/cafeteria, library, staff lounge, and three playgrounds (Kindergarten, primary and intermediate). Starting in May of 2019, Folsom Hills Elementary began a full-scale modernization, which included a complete remodel of the administrative offices, multipurpose room and rooms 1-18, plus the student care building. Rooms 19-33 (currently housed in portables) have been replaced with modular buildings. All grounds were redone, and the completion date was January of 2020.

The principal works daily with the custodial staff to ensure that the cleaning of the school is completed to provide a clean and safe environment for everyone. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner, though while undergoing modernization, this was a collaborative effort with the contractor and sub-contractors. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. 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: 10/08/2020

**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
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	The lights in the library come on when they aren't supposed to. Project manager to submit warranty work order for updated software/repair.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	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)	77	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	67	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
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)	50	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.

**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)**

In a typical year, if an individual were to look into any classroom at Folsom Hills, they would find parent volunteers, along with teachers, assisting students with both academic and social goals and benchmarks. One would also see specially trained parent CAP (ceramics) docents, FAME (art) docents, science docents, and Intel VMG volunteers working with the students. Parent involvement is the focus of our Parent Teacher Association (PTA) activities. We are pleased to say that our PTA membership is one of the highest in the Third District Council. PTA is improving the quality of instruction by providing funds for field trips, equipment for student productions, technology, books, and other instructional activities, as well as paying for full time library services.

Unfortunately, due to COVID-19, onsite involvement is not possible for 2020-2021. However, parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact one of the following staff members for virtual equivalents:

- Vicky Cackler - Administrative Assistant at [vcackler@fcusd.org](mailto:vcackler@fcusd.org)
- Tracy Kraakevik - School Clerk at [tkraakevik@fcusd.org](mailto:tkraakevik@fcusd.org)
- Fabienne Johansson - Parent Coordinator at [fjohansson@fcusd.org](mailto:fjohansson@fcusd.org)
- Shawn Michael Lundberg - Principal at [slundber@fcusd.org](mailto:slundber@fcusd.org)

Folsom Hills encourages parent and community involvement and welcomes the comments of all parties.

**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	0.7	0.2	5.0	4.2	3.5	3.5
Expulsions	0.0	0.0	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)**

There were four (4) student accidents reported at our school in the 2019-2020 school year. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every third day, and due to COVID-19, sanitized twice each day in between cohort groups in the morning and afternoon, and then again after school hours. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. Emergency plans have been developed in case a threatening situation should arise. A FIT report is submitted to the district office on a monthly basis. Please note that for 2020-2021 Folsom Hills, along with all other FCUSD elementary sites is coping with new rules, regulations, and policies due to COVID-19. This supplement (WWSP) which Folsom Hills' teachers and students follow is a separate entity to that of our typical safety plan.

Folsom Hills is very concerned with safety. Safety is addressed in a variety of methods. Folsom Hills has a strong and positive relationship with the Folsom Police Department. Our Comprehensive Safe School Plan is updated each year and is posted in a visible place in our front office. Our well-equipped Crisis Response Box is updated each fall and spring and is housed in a visible place. Folsom Hills' Emergency Preparedness manual, which contains specific instructions to be followed in the event of a real or potential disaster, is reviewed each year. These manuals are posted in each classroom to ensure they are accessible by teachers and support staff, and staff is trained to implement the safety procedures.

Date of Last Review/Update: September 1, 2020

Date Last Reviewed with Staff: September 3, 2020 (PLC meeting led by the Safety Team)

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	2	2		23	1	4		19	2	3	
1	22	1	3		19	3			21	1	4	
2	24		4		23		5		19	2	2	
3	22	1	3		23		4		21	3	2	
4	27	1	2	1	30		2	1	16	8	2	1
5	24		4		28		2	2	17	8	1	1

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	0

\*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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	\$6,764	\$1.057	\$5,707	\$82,264
District	N/A	N/A	\$ 7,737.03	\$77,434
Percent Difference - School Site and District	N/A	N/A	-30.2	6.0
State	N/A	N/A	\$7,750	\$84,577

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and State</b>	N/A	N/A	-30.4	-2.8

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 Hills Elementary 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 members 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
<b>Beginning Teacher Salary</b>	\$40,490	\$52,484
<b>Mid-Range Teacher Salary</b>	\$69,339	\$81,939
<b>Highest Teacher Salary</b>	\$94,844	\$102,383
<b>Average Principal Salary (Elementary)</b>	\$122,637	\$129,392
<b>Average Principal Salary (Middle)</b>	\$136,015	\$136,831
<b>Average Principal Salary (High)</b>	\$137,192	\$147,493
<b>Superintendent Salary</b>	\$242,400	\$254,706
<b>Percent of Budget for Teacher Salaries</b>	36.0	34.0
<b>Percent of Budget for Administrative Salaries</b>	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/>.

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	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.

### Counseling & Support Staff:

It is the goal of Folsom Hills Elementary to assist students in their social and personal development as well as their academic aspirations. We give special attention to students who experience achievement problems, have difficulty coping with personal and family problems, and who encounter trouble with decision making or handling peer pressure. Outside resources can be pulled for individual students, based on the assessed need by a team composed of site and district-level personnel, if needed.

In addition:

Teachers, the administrative team, and our site psychologist all work to ensure that student needs are met, including, when appropriate, referrals to Early Intensive Behavioral Treatment (EIBT) pre-school programs, occupational therapy, physical therapy, speech, behavior specialists, and special education programs.