

# Folsom Hills Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### School Contact Information (School Year 2019-20)

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
Website	<a href="http://www.fcusd.org/fhe">http://www.fcusd.org/fhe</a>
County-District-School (CDS) Code	34673306109755

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

## School Description and Mission Statement (School Year 2019-20)

### School Vision and Mission:

Folsom Hills Elementary School, via it's 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 in order to close the achievement gap and create 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 KILN [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. For the 2019-2020 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 know as the Spanish Magnet program.

Unique for 2019-2020, is the fact that Folsom Hills is split into 3 separate sites, due to modernization of the Folsom Hills campus. This set of circumstances provides a unique chance for Folsom Hills students and teachers to experience, view and interact with students and teachers from our sister schools - Empire Oaks Elementary and Sandra J. Gallardo. Interwoven throughout this document will be references to this set unique situation, and it should be noted that while students are being housed at these three sites, each student is taught by a Folsom Hills teacher, and the administrative support team remains the same, no matter what site they are temporarily housed at.

If an individual were to look into any of the 35 classrooms at Folsom Hills and our sister campuses, 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 KILN (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.

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.

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 2018-19)

Grade Level	Number of Students
Kindergarten	115
Grade 1	68
Grade 2	104
Grade 3	91
Grade 4	90
Grade 5	111
<b>Total Enrollment</b>	<b>579</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
Asian	8.5
Filipino	1.6
Hispanic or Latino	16.4
White	63.6
Two or More Races	9
Socioeconomically Disadvantaged	8.1
English Learners	2.4
Students with Disabilities	9.3
Foster Youth	0.3
Homeless	2.6

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	28	26	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, 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%
Foreign Language			0.0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Folsom Hills Elementary was originally constructed in 1991 and is comprised of 33 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 includes 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 will be redone, and the expected completion date is January of 2020.

The principal works daily with the custodial staff to ensure that the cleaning of the school is completed so as 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 is 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: 10/17/2019

**School Facility Good Repair Status (Most Recent Year)**

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

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

**Year and month of the most recent FIT report:** 2019 October

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

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	78	77	64	63	50	50
Mathematics (grades 3-8 and 11)	74	67	53	52	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	295	292	98.98	1.02	77.05
Male	146	145	99.32	0.68	75.17
Female	149	147	98.66	1.34	78.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	25	24	96.00	4.00	87.50
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	80.00
Native Hawaiian or Pacific Islander					
White	190	188	98.95	1.05	74.47

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	20	20	100.00	0.00	85.00
Socioeconomically Disadvantaged	30	28	93.33	6.67	64.29
English Learners	14	14	100.00	0.00	78.57
Students with Disabilities	36	35	97.22	2.78	62.86
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	295	292	98.98	1.02	66.78
Male	146	145	99.32	0.68	72.41
Female	149	147	98.66	1.34	61.22
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	25	24	96.00	4.00	87.50
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	66.00
Native Hawaiian or Pacific Islander					
White	190	188	98.95	1.05	64.89
Two or More Races	20	20	100.00	0.00	80.00
Socioeconomically Disadvantaged	30	28	93.33	6.67	46.43
English Learners	14	14	100.00	0.00	57.14
Students with Disabilities	36	35	97.22	2.78	51.43
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

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	31.8	24.5	2.7

Note: 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.

## 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 2019-20)

If an individual was 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 KILN (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.

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:

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

Rate	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
Suspensions	0.7	0.7	0.2	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

There were three (4) student accidents reported at our school in the 2018-19 school year. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every third day. 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 2019-2020, Folsom is undergoing modernization, and students are housed at multiple sites; each site has a vetted and approved safety plan unto itself, which Folsom Hills' teachers and students follow.

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 also 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: August 21, 2019

Date Last Reviewed with Staff: August 22, 2019 (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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	22	1	4		21	2	2		23	1	4	
1	24		3		22	1	3		19	3		
2	25		4		24		4		23		5	
3	24		4		22	1	3		23		4	
4	26		3	1	27	1	2	1	30		2	1
5	29		3	1	24		4		28		2	2
Other**												

\*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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,743.97	\$913.57	\$5,830.40	\$81,117.48
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-25.5	8.1
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-20.0	1.8

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

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

### Types of Services Funded (Fiscal Year 2018-19)

#### 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 2018-19 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 50 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

### 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.

### 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.