

Folsom High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.

2025-26 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	https://fhs.fcusd.org
Grade Span	
County-District-School (CDS) Code	34673303433216

2025-26 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Erik Swanson
Email Address	eswanson@fcusd.org
District Website	https://fcusd.org

2025-26 School Description and Mission Statement

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 lifelong 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.

2025-26 School Description and Mission Statement

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.

The Federal Ethnicity/Race Distribution of Folsom High School (September 2024):

Caucasian: 39%; Asian: 29%; Hispanic/Latino: 17%;
Black/African American: 3%; American Indian/Alaska Native:
.37%; Native Hawaiian/Pacific Islander: .43%; Two or more races:
12%

Number of teaching faculty: 112

Number of counselors: 6

Enrollment as of 12/2/2025

9th- 810

10th- 751

11th- 676

12th- 692

13th- 37

During the 2021-2022 school year, Folsom High School was granted a six-year accreditation through the Western Association of Secondary Schools and Colleges.

A-G Completion 2025: 69% of graduating seniors completed A-G requirements.

Percent of 12th graders (2024) who took the SAT: 24%

Overall mean score: 1264

804 Students took AP exams in 2025

92.03% of AP scores were 3 or higher.

2025 CAASPP Math = 52% proficient

2025 CAASPP English = 78% proficient

2024-2025 Percent of high school seniors continuing their education (self-reported):

4-year college: 58%

2-year college: 34%

Technical/Military/Work/Other: 8%

Culture and Climate:

Folsom High School fosters an inclusive climate where a wide variety of opportunities are available to all students.

Approximately 73 student clubs (club list available on the FHS web page) are offered along with a full range of athletic opportunities. Folsom High annually has between 1,100 and 1,200 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	744
Grade 10	712
Grade 11	706
Grade 12	739
Total Enrollment	2,901

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	53
Non-Binary	0
American Indian or Alaska Native	0.3
Asian	26.3
Black or African American	2.8
Filipino	3.7
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	11.1
White	41.9
English Learners	5.2
Foster Youth	0.1
Homeless	1.4
Socioeconomically Disadvantaged	21.7
Students with Disabilities	9.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	99.5	92.81	893.9	90.67	234405.2	84
Intern Credential Holders Properly Assigned	1	0.93	7.4	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	1.94	9.4	0.96	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	0.7	12.7	1.3	11953.1	4.28
Unknown/Incomplete/NA	3.8	3.61	62.2	6.31	15831.9	5.67
Total Teaching Positions	107.2	100	985.9	100	279044.8	100

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.

2022-23 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)	97.5	91.69	907.9	90.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	12.4	1.24	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.4	4.21	16.8	1.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	1.7	19.5	1.95	11746.9	4.23
Unknown/Incomplete/NA	2.5	2.38	41.7	4.18	14303.8	5.15
Total Teaching Positions	106.4	100	998.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	3.2	
Misassignments	2.00	1.2	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	2.00	4.4	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.4	
Local Assignment Options	0.70	0.3	
Total Out-of-Field Teachers	0.70	1.8	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.8	0.5	0.5
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, and determine 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	2025 August
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, 2015, Houghton Mifflin Harcourt, 2025	0.0%
Mathematics	Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018 Houghton Mifflin, 2002, 2007, 2008 Pearson, 2006, 2007, 2012 McGraw Hill Company, 2003 Pearson-Addison Wesley, 2009, 2014 Haese Mathematics, 2012, 2019 Oxford University Press, 2012, 2019 Apex 2019, 2020	0.0%
Science	Oxford Press University, 2014 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Apex 2019, 2020	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	0.0%

Foreign Language	Oxford University Press, 2019 EMC/Cengage, 2011, 2012, 2013, 2014, 2019, 2020 Saint Paul: EMC, 2015 Pearson, 2012, 2015 Apex 2019, 2020	0.0%
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Goodheart Wilcox 2021 Apex 2019, 2020	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2008 Apex 2019, 2020	0.0%
Science Laboratory Equipment (grades 9-12)	All Students utilizing the lab have access to appropriate equipment	0.0%

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

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, a 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 and has 101 classrooms. 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 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 Manufacturing and Product Development, computer science, engineering, and architect pathways,

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2025/2026 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 17, 2025

Year and month of the most recent FIT report

2025 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	78	79	58	59	47	48
Mathematics (grades 3-8 and 11)	53	51	49	48	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	686	654	95.34	4.66	79.60
Female	323	308	95.36	4.64	82.79
Male	363	346	95.32	4.68	76.74
American Indian or Alaska Native	--	--	--	--	--
Asian	185	182	98.38	1.62	86.26
Black or African American	15	11	73.33	26.67	54.55
Filipino	25	25	100.00	0.00	80.00
Hispanic or Latino	104	96	92.31	7.69	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	72	94.74	5.26	84.51
White	275	263	95.64	4.36	80.15
English Learners	19	19	100.00	0.00	10.53
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	126	119	94.44	5.56	57.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	58	93.55	6.45	36.21

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	686	644	93.88	6.12	51.01
Female	323	300	92.88	7.12	48.16
Male	363	344	94.77	5.23	53.49
American Indian or Alaska Native	--	--	--	--	--
Asian	185	183	98.92	1.08	71.04
Black or African American	15	11	73.33	26.67	45.45
Filipino	25	25	100.00	0.00	48.00
Hispanic or Latino	104	92	88.46	11.54	22.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	73	96.05	3.95	49.32
White	275	255	92.73	7.27	48.43
English Learners	19	18	94.74	5.26	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	126	113	89.68	10.32	30.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	54	87.10	12.90	15.09

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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	58.09	56.84	45.67	46.01	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1392	1356	97.41	2.59	56.42
Female	682	661	96.92	3.08	56.13
Male	710	695	97.89	2.11	56.69
American Indian or Alaska Native	--	--	--	--	--
Asian	358	357	99.72	0.28	70.59
Black or African American	34	30	88.24	11.76	40.00
Filipino	57	57	100.00	0.00	71.93
Hispanic or Latino	201	196	97.51	2.49	34.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	143	140	97.90	2.10	49.29
White	587	565	96.25	3.75	56.64
English Learners	43	43	100.00	0.00	4.65
Foster Youth	--	--	--	--	--
Homeless	21	18	85.71	14.29	16.67
Military	15	14	93.33	6.67	64.29
Socioeconomically Disadvantaged	262	252	96.18	3.82	37.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	95	95.00	5.00	14.74

2024-25 Career Technical Education Programs

Folsom Cordova Unified School District structures its career pathways based on 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 and Technical Education (CTE) programs at Folsom High School are designed to prepare students for both college and career success. These programs are offered across five industry sectors and seven pathways. The industry sectors include Arts, Entertainment & Design, Engineering & Architecture, Information & Communication Technology, Manufacturing & Product Development, and Health Science and Medical Technology. The pathways focus on Graphic Design, Film/Video Production, Architectural Design, Engineering Design, Product Innovation & Design, Systems Programming, and Patient Care.

Pathways consist of two to three course sequences that provide a rigorous, hands-on, project-based learning experience. These courses are A-G college-preparatory approved and offer early college credit through California State University, Sacramento, dual enrollment with Folsom Lake College, and AP exams.

CTE courses include Patient Care A & Patient Care B, Digital Art 1 and 2, AP Digital Art, Video Production 1 and 2, TV Occupations, Introduction to Engineering Design, Honors Principles of Engineering, Honors Civil Engineering & Architecture, Advanced Drafting & Architecture, Exploring Computer Science, Computer Science & Programming, AP Computer Science A, Manufacturing & Product Design, Advanced Manufacturing & Product Design, Honors Manufacturing & Product Design, and CTE Internships.

Student assessment of work readiness skills in CTE programs is conducted through end-of-course exams, projects, portfolios,

2024-25 Career Technical Education Programs

industry certifications, and other methods. Additionally, summer work-based learning opportunities are offered through the district's CTE Summer Preceptorship and the Creative Career Connections enrichment programs.

There are two Career and Technical Student Organizations (CTSOs) aimed at enhancing student growth in areas such as leadership, professional skills, service learning, and work-based learning. These organizations offer students valuable extracurricular opportunities that promote leadership development, improve career readiness, and encourage community engagement. Through CTOSs, students take part in industry-specific competitions, attend workshops, and collaborate on projects that help them apply classroom learning to real-world scenarios. Additionally, these organizations provide platforms for networking, mentorship, and skill-building, all contributing to the development of well-rounded, career-ready individuals. The CTOSs include Health Occupations Students of America (HOSA) and SkillsUSA.

The Folsom Cordova Unified School District's CTE Advisory Boards for each industry sector meet annually and consist of stakeholders, business partners, college representatives, staff, and students.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	98%	98%	1005	98%	100%

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.

2025-26 Opportunities for Parental 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.

Currently (Dec 2, 2025), Folsom High hosts 439 active parent volunteers.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.8	0.9		2.9	3.8		8.2	8.9	
Graduation Rate	96.3	96.9		93.1	92.3		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.49%	2.53%		3.48%	3.31%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0.14%		0.03%	0.04%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 and shared with staff throughout the year and through the staff handbook.

The Catapult warning and communication is used to facilitate community-wide emergency communication, including with the district office and Police Department. Emergency plans have been developed for almost every conceivable situation.

Fifty-one (51) student accidents were reported during the 2024-2025 school year.

School Site Council Date of Last Review/Update: October 14, 2025

Staff Date Last Reviewed: August 8, 2025

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	34	4	17	69
Mathematics	32	10	18	56
Science	35	0	14	54
Social Science	35	1	8	54

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	32	6	28	60
Mathematics	33	6	21	55
Science	34	1	11	54
Social Science	33	1	23	45

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				
Mathematics				
Science				
Social Science				

2024-25 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	

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$7,868	\$1,856	\$6,011	\$92,391
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-51.3	5.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-56.7	-5.6

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Folsom High receives supplemental state and federal funding through various categorical and support programs, including Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, and LCAP Supplemental Funds for English Learners and Low-Income Students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2024-2025 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$48,723	\$60,863
Mid-Range Teacher Salary	\$83,441	\$93,575
Highest Teacher Salary	\$119,839	\$125,548
Average Principal Salary (Elementary)	\$170,891	\$157,645
Average Principal Salary (Middle)	\$166,156	\$165,341
Average Principal Salary (High)	\$175,110	\$182,580
Superintendent Salary	\$363,418	\$357,064
Percent of Budget for Teacher Salaries	33.81%	30.36%
Percent of Budget for Administrative Salaries	5.35%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school year. 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; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff work collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options. Professional development was also offered in the areas of Shared Unit Design, creation and use of common formative assessments, Accountable Talk strategies English language development, Building Thinking Classrooms, grading and more.

FCUSD district staff work collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

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 Single Plan for Student Achievement (SPSA) goals aligned with the district's Local Control and Accountability Plan (LCAP). Folsom High's instructional and cultural leadership is provided by the Leadership Team and Guiding Coalition which are comprised of representatives from each department and other volunteers. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3