

# Folsom Lake High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Folsom Lake High School
<b>Street</b>	955 Riley Street
<b>City, State, Zip</b>	Folsom, CA 95630
<b>Phone Number</b>	916-294-9055
<b>Principal</b>	Leane Linson
<b>E-mail Address</b>	llinson@fcusd.org
<b>Web Site</b>	<a href="http://www.fcusd.org/Domain/34">http://www.fcusd.org/Domain/34</a>
<b>CDS Code</b>	34673303430709

District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
E-mail Address	skoligian@fcusd.org
Web Site	www.fcusd.org

### School Description and Mission Statement (School Year 2017-18)

Vision: Folsom Lake High School will prepare all students to Become Engaged, Ethical, Productive members of society. B.E.E.P

Folsom Lake High School provides Common Core instruction, district approved curriculum and credit recovery options that provide all students with a variety of opportunities to complete their high school graduation requirements, while earning a high school diploma. The staff at Folsom Lake High School is dedicated to providing a safe and supportive environment that fosters positive behavior which ensures hope for all students.

Mission Statement: While addressing students' individual educational needs, we prepare them for the workforce, careers, and post-secondary education. We engage students in their own learning and we assist them in reaching their educational goals through a variety of career focused classes, community college presentations, Workforce Internship Program, Road to Apprenticeship presentations, work experience, Senior projects, and a yearly Career Fair.

Folsom Lake High School Expected Schoolwide Learning Results (ESLRs) are:

Academically Proficient Learners Who:

- o Accept responsibility for their own learning
- o Use a variety of strategies to produce and complete academic projects
- o Set and fulfill personal, academic, and career goals
- o Meet state and district standards for success in post-high school goals

Effective Communicators Who:

- o Express ideas clearly through verbal, written, artistic, and technological forms of communication or expression
- o Discuss ideas with diverse audiences through speaking, listening, writing and the arts
- o Work collaboratively in a group environment while respecting and embracing individual differences

Constructive and Collaborative Thinkers Who:

- o Work effectively within culturally and organizationally diverse settings
- o Apply creative solutions to academic, professional, and personal problems
- o Utilize academic knowledge for real world situations

Responsible Citizens Who:

- o Contribute time and energy to improve the welfare of themselves and others
- o Abide by school and community rules, laws, and regulations
- o Assume personal responsibility as a member of a family, a community, and the world by developing self-discipline and understanding of consequences

Self-Sufficient Life Long Learners Who:

- o Use appropriate resources/technology to complete tasks on time
- o Can perceive, define, and accomplish tasks with intended results
- o Demonstrate the ability to work both independently and collaboratively
- o Exhibit self-discipline and time management skills
- o Complete a Senior project that explore post graduation options while using technology skills

Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2016 was 104.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 10	4
Grade 11	25
Grade 12	44
Ungraded Secondary	31
<b>Total Enrollment</b>	<b>104</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	1.9
Asian	7.7
Filipino	1.9
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0
White	58.7
Two or More Races	8.7
Socioeconomically Disadvantaged	38.5
English Learners	7.7
Students with Disabilities	51
Foster Youth	0

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	10	10	1073
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	18

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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 2017-18)**

**Year and month in which data were collected:** 2017 November

Folsom-Cordova Unified held a Public Hearing on November 16, 2017, 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, McGraw Hill, StudySync, Pearson, iLit, Adoption Year 2016	Yes	0.0%
Mathematics	Houghton Mifflin, McGraw Hill, Pearson, Cengage Learning, Prentice Hall, CPM Educational Program Adoption Year 2014	Yes	0.0%
Science	Holt-Rinehart & Winston, Houghton Mifflin, Glencoe, Pearson, Wiley, Prentice Hall, Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin, McGraw Hill, Pearson, Holt-Rinehart & Winston, Scott Foresman-California History-Social Science Adoption Year 2007	Yes	0.0%
Health	Holt-Rinehart & Winston, Glencoe, American Red Cross Adoption Year 2007	Yes	0.0%

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

Folsom Lake High was originally constructed in 1998 and is comprised of six (6) classrooms, (3) ILS classrooms, (1) Walnutwood ISP satellite classroom, a multipurpose room/cafeteria, multi use room, administrative office and staff lounge.

The principal works with the school's one part-time custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the District Office for review.

District maintenance staff work orders and repairs necessary to keep the school in good repair are sometimes completed in a timely manner. 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. If items are noted in the table, items 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.

Facilities Inspection Tool (FIT) report was completed on: October 05, 2017.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 2017 October</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 2017 October</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	49	58	61	48	48
Mathematics (grades 3-8 and 11)	6	3	49	51	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	37	94.87	48.65
Male	31	30	96.77	46.67
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	29	28	96.55	57.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	50
English Learners	--	--	--	--
Students with Disabilities	11	11	100	18.18

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	36	92.31	2.78
Male	31	29	93.55	3.45
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	29	28	96.55	3.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	0
English Learners	--	--	--	--
Students with Disabilities	11	11	100	9.09

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	27	63	70	68	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

The Career Technical Education (CTE) Program at Folsom Lake High School prepares students for success in college and careers. The CTE program offered supports the high demand industry sector of Information Technology. The two pathways in this industry sector concentrate on the areas of Information Support & Services and Software & Systems Development.

The pathways are supported by a two course sequences that offer rigorous, hands-on, project based learning. The CTE courses include: Computer Applications and Web Design & Animation.

The development of student leadership, service and work based learning, is supported by the Career Technical Student Organization, SkillsUSA.

The CTE Advisory board meets at least once a year, and is comprised of stakeholders, business partners, and college representatives.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of pupils participating in CTE	45
% of pupils completing a CTE program and earning a high school diploma	4
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	68.27
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

**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 schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

Folsom Lake High School does not have a formal PTSA organization. However, community volunteers have been active on the campus during the school year. All parents are part of the enrollment process and have participated in an orientation program. We encourage parent participation in our annual "Back to School Night". Parents are encouraged to keep in contact with the principal and with their student's teachers and they have done so with frequent regularity. Folsom Lake High School utilizes Power School Parent Portal, an online communication program made available to parents by the district. Parents are able to monitor the academic and attendance progress of their students on a daily basis.

For additional information about Folsom Lake High School, please contact Leane Linson, Principal, at 916-294-9055.

Contact Information: Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Lori Sims, Folsom Lake High School, 916-294-9055.



## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	12.5	20	18.4	4.3	3.2	3.3	11.5	10.7	9.7
Graduation Rate	72.92	80	79.59	91.81	92.72	92.64	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	90.31	87.11
Black or African American	100	81.9	79.19
American Indian or Alaska Native	100	90	80.17
Asian	100	92.77	94.42
Filipino	0	93.18	93.76
Hispanic or Latino	87.5	85.61	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	100	92.43	90.99
Two or More Races	100	87.27	90.59
Socioeconomically Disadvantaged	100	86.51	85.45
English Learners	75	63.53	55.44
Students with Disabilities	100	68.97	63.9
Foster Youth	0	100	68.19

## 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	16.4	13.9	11.4	4.8	5.0	4.3	3.8	3.7	3.6
Expulsions	3.3	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Our school is safe and clean. There were two (2) student accidents reported at our school in the 2016-17 school year. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every other 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 and reviewed with staff in case a threatening situation should arise.

The Comprehensive Safe School Plan has the following main components: Crime Report Information, Child Abuse Reporting, Disaster Procedures, Crisis Control and Response, Critical Incident Response, Discipline/Suspension/ Expulsion Procedures, Sexual Harassment and Title XIV, Duck and Cover Procedures, "Lock Down" Procedures, School Dress Code, and Fire Drill Procedures.

Date of Last Review/Update: September 26, 2017

Date Last Reviewed with Staff: September 26, 2017

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	46.2

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

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

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	9		16	6	1		7	16	1		
Mathematics	6	9		9	8			12	5			
Science	5	5		10	4			7	3			
Social Science	12	7		16	5	1		12	6	2		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	104
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,348.89	\$4,149.34	\$8,199.55	\$73,828.44
District	N/A	N/A	\$6,894.71	\$74,930
Percent Difference: School Site and District	N/A	N/A	18.9	-1.5
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	24.7	-5.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

District Revenue Sources

In addition to general state funding, Folsom Lake High receives state and federal funding from the following categorical funds and other support programs: Title 2, Title 3-LEP, English Learners/Low Income (EL/LI), and community business partnerships.

Data Sources: Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2016-17 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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$48,522
Mid-Range Teacher Salary	\$66,972	\$75,065
Highest Teacher Salary	\$91,606	\$94,688
Average Principal Salary (Elementary)	\$117,624	\$119,876
Average Principal Salary (Middle)	\$128,204	\$126,749
Average Principal Salary (High)	\$139,594	\$135,830
Superintendent Salary	\$232,575	\$232,390
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

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 reading, math, science and technology 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 44 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.

2016-2017 Professional Development Plan:

Each school year, the Principal implements a Professional Development plan for staff. This plan includes four additional staff development training days with Kinney High School our district's other Continuation High School. These collaboration trainings include:

- September 16, 2016 I-Ready Training
- October 14, 2016 CTE presentation
- February 10, 2017 Drop Out prevention & Motivating Unmotivated students
- March 24, 2017 ELL Instructional Strategies

Professional Learning Communities (PLC's):

- September 2, 2016
- November 18, 2016
- February 17, 2017
- April 7, 2017

2017-2018 Professional Development Plan:

- September 22, 2017 Goggle Classroom
- October 20, 2017 Apple TV and effective instruction strategies through the use of Technology
- January 26, 2018 Visit a Model School Collaboration on Best Practices
- March 16, 2018 Visit a Model School Collaboration on Best Practices

Professional Learning Communities (PLC's):

- September 1, 2017
- October 6, 2017
- December 20, 2017
- February 16, 2018
- April 13, 2018
- May 4, 2018

Teachers attend Positive, Behavior, Intervention, Support meetings 3 times per month. During these meetings teachers discuss students academic, behavioral and emotional concerns for students who are "At-Risk" of failing school. Students are strategically placed in a 3-tier system support system. Teachers are supported through discussions and team decision making that include the Principal, Counselors, Support staff, and a Instructional Assistant.

October 13, 2016 all students and staff participated in a Point Break all day workshop for students. By changing the culture on the campus, directly effects the classroom, therefore supports teachers and student learning.

#### Counseling & Support Staff

It is the goal of Folsom Lake High School to assist students in their social and personal development as well as academics. The school provides additional support to students who are experiencing academic challenges, difficulty coping with personal and family problems, difficulty with decision making, or handling peer pressure. The counselor to pupil ratio is .2:52. (Counselor has been assigned Tuesdays only as a full day.) In addition to the School Counselor, a Mental Health Specialist has been providing counseling for students through a staff, parent or student referral process. An additional 20-24 hours per week of counseling services has been added for weekly support for students in need.