

Folsom Lake High 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 Lake High School |
| Street | 955 Riley Street |
| City, State, Zip | Folsom, CA 95630 |
| Phone Number | 916-294-9055 |
| Principal | Leane Linson |
| Email Address | llinson@fcusd.org |
| Website | http://www.fcusd.org/Domain/34 |
| County-District-School (CDS) Code | 34673303430709 |

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

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

MISSION STATEMENT

Folsom Lake High is dedicated to providing a safe and supportive alternative environment. In partnership with parents and the community we offer unique opportunities for students to earn a high school diploma as we prepare them for the future.

VISION STATEMENT

We are dedicated to guiding and supporting our students to
Become Engaged, Ethical, Productive citizens

SCHOOL-WIDE LEARNING OUTCOMES (SLOS):

Academic Proficiency

Students meet California State Standards in all core academic areas.

Critical Thinking

Students apply knowledge and create solutions to their personal, academic, and real world challenges.

Communication

Students communicate and collaborate effectively to reach a common goal or result.

Responsibility

Students assume personal responsibility as a member of a family, a community, and the world by learning self-advocacy, social emotional coping skills and by understanding consequences.

School & Community Profile:

Folsom Lake High School (FLHS) was established in September of 1998 to provide an alternative educational setting for Folsom residents. The school operates on a traditional calendar, with new students enrolling each week. Folsom Lake High School is an accredited continuation high school for the Folsom Cordova Unified School District, a large suburban district which boundaries include the cities of Folsom and parts of Rancho Cordova. The district has 20,353 students with twenty-one elementary schools, four middle schools, three comprehensive high schools, two continuation high schools, one community charter, one adult education program, one community day school program, and one independent study program with an additional satellite located on the Folsom Lake High School campus. Folsom Lake High School's ethnicity population is drawn from Folsom High School, Vista Del Lago, Kinney High School (continuation) Walnutwood Independent Study program and Prospect Community Day School.

Folsom Lake High School is a continuation school situated in the Sierra Nevada Foothills in Folsom, California. The primary focus of FLHS is to provide a positive and supportive environment to enable and empower students to close credit recovery gaps to graduate on schedule, and gain skills they can use post-graduation in either college or career. FLHS shares the campus with 38 Independent Living Skills (ILS) students enrolled in the Adult Community Transition Training program (ACTT), who are included in school events like the Back to School and the End of Year BBQs. During the 2018-2019 school year, FLHS had a averaged student enrollment of 96 high school students. There were 44 seniors, 31 juniors, 20 sophomores, and one freshman. Of those enrolled, gender distribution was 75% male and 25% female and there was an ethnic distribution of 2% Native Hawaiian or Other Pacific Islander, 4% Black or African American, 4% American Indian or Alaska Native, 7% Asian, 20% Hispanic and 63% White. In addition, 37% of students qualified for free or reduced school lunch, and 22% of the high school students were identified and enrolled in the special education program.

Folsom Lake High School has a strong community support system that includes the local Rotary Club, Folsom Hope, Power House Ministries, Folsom Lake College and local businesses. These partnerships facilitate the after-school Interact Club and community projects, they provide scholarships for post high school education, they assist the school with the end of the year BBQ, and they provide a "free" traveling Sober Grad Night for graduating seniors.

The district supports Folsom Lake High School with the integration of technology by Smart TVs, Apple TVs, iPads, 1-1 Chromebooks in every classroom, by providing funding for two periods a day of Career Technical Education (CTE) program, a Marriage and Family Therapist (MFT) previously four days per week, being reduced to three days per week, among other supports. FLHS offers a robust academic program that uses the same Common Core district-wide curriculum as the comprehensive high schools. Direct instruction is delivered in all classrooms, and students have access to "a-g" ranked courses. Technology is seamless part of the learning process in all classrooms. Technology integration supports 21st Century Learning as well as curricular goals, and enables students to build job skills. Juniors take the California Assessment of Student Performance and Progress (CAASPP) test each year, and English Language Learners (ELL) will take the yearly English Language Proficiency Assessments for California (ELPAC). Students are placed in appropriate "a-g" ranked classes, elective, independent study, Apex on-line classes, 9-week recovery or intervention classes based on the district's i-Ready assessments, grades and individual student needs. Student placements are re-evaluated throughout the year based on teacher observations, grades, i-Ready scores, and transcripts. Folsom Lake's Special Education teacher communicates all accommodations needed by a student to all the teachers and works with each teacher throughout the year to make sure that student's Individual Education Program (IEP) goals and needs are met. The teacher is supported by a full-time instructional assistant. Students at FLHS participate in all state testing, while FLHS closely monitors attendance and suspension rates, as well as each student's progress towards graduation. Staff use the Positive Behavior Interventions Support (PBIS) a tiered intervention process to monitor student performance, interventions, and as a way to establish positive relationships with students. Seniors at FLHS complete a Senior Project that requires them to investigate and report on three viable career options. Seniors use Naviance, a career portal, to guide them through identifying careers that fit their interests and skills. A yearly Career Fair on campus also assists students in identifying possible careers, through a partnership with Folsom Lake College, who provides seniors with a walk through preregistration, assistance with filling out financial aid applications and provides a tour of the local college campus. During the 2019-2020 school year will mark the second year that the Adult Education satellite is located on the Folsom Lake High School campus, providing eighteen year old students more educational options to graduate from high school.

WASC History:

In June 2004 Folsom Lake High School received its first accreditation, a three year term of accreditation, from the Western Association of Schools and Colleges (WASC).

In June 2007 the Western Association of Schools and Colleges awarded Folsom Lake High School the maximum six year term of accreditation.

In June 2013 Folsom Lake High school received yet another six year term of accreditation from the Western Association of Schools and Colleges (WASC)

February 2016 A 3 year (mid-term) review was scheduled by the previous WASC team to evaluate the progress made on our Action Plans. The WASC team did recommend another 3 year accreditation term and encourage the school to apply for Model School.

March 2019-2020 WASC Accreditation is currently pending an appeal on a two year Accreditation that has been scheduled for October 29, 2019.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 8 |
| Grade 11 | 23 |
| Grade 12 | 66 |
| Total Enrollment | 97 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 2.1 |
| Asian | 4.1 |
| Filipino | 5.2 |
| Hispanic or Latino | 26.8 |
| White | 55.7 |
| Two or More Races | 6.2 |
| Socioeconomically Disadvantaged | 42.3 |
| English Learners | 4.1 |
| Students with Disabilities | 50.5 |
| Foster Youth | 1 |
| Homeless | 6.2 |

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 | 10 | 9 | 10 | 1111 |
| Without Full Credential | 0 | 0 | 0 | 14 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 1 | 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 | McGraw Hill, 2015, Pearson, iLit, 2016 | Yes | 0.0% |
| Mathematics | Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018 Houghton Mifflin, 2002, 2007, 2008 Pearson, 2006, 2007, 2012 McGraw Hill Company, 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009, 2014 Haese Mathematics, 2012 2019 Oxford University Press, 2012, 2019 | Yes | 0.0% |
| Science | Oxford Press University, 2014 Benjamin Cummings, 2016 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Biozone International, 2018 | Yes | 0.0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------|--|
| History-Social Science | Oxford University Press, 2012 Holder Education. 2012, 2013, 2015 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019 | Yes | 0.0% |
| Health | McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Holt, Rinehart, Winston, 2007 American Red Cross, 2016 | Yes | 0.0% |
| Visual and Performing Arts | Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2004 | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

Folsom Lake High was originally constructed in 1998 and is comprised of six classrooms, three Independent Living Skills (ILS) classrooms, one Walnutwood Individualized Service Plan (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 oversees work orders and repairs necessary to keep the school in good repair and are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is 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: 10/07/2019

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

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|-------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | New refilling water station installed |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Staff room window needs to be replaced. It has moisture. Room 2 has dry rot on their ramp. |
| Overall Rating | Good | |

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) | 33 | 15 | 64 | 61 | 50 | 48 |
| Mathematics (grades 3-8 and 11) | 8 | 0 | 53 | 51 | 38 | 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.

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 | 31 | 28 | 90.32 | 9.68 | 14.81 |
| Male | 27 | 24 | 88.89 | 11.11 | 17.39 |
| Female | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 21 | 20 | 95.24 | 4.76 | 15.79 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 17 | 15 | 88.24 | 11.76 | 6.67 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| 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 | 31 | 24 | 77.42 | 22.58 | 0 |
| Male | 27 | 22 | 81.48 | 18.52 | 0 |
| Female | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 21 | 16 | 76.19 | 23.81 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 17 | 12 | 70.59 | 29.41 | 0 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| 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.

Career Technical Education Programs (School Year 2018-19)

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 development of student leadership, service and work based learning, is supported by the Career Technical Student Organization, Skills-USA, Preceptor-ships and or Internships.

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

(School Year 2018-19)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 68 |
| 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 | |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 65.98 |
| 2017-18 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 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 | | | |

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)

Folsom Lake High School does not have a formal Parent Teacher Student Association 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 Doris Gronachon, 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 2015-16 | School 2016-17 | School 2017-18 | District 2015-16 | District 2016-17 | District 2017-18 | State 2015-16 | State 2016-17 | State 2017-18 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 18.4 | 10.5 | 15.2 | 3.3 | 2.8 | 2.2 | 9.7 | 9.1 | 9.6 |
| Graduation Rate | 79.6 | 77.2 | 67.4 | 92.6 | 91.4 | 90.6 | 83.8 | 82.7 | 83 |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 | 11.4 | 14.6 | 16.0 | 4.3 | 5.0 | 4.2 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.7 | 0.0 | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Our school is safe and clean. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every 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 and Active Shooter drill and training for both students and staff.

Two student accidents were reported for the 2018-2019 school year.

Date of Last Review/Update: October 11, 2019

Date Last Reviewed with Staff: October 11, 2019

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
|-----------------------|--------------------|--------------------|---------------------|-------------------|--------------------|--------------------|---------------------|-------------------|--------------------|--------------------|---------------------|-------------------|
| | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ |
| English | 7 | 16 | 1 | | 9 | 9 | | | 12 | 8 | | |
| Mathematics | 12 | 5 | | | 8 | 6 | | | 7 | 8 | | |
| Science | 7 | 3 | | | 5 | 5 | | | 9 | 2 | | |
| Social Science | 12 | 6 | 2 | | 10 | 6 | 1 | | 13 | 6 | | |

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 485.0 |

*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) | .2 |
| 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 | \$17,725.82 | \$7,658.89 | \$10,066.93 | \$79,248.72 |
| District | N/A | N/A | \$7,534.43 | \$76,858.00 |
| Percent Difference - School Site and District | N/A | N/A | 28.8 | 5.8 |
| State | N/A | N/A | \$7,506.64 | \$82,031.00 |
| Percent Difference - School Site and State | N/A | N/A | 34.2 | -0.5 |

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 Lake High 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/>.

Advanced Placement (AP) Courses (School Year 2018-19)

| 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 | | |

Note: 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)

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

Folsom Cordova Unified School District provides up to three professional development days for certificated staff for the current year and the last two years.

End of the year teacher survey for Professional Development trainings is driven by specific feedback from teachers based on current needs.

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.

2019-2020 Professional Learning Communities (PLC's) PLC goals: Based on WASC Action Plan

- August 29, 2019
- October 25, 2019
- December 20, 2019
- February 14, 2020
- March 20, 2020
- April 3, 2020

Collaboration with Kinney High School and Professional Development

- August 6th 7th Restorative Justice Training
- September 20, 2019 Restorative Practices
- November 22, 2019 District Leads cancelled.
- January 24, 2020
- March 6, 2020

2018-2019 WASC Self-Study:

- September 21, 2018
- October 19, 2018
- November 16, 2018
- December 7, 2018

Professional Learning Communities (PLC's) PLC goals based on WASC Action Plan

- August 31, 2018
- October 5, 2018
- December 21, 2018
- February 15, 2019
- March 1, 2019
- March 29, 2019

2018-2019 Professional Development Plan/Collaboration

- January 25, 2019 KHS/FLHS collaboration
- April 12, 2019 Victory Continuation High School Site visit-Roseville

Professional Learning Communities (PLC's): 2017-2018

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

PLC Goals 2017-2018 - PLC Coaches: Zach Woodward & Brian Nichols

Focus on specific skill sets across curriculum: Summarize and Analyze

- Organizational skills for students and School Readiness to learn skills
- School-wide Norms for students group work
- Academic Moves for College & Career Readiness/15 must have skills Every Student needs to achieve

2017-2018 Professional Development Plan: Collaboration with Kinney High School

- September 22, 2017 Google 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

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. Three days per week of Mental Health counseling services has been implemented over the years to provide support for our most "At Risk" tier 3 students.