

Folsom Lake High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Folsom Lake High School
Street	1655 Iron Point Road
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9055
Principal	Howard Cadenhead
Email Address	hcadenhead@fcusd.org
School Website	www.fcusd.org/FLHS
County-District-School (CDS) Code	34673303430709

2022-23 District Contact Information

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

2022-23 School Overview

FOLSOM LAKE HIGH SCHOOL

Folsom Lake High Roadrunners

Vision:
Success through resilience and responsibility

Mission:
Through personalized support, FLHS provides an inclusive, educational community that fosters resiliency and academic success

SLOs:
Folsom Lake High School students will become proficient learners, effective communicators, critical thinkers, and resilient community members

Proficient Learners:
Students will develop the life skills to become lifelong learners

Effective Communicators:
Students will build the skills necessary for effective personal and professional communication

Critical Thinkers:
Students will apply knowledge to solve problems

Resilient Community Members:
Students will strengthen the skills necessary to assume personal responsibility

Responsibility

2022-23 School Overview

Students assume personal responsibility as a member of a family, a community, and the world by learning self-advocacy, critical thinking, and social emotional coping skills and by making short term and long-term goals as a means of living in the present while planning for the future.

School & Community Profile:

Folsom Lake High School (FLHS) was established in September 1998 to provide an alternative educational setting for Folsom residents. The school operated on a traditional calendar, with new students enrolling each week. Folsom Lake High School was an accredited continuation high school for the Folsom Cordova Unified School District, a large suburban district whose boundaries include the cities of Folsom and parts of Rancho Cordova. The district has 20,089 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 population was previously drawn from Folsom High School, Vista Del Lago, Kinney High School (continuation) Walnutwood Independent Study program, and Prospect Community Day School.

The primary focus of FLHS was 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 a career. At the end of the 2019-2020 school year, the board voted to move Folsom Lake High School from its location at the corner of East Bidwell and Riley Street onto the Folsom High School campus. While initially, the plan was for Folsom Lake High School to have a bell schedule that was unique to their campus, and separate from Folsom High School, it was later realized that a bell schedule was synced between the two schools could be mutually beneficial for students on both campuses. By aligning bell schedules, Folsom Lake High School students could have access to a wider variety of elective credits than what had been historically offered. In addition, students with IEPs would have more options in terms of SIA support and all the services available on a large comprehensive campus.

In the second year of this reimagined model, Folsom Lake High School now offers personalized learning support for its students. This includes regular meetings between families, students, and their guidance counselors. Students had their schedules personalized to meet their needs through a combination of classes delivered via APEX and both A-G and non-A-G classes delivered via Folsom High School.

The school is supported administratively by Mr. Howard Cadenhead, Principal of Folsom High School, Ms. Suzanne Ambrosini, one of the Assistant Principals at Folsom High School, and Dr. Jim Huber, Assistant Superintendent of K-12 for the Folsom Cordova Unified School District. Other supports from Folsom High School, as well as the district as a whole, are available as needed to Folsom Lake High School. Mental health support is provided by the Folsom High School mental health specialists and identified special education students are case managed by Folsom High School teachers.

Direct instruction during class and "facilitated lab time" is the approach to academics at Folsom Lake High School. Students receive direct instruction and work independently within the APEX online curriculum. Students are placed in "a-g" (when appropriate) ranked classes, electives, and 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. Integration of technology such as Smart TVs, Apple TVs, iPads, and 1-1 Chromebooks in every classroom assists with students' access to the curriculum. Technology integration supports 21st Century Learning as well as curricular goals and enables students to build job skills.

Students at Folsom Lake High School with an Individual Education Plan (IEP) are part of the caseload of Special Education Teachers at Folsom High School which communicates IEP requirements (accommodations/modifications) to teachers and support staff, monitor progress on student learning goals, facilitate IEP meetings, provide SAI where needed, etc.

Students at FLHS participate in all state testing. 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). FLHS closely monitors attendance and suspension rates, as well as each student's progress toward graduation. Staff uses the Positive, Behavior, Interventions, Support (PBIS) a tiered intervention process to monitor student performance and interventions, and as a way to establish positive relationships with students.

There is a strong desire for the Folsom Lake High study body to maintain a sense of school community and Folsom High strives to promote this vision. FLHS students are able to participate in FHS activities, including athletics, clubs and graduation.

A classroom on campus is also provided as a satellite location for the Walnutwood High School independent study program.

WASC

2022-23 School Overview

Folsom Lake High successfully completed a visit in November, 2021. The new Folsom Lake High was placed on a visitation schedule that will include a one-day visit in the spring of 2023.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	21
Grade 12	45
Total Enrollment	66

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.4
Male	60.6
American Indian or Alaska Native	1.5
Asian	4.5
Black or African American	7.6
Filipino	0.0
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	1.5
Two or More Races	13.6
White	43.9
English Learners	27.3
Foster Youth	0.0
Homeless	10.6
Migrant	0.0
Socioeconomically Disadvantaged	36.4
Students with Disabilities	45.5



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

2020-21 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)	2.20	41.11	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	2.41	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	15.19	11.60	1.24	12115.80	4.41
Unknown	2.20	41.11	88.40	9.48	18854.30	6.86
Total Teaching Positions	5.40	100.00	933.60	100.00	274759.10	100.00

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.

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)	2.60	50.10	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	21.52	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	8.57	12.70	1.30	11953.10	4.28
Unknown	1.00	19.62	62.20	6.31	15831.90	5.67
Total Teaching Positions	5.20	100.00	985.90	100.00	279044.80	100.00

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	1.10

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.80	0.40
Total Out-of-Field Teachers	0.80	0.40

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	40.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 25, 2022, 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.

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 Apex 2019, 2020	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 Apex 2019, 2020	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 Apex 2019, 2020	Yes	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	Yes	0.0%
Foreign Language	N/A		
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Goodheart Wilcox, 2021 Apex 2019, 2020	Yes	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2008 Apex 2019, 2020		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Folsom Lake High is located on the Folsom High campus and uses Folsom High facilities. The following addresses Folsom High "School Facility Conditions and Planned Improvements":

The Folsom High School campus, on Prairie City Road, was complete and open in 1998. This 65-acre site is comprised of 106 classrooms. The campus has nine portables, a gym, a multipurpose room/cafeteria, a library, a theater, staff lounges in every building, five computer labs, a stadium, a field house, and five athletic fields.

The district's governing board has adopted cleaning standards for all of the district schools. A summary of these standards is available at the district office for review. In order to ensure that maintenance is up to date, a vice principal works daily with the custodial staff. The district's maintenance and repair staff ensures that the necessary repairs are completed and work orders are addressed in a timely manner. The work order process is designed to improve efficiency and to assign priorities to all school repairs. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: October 28, 2022

Year and month of the most recent FIT report

2022 October

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		The water fountain in the Library is leaking, work order in process.
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		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	17	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	48	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	23	12	52.17	47.83	16.67
Female	--	--	--	--	--
Male	15	7	46.67	53.33	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	23	13	56.52	43.48	0.00
Female	--	--	--	--	--
Male	15	7	46.67	53.33	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	2.94	NT	44.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	34	75.56	24.44	2.94
Female	19	14	73.68	26.32	0
Male	26	20	76.92	23.08	5
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	10	71.43	28.57	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	15	75	25	6.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	11	78.57	21.43	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Folsom Cordova Unified School District defines its career pathways following the 11 Elements of High Quality CTE Programs and the requirements of Perkins V (Strengthening Career and Technical Education for the 21st Century Act). The Career Technical Education (CTE) Program at Folsom Lake High School prepares students for college and career readiness. The CTE program is offered in the Marketing, Sales, and Service industry sector and Marketing pathway.

The pathway is supported by a two-course sequence that offers rigorous, hands-on, project-based learning. CTE courses include Principles of Marketing and Advanced Marketing.

Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios, industry certifications, and other means. Summer work-based learning is available through the District's CTE Summer Preceptorship Program.

The support and development of student leadership, professional skills, service learning, and work based learning is supported by a school chapter of the Business, Marketing, and Entrepreneurial Career Technical Student Organization, DECA.

The CTE Advisory board meets annually and is comprised of stakeholders, business partners, college representatives, and students.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	14
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	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	5.97
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2022-23 Opportunities for Parental Involvement

Folsom Lake High School does not have a formal Parent Teacher Student Association organization. However, community volunteers have been active on campus during the school year. All parents are part of the enrollment process and participate 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. Parents are also represented on the School Site Council. The following parent organizations that are currently active at Folsom High School, also support families at Folsom Lake High School:

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.

2022-23 Opportunities for Parental Involvement

Parents have recently served on the school's Positive Behavior, Intervention, and Support/Challenge Success team which has worked with Stanford University to improve the achievement and health of all students.

Parents are also serving as parent representatives on the school's Culture and Diversity Student Council, which includes 87 students, 5 teachers, 2 counselors, 2 administrators, 1 mental health specialist, and 3 parents.

For additional information about Folsom Lake High School, please contact Howard Cadenhead, at 916-294-2400.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		18.8	4.2		2.7	2.9		8.9	7.8
Graduation Rate		75	95.8		91.1	92.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	24	23	95.8
Female	13	13	100.0
Male	11	10	90.9
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	13	13	100.0
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	16	15	93.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	86	78	61	78.2
Female	34	31	25	80.6
Male	52	47	36	76.6
American Indian or Alaska Native	1	1	1	100.0
Asian	4	3	3	100.0
Black or African American	7	6	3	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	21	19	14	73.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	10	10	8	80.0
White	42	38	31	81.6
English Learners	19	18	14	77.8
Foster Youth	0	0	0	0.0
Homeless	9	9	7	77.8
Socioeconomically Disadvantaged	31	29	25	86.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	34	32	20	62.5

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.43	3.25	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.45	9.30	0.20	4.04	0.20	3.17
Expulsions	0.00	0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.30	0.00
Female	5.88	0.00
Male	11.54	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	19.05	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.76	0.00
English Learners	21.05	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	19.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.76	0.00

2022-23 School Safety Plan

As Folsom Lake High School is located on the Folsom High School campus, they follow the Folsom High School safety plan. The following addresses the Folsom High, Comprehensive Safety Plan:

The safety of students and staff is a primary concern of Folsom High School/ Folsom Lake 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.

Folsom High School / Folsom Lake High School participate in the "Hour Zero" emergency program. Emergency plans have been developed for almost every conceivable situation. Folsom High School's "emergency plan and procedures" and the school's unique "emergency supply bag in every classroom" program are considered to be a model program by the Sacramento County, Fire, Police, and Community Agencies.

Folsom High School /Folsom Lake High School, participates with the Fire and Police Departments in "full scale" drills and training exercises, provides tours of the school's facilities every summer for new Fire and Police Department personnel, conducts emergency drills every month (i.e., evacuation, lock-down, duck-and-cover), and posts the essential emergency procedures information in every classroom. The school's "emergency plan" books are placed on exhibit during "Back-to-School Night" at the beginning of each new school year. Another unique feature of Folsom's "emergency plan" is the school's partnership with the Folsom Police Department.

Zero student accidents were reported during the 2021-2022 school year.

Date of Last Review/Update: September 7, 2022

Date Last Reviewed with Staff: September 8, 2022

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	10	6	1	
Mathematics	5	8		
Science	12	3		
Social Science	14	5	1	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	5	6		
Mathematics	3	6		
Science	5	2		
Social Science	7	4		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	6	9		
Mathematics	3	7		
Science	8	3		
Social Science	7	10		

2021-22 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	66

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$20,836	\$12,034	\$8,802	\$74,097
District	N/A	N/A	\$7,825.21	\$80,585
Percent Difference - School Site and District	N/A	N/A	11.7	-8.4
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	28.7	-17.6

2021-22 Types of Services Funded

In addition to general state funding, Folsom Lake receives state and federal funding from the following categorical funds and other support programs: Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2021-2022 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$42,116	\$54,370
Mid-Range Teacher Salary	\$72,125	\$82,681
Highest Teacher Salary	\$98,654	\$106,610
Average Principal Salary (Elementary)	\$133,273	\$135,283
Average Principal Salary (Middle)	\$136,712	\$141,244
Average Principal Salary (High)	\$147,263	\$152,955
Superintendent Salary	\$252,138	\$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The district provides a multitude of training for teachers and staff throughout the year. During the 2021-2022 school year two days of professional development took place before the 1st day of school. The professional development offered ranged from Best Practices in an On-Line Environment, training on specific platforms such as Microsoft Teams, SeeSaw, Social/Emotional Learning, Universal Design, etc. Over 20 specific offerings for teachers were available, with all professional development sessions recorded and archived for teachers to review later if they need a refresher to the sessions attended, or to watch for the first time sessions they were unable to attend.

In addition to the two days of professional development, a cadre of teachers from the district, in conjunction with the Curriculum and Instruction team at the district office, will be offering additional professional development throughout the school year. PD will be related to subject area specific needs, adopted curriculum, continued support of technology/learning platforms now being used by the district, Social Emotional Learning, differentiated instruction, etc. The Curriculum and Instruction team from the district office uses district wide and school specific data, as well as teacher surveys, to create professional development opportunities throughout the school year.

In addition to professional development training, the entire staff meets two times per month to discuss Positive Behavior Intervention Strategies (PBIS) for students who are not being successful in school due to their behavior, emotional needs or academic challenges. The school's MFT provides staff with additional training and support throughout the year, such as Mindful exercises, protocols for students in crisis, and strategies to support students that are struggling in the classroom.

Professional Development & Collaboration Plan
Folsom Lake High School
2021-2022

Professional Development August 10th - 11th:

- Microsoft teams
- Google Classroom
- Seesaw
- Screencast-O-Matic
- Distance Learning Tools to Engage EL Students
- Learning to Jamboard
- Building On-line Choice Boards

Professional Development

- Surviving and Thriving in a Digital Environment
- SEL 101
- Assessment in Distance Learning
- Trauma – Informed Care
- Why PLCs are Needed More Than Ever
- Finding Your Teacher SuperPowers in a Digital World
- Smart Learning Suite
- Suicide Prevention
- Unit Building for the Digital Classroom
- Designing Virtual Social Groups
- Establishing Digital Relationships, Routine and Resiliency at the Secondary Level
- How to Make and Use a Bitmoji Classroom
- Incorporating Behavioral Supports in a Digital Environment
- Developing a Distance Learning Plan

Upcoming PD:

- StudySync
- I-Lit
- Controversial Topics in History
- APEX
- SEL
- Future PD developed from needs identified through student data and faculty surveys

Collaboration Time:

- 75 Minutes of designated PLC time on Mondays
- Various opportunities during Asynchronous time Tuesday - Friday

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2