

Folsom Lake High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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 | https://flhs.fcusd.org |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 34673303430709 |

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

FOLSOM LAKE HIGH SCHOOL: Roadrunners

Vision:
Success through resilience and responsibility

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

2024-25 School Description and Mission Statement

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

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 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. Folsom Lake High School offers personalized learning support for its students. This includes regular meetings between families, students, and their guidance counselors. Personalized schedules to meet their needs through a combination of classes delivered via APEX and both A-G and non-A-G classes delivered at Folsom High School.

The school is supported administratively by Mr. Howard Cadenhead, Principal of Folsom High School, Mrs. Louise Cranston, 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 Edmentum, and individual student needs. Student placements are re-evaluated throughout the year based on teacher observations, grades, Edmentum 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.

Enrollment at FLHS as of Dec. 2, 2024, is 55 students

Asian - 1%

Black or African American - 9%

White - 40%

Hispanic - 34%

Two or more races - 14%

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

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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.

WASC
Folsom Lake High successfully completed a visit in the spring of 2023 and was awarded a 3-year accreditation that will be up for review again in June 2026.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 11 | 19 |
| Grade 12 | 57 |
| Total Enrollment | 76 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 30.3 |
| Male | 69.7 |
| American Indian or Alaska Native | 1.3 |
| Asian | 1.3 |
| Black or African American | 11.8 |
| Hispanic or Latino | 28.9 |
| Native Hawaiian or Pacific Islander | 2.6 |
| Two or More Races | 13.2 |
| White | 40.8 |
| English Learners | 19.7 |
| Homeless | 5.3 |
| Socioeconomically Disadvantaged | 51.3 |
| Students with Disabilities | 46.1 |

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/Incomplete/NA | 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/Incomplete/NA | 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.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 2.60 | 53.93 | 907.90 | 90.94 | 231142.40 | 83.24 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 12.40 | 1.24 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 16.80 | 1.69 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.20 | 25.00 | 19.50 | 1.95 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 1.00 | 21.07 | 41.70 | 4.18 | 14303.80 | 5.15 |
| Total Teaching Positions | 4.80 | 100.00 | 998.40 | 100.00 | 277698.00 | 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 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.10 | 1.10 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.10 | 1.10 | 0 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.80 | 0.40 | 1.1 |
| Total Out-of-Field Teachers | 0.80 | 0.40 | 1.2 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 40 | 0 |
| 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 | 0 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 15, 2024, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected 2023 August

| 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 Apex 2019, 2020 | Yes | 0.0% |
| History-Social Science | Oxford University Press, 2012 Hodder Education. 2012, 2013, 2015, 2016 | Yes | 0.0% |

| | | | |
|---|--|-----|------|
| | McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019 Apex 2019, 2020 | | |
| 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 | Yes | 0.0% |
| Science Laboratory Equipment (grades 9-12) | Folsom Lake High currently has well-equipped chemistry, biology and physics labs with the equipment and materials necessary for NGSS implementation. | Yes | 0.0% |

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

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's "School Facility Conditions and Planned Improvements":

Folsom High School/Folsom Lake High is located along Highway 50 and serves the growing city of Folsom in Sacramento County. Single-family homes, apartments, and business structures continue to be built at a rapid pace. A new community, Folsom Ranch, is currently under development on the south side of Highway 50 and is expected to add 10,000 new homes, a new high school, a middle school, and five elementary schools over the next decade or so. FHS, built in 1922, was the first high school within FCUSD and moved to the present campus in the fall of 1998 and has 101 classrooms. The campus sits on sixty-five landscaped acres abutting a reservoir and includes several athletic facilities and fields as well as a professional theater. Even though the facility is 22 years old, it maintains an overall good state of repair, and many who see the campus for the first time mistake it for a community college. The school includes a Learning Resource Center (library), TV studio, theater complex, stadium complex, seven computer labs, two gymnasiums, weight room, dance room, science labs, food service area, and many academic classrooms. In November of 2014, the Folsom Community overwhelmingly passed the Measure G schools bond in order to support the addition of new school facilities and to support facility upgrades, technology, and infrastructure updates.

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

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2024/2025 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 14, 2024

Year and month of the most recent FIT report

2024 October

School Facility Conditions and Planned Improvements

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Library boys RR- Urinal has broken partition. Work order created. Girls Locker Room handicap toilet does not flush. Work order created. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 0 | 6 | 58 | 58 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 0 | 0 | 48 | 49 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 18 | 18 | 100.00 | 0.00 | 5.56 |
| Female | -- | -- | -- | -- | -- |
| Male | 11 | 11 | 100.00 | 0.00 | 9.09 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 18 | 17 | 94.44 | 5.56 | 0.00 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| 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.

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

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

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

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 0.00 | 5.00 | 45.75 | 45.67 | 30.29 | 30.73 |

2023-24 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 | 41 | 40 | 97.56 | 2.44 | 5.00 |
| Female | 16 | 16 | 100.00 | 0.00 | 6.25 |
| Male | 25 | 24 | 96.00 | 4.00 | 4.17 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 11 | 11 | 100.00 | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 24 | 23 | 95.83 | 4.17 | 8.70 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 22 | 22 | 100.00 | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2023-24 Career Technical Education Programs

Folsom Lake High School Students have access to all courses and pathways available at Folsom High School.

Folsom Cordova Unified School District structures its career pathways based on the 12 Elements of High-Quality CTE Programs and the requirements of Perkins V (Strengthening Career and Technical Education for the 21st Century Act). The Career and Technical Education (CTE) programs at Folsom High School are designed to prepare students for both college and career success. These programs are offered across five industry sectors and seven pathways. The industry sectors include Arts, Media & Entertainment, Engineering & Architecture, Information & Communication Technology, Manufacturing & Product Development, and Health Science and Medical Technology. The pathways focus on Graphic Design, Film/Video Production, Architectural Design, Engineering Design, Product Innovation & Design, Systems Programming, and Patient Care.

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

CTE courses include Patient Care A, Digital Art 1 and 2, AP Digital Art, Video Production 1 and 2, TV Occupations, Introduction to Engineering Design, Honors Principles of Engineering, Honors Civil Engineering & Architecture, Advanced Drafting & Architecture, Exploring Computer Science, Computer Science & Programming, AP Computer Science A, Manufacturing & Product Design, Advanced Manufacturing & Product Design, Honors Manufacturing & Product Design, and CTE Internships. Student assessment of work readiness skills in CTE programs is conducted through end-of-course exams, projects, portfolios,

2023-24 Career Technical Education Programs

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

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

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

2023-24 Career Technical Education (CTE) Participation

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

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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

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.

2023-24 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. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| | | | | | |

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.

2024-25 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.

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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 4.2 | 3.0 | 10.5 | 2.9 | 2.9 | 3.8 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 95.8 | 93.9 | 86.8 | 92.9 | 93.1 | 92.3 | 87.0 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 38 | 33 | 86.8 |
| Female | 17 | 17 | 100.0 |
| Male | 21 | 16 | 76.2 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 15 | 14 | 93.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.00 |
| White | 19 | 15 | 78.9 |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 25 | 22 | 88.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

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

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 99 | 89 | 61 | 68.5 |
| Female | 37 | 32 | 28 | 87.5 |
| Male | 62 | 57 | 33 | 57.9 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 32 | 30 | 21 | 70.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 11 | -- | -- | -- |
| White | 41 | 36 | 26 | 72.2 |
| English Learners | 18 | 17 | 6 | 35.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 51 | 48 | 35 | 72.9 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 42 | 41 | 26 | 63.4 |

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 9.3 | 9.43 | 13.13 | 4.04 | 3.48 | 3.31 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0.02 | 0.03 | 0.04 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 13.13 | 0.00 |
| Female | 2.70 | 0.00 |
| Male | 19.35 | 0.00 |
| Non-Binary | 0.00 | 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 | 6.25 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 36.36 | 0.00 |
| White | 9.76 | 0.00 |
| English Learners | 11.11 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 13.73 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 14.29 | 0.00 |

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

2024-25 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:

2024-25 School 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.

Zero student accidents were reported during the 2023-2024 school year.

Date of Last Review/Update: November 19, 2024

Date Last Reviewed with Staff: August 8, 2024

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 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 6 | 12 | | |
| Mathematics | 6 | 8 | | |
| Science | 8 | 5 | 1 | |
| Social Science | 7 | 12 | 1 | |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 20 | 3 | | |
| Mathematics | 16 | 2 | | |
| Science | 20 | 1 | | |
| Social Science | 20 | 3 | | |

2023-24 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 | 76 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$10,119 | \$3,414 | \$6,705 | \$86,378 |
| District | N/A | N/A | \$9,707.61 | \$87,886 |
| Percent Difference - School Site and District | N/A | N/A | -36.6 | -1.7 |
| State | N/A | N/A | \$10,771 | \$97,756 |
| Percent Difference - School Site and State | N/A | N/A | -46.5 | -12.4 |

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Folsom Lake High receives supplemental state and federal funding through various categorical and support programs, including Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, and LCAP Supplemental Funds for English Learners and Low-Income Students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2023-2024 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$46,849 | \$59,551 |
| Mid-Range Teacher Salary | \$80,232 | \$93,855 |
| Highest Teacher Salary | \$115,230 | \$120,219 |
| Average Principal Salary (Elementary) | \$145,508 | \$151,525 |
| Average Principal Salary (Middle) | \$154,898 | \$158,215 |
| Average Principal Salary (High) | \$163,025 | \$171,087 |
| Superintendent Salary | \$349,440 | \$300,043 |
| Percent of Budget for Teacher Salaries | 34.2 | 31 |
| Percent of Budget for Administrative Salaries | 4.98 | 4.91 |

2023-24 Advanced Placement (AP) Courses

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

| | |
|--|---|
| Percent of Students in AP Courses | 0 |
|--|---|

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

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

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

In addition, Folsom Lake High School teachers, administrators, and counselors utilize the Professional Learning Community (PLC) model to develop goals for the school year that are aligned with the school's Western Association of Schools and Colleges (WASC) Action Plan and Single Plan for Student Achievement (SPSA) goals aligned with the district's Local Control and Accountability Plan (LCAP). Folsom High's instructional and cultural leadership is provided by the Leadership Team and Guiding Coalition which are comprised of representatives from each department and other volunteers. Whole-staff professional development is provided when appropriate. Instructional Aids receive professional development on a monthly basis.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 3 |