

Ferndale High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Jack Lakin, Principal

Principal, Ferndale High

About Our School

Contact

*Ferndale High
1231 Main St.
Ferndale, CA 95536-9416*

*Phone: 707-786-5900
E-mail: jlakin@ferndalek12.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Ferndale Unified	School Name	Ferndale High
Phone Number	(707) 786-5900	Street	1231 Main St.
Superintendent	Jack Lakin	City, State, Zip	Ferndale, Ca, 95536-9416
E-mail Address	jlakin@ferndalek12.org	Phone Number	707-786-5900
Web Site	http://www.ferndalek12.org	Principal	Jack Lakin, Principal
		E-mail Address	jlakin@ferndalek12.org
		Web Site	www.ferndalek12.org/fhs
		County-District-School (CDS) Code	12753741232909

Last updated: 12/11/2016

School Description and Mission Statement (School Year 2016-17)

Ferndale High School is a comprehensive Necessary Small High School located in the Eel River Valley of Humboldt County, California. With an enrollment of fewer than 150 students, Ferndale High School offers a full program of college preparatory, vocational and elective classes in a safe and caring environment. Ferndale High School is fully accredited by the Western Association of Schools and Colleges.

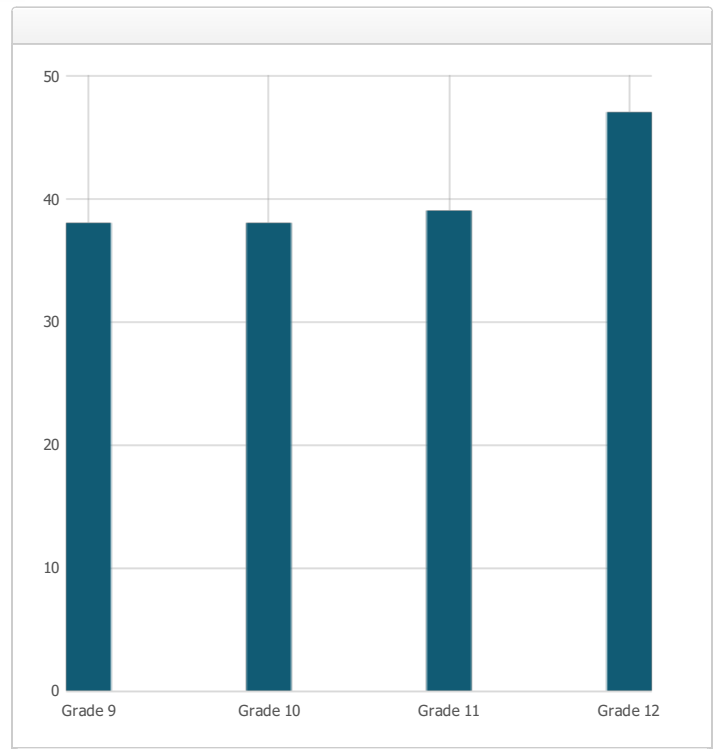
Ferndale Unified School District Vision Statement

Ferndale Unified School District, in partnership with parents and the community, will provide in a structured, safe, efficient and caring environment, a challenging and stimulating educational experience meeting the needs of all students and providing them with the skills necessary to succeed in the homes, work places and communities of today and tomorrow. The District will also strive to develop the qualities of good character and responsible citizenship by fostering self-esteem, self-discipline, respect for the rights of others and stewardship of our planet.

Last updated: 12/11/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	38
Grade 10	38
Grade 11	39
Grade 12	47
Total Enrollment	162



Last updated: 12/11/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	1.2 %
Asian	0.6 %
Filipino	0.0 %
Hispanic or Latino	17.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	79.6 %
Two or More Races	0.6 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	39.5 %
English Learners	3.1 %
Students with Disabilities	17.3 %
Foster Youth	0.6 %

Last updated: 12/11/2016

A. Conditions of Learning

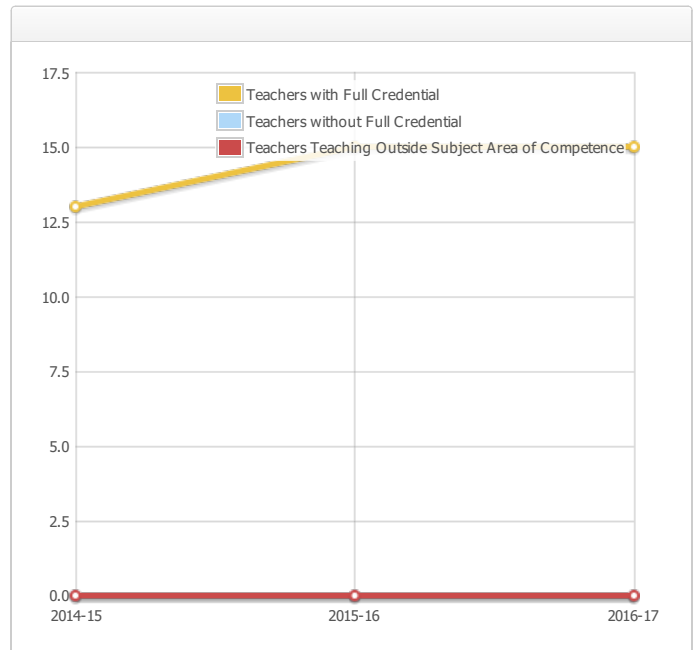
State Priority: Basic

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

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

Teacher Credentials

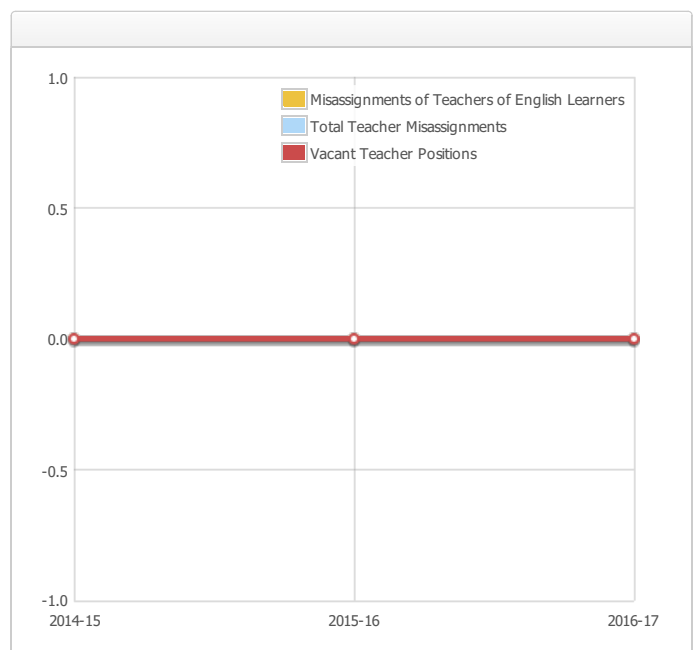
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	15	15	36
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 3/1/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 12/11/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	88.0%	12.0%
All Schools in District	91.0%	9.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	88.0%	12.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2011

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials are current and sufficient in number		0.0 %
Mathematics	Materials are current and sufficient in number		0.0 %
Science	Materials are current and sufficient in number		0.0 %
History-Social Science	Materials are current and sufficient in number		0.0 %
Foreign Language	Materials are current and sufficient in number		0.0 %
Health	Materials are current and sufficient in number		0.0 %
Visual and Performing Arts	Materials are current and sufficient in number		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/11/2016

School Facility Conditions and Planned Improvements

The main building of Ferndale High School, built in 1952, contains the school office, 11 classrooms, and school library. The adjacent shop building houses the woodshop and agricultural mechanics shop. The gymnasium, built in 1975 with a seating capacity of 881, contains men's and women's locker rooms, and coaches' offices. The facilities master plan calls for the construction of a classroom/office building to replace a portable building removed in 2004, and for the modernization of the main high school building. Facilities provide adequate space for the instructional program at Ferndale High School.

Ferndale High School has submitted an application for deferred maintenance funds (hardship) to complete an HVAC project—this has been approved but not been funded. In addition, the site is also in need of ADA upgrades as well as general facility modernization needs that are consistent with schools that were constructed in the 1950s and have not been renovated to any significant degree. Our school maintenance needs are ongoing and largely the result of the age of our high school. These needs include electrical, plumbing, roofing, windows, flooring, lighting, and other general facility maintenance requirements. The retirement on an underground fuel tank was finalized in 2009.

Last updated: 3/1/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Develop replacement cycle for heaters
Interior: Interior Surfaces	Poor	Painting is needed throughout and flooring needs to be upgraded.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Poor	Modernization is needed in order to accommodate technology.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Restrooms need modernization.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Fair
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Last updated: 3/1/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	38.0%	35.0%	34.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	32.0%	29.0%	25.0%	25.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.7%	38.1%
Male	23	23	100.0%	21.7%
Female	20	19	95.0%	57.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.1%	42.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.0%	38.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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.

Last updated: 2/1/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.7%	28.6%
Male	23	23	100.0%	21.7%
Female	20	19	95.0%	36.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.1%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.0%	19.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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.

Last updated: 2/1/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	51.0%	68.0%	41.0%	64.0%	71.0%	62.0%	60.0%	56.0%	54.0%

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	38	37	97.4%	40.5%
Male	18	17	94.4%	52.9%
Female	20	20	100.0%	30.0%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	30	29	96.7%	48.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	41.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

Career Technical Education Programs (School Year 2015-16)

Ferndale High School offers vocational training through HROP Cabinetmaking and Building Trades, vocational agriculture, and work experience programs. The majority of Ferndale High School graduates, including those students who will go on to two or four year colleges, have completed courses in vocational education while in high school. Students enrolled in vocational programs receive work preparation skills, and may qualify for certification upon completion.

Last updated: 12/11/2016

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/11/2016

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	48.3%

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	27.0%	27.0%	29.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to participate in the education of their children attending District schools. Opportunities to participate include volunteering in classrooms and school programs, membership committees such as School Site Council, Booster Club, and PaSTA. Parents wishing to know how they may become more involved can call the school for information and schedules of committee meetings.

State Priority: Pupil Engagement

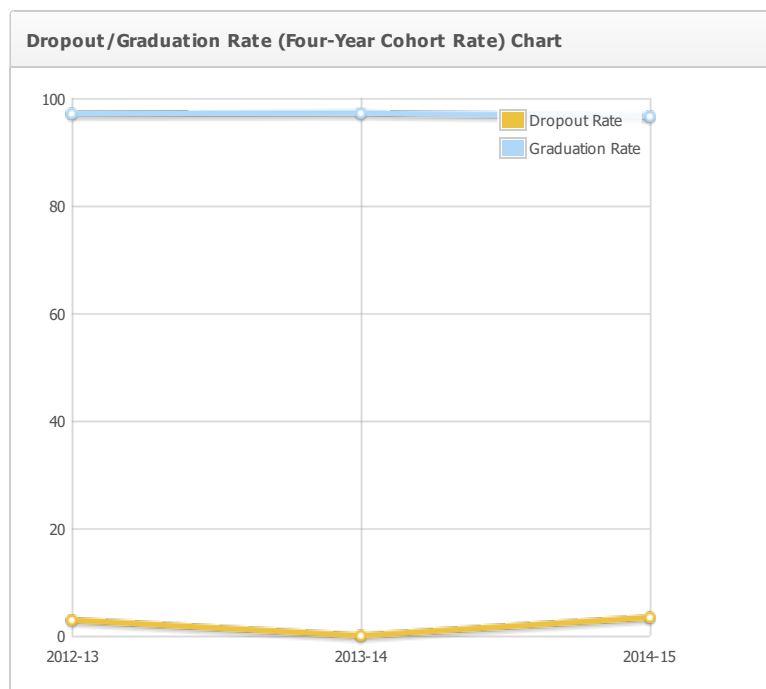
Last updated: 12/11/2016

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.9%	0.0%	3.4%	2.9%	0.0%	3.4%	11.4%	11.5%	10.7%
Graduation Rate	97.10	97.20	96.60				80.44	80.95	82.27



Last updated: 12/11/2016

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	100	100	85
Black or African American	0	0	77
American Indian or Alaska Native	100	100	75
Asian	0	0	99
Filipino	0	0	97
Hispanic or Latino	100	100	84
Native Hawaiian or Pacific Islander	0	0	85
White	100	100	87
Two or More Races	100	100	91
Socioeconomically Disadvantaged	100	100	77
English Learners	0	0	51
Students with Disabilities	100	100	68
Foster Youth	--	--	--

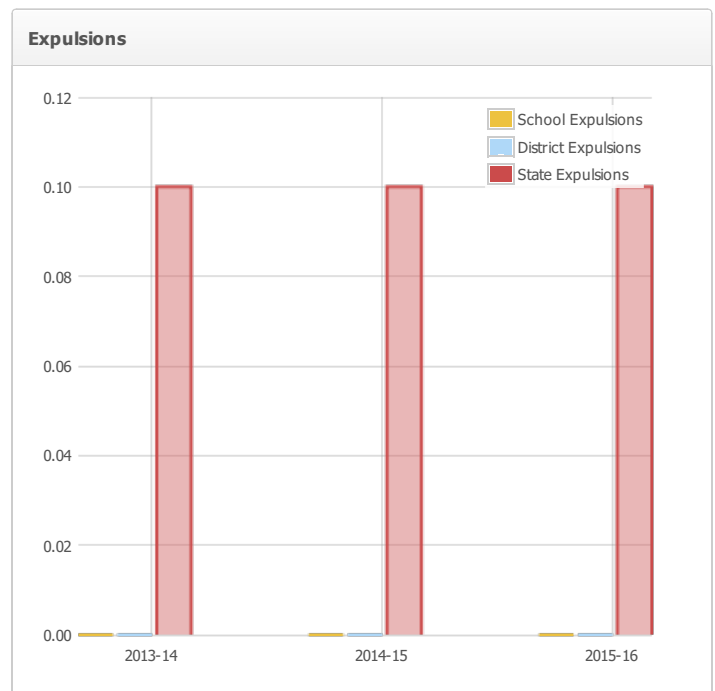
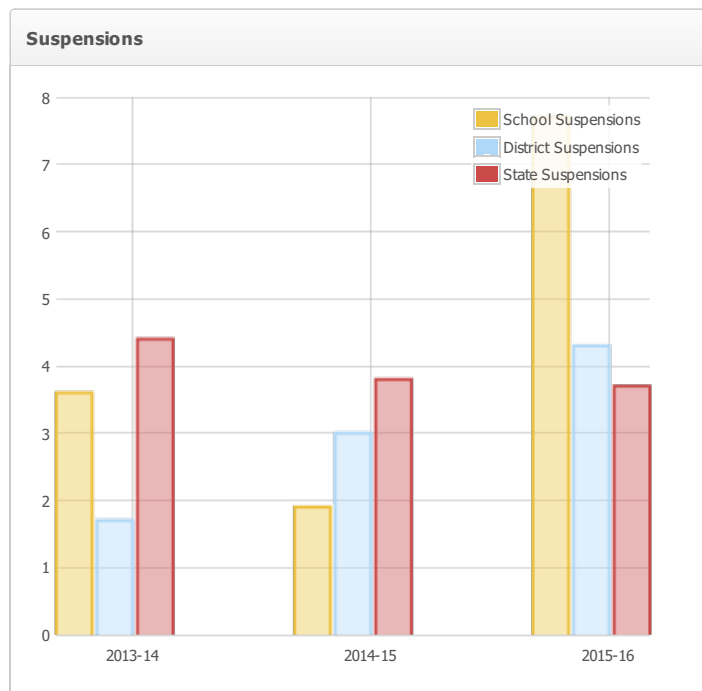
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.6	1.9	7.7	1.7	3.0	4.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

The Ferndale Unified School District Comprehensive School Safety Plan was created in October 2010, and has been reviewed and updated periodically since that date. The Plan includes District policies covering school rules, discipline procedures, child abuse reporting procedures, and plans for disaster preparedness integrated with the Community Disaster Plan.

Contributing to school safety are the small sizes and the close relationship between faculty members, students, parents and the community. This relationship fosters a safe and caring learning environment for students. Many inter-district transfer students attend Ferndale High School often being attracted to the school because of the intimacy of the school that includes the small class sizes. Student government and Leadership class promote the attributes of student involvement and self-determination.

School staff is available to students and parents for providing academic assistance, academic and intervention counseling, and dealing with issues of concern. Abundant opportunities are available for students to actively participate in co-curricular and extra-curricular programs. Seventy-five percent of the students enrolled at Ferndale High School are active in extracurricular and/or cocurricular programs, including athletics, FFA, programs for the arts, and student government.

School discipline is tailored to honor the unique circumstances accompanying each student issue requiring intervention and promotes student safety and a positive school climate. Our staff utilizes a student-centered case-by-case approach that is embedded in a program known as Love and Logic. With this program, interventions may range from conversations about a particular occurrence, verbal and/or written warnings (referrals) about an occurrence, time-outs and/or detentions (teacher initiated and monitored), community service assignments, campus/activity restrictions, and in school and from school suspensions and/or expulsion from school (Grounds for Suspension or Expulsion: Education Code 48900).

School climate and school discipline go hand-in-hand. The Ferndale High School Student Conduct Code is as follows: 1) Every attempt will be made to maintain

the dignity and self-respect of both student and adult. 2) Students will be guided and expected to solve problems they create without creating problems for anyone else. 3) Students will be given opportunities to make decisions and live with the natural and/or logical consequences of their decisions be they good or bad. 4) Students will be given the opportunity to share their information or let their concerns be heard at an appropriate time and place.

Last updated: 3/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 12/11/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	6	2	0	16.0	8	0	0	18.0	7	2	0
Mathematics	14.0	11	1	0	14.0	10	0	0	15.0	10	0	0
Science	15.0	6	0	0	13.0	5	0	0	15.0	7	1	0
Social Science	19.0	4	2	0	15.0	6	0	0	17.0	5	2	0

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

Last updated: 3/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.3	150.0
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.4	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/11/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9725.0	\$2431.0	\$7294.0	\$52080.0
District	N/A	N/A	\$7294.0	\$51756.0
Percent Difference – School Site and District	--	--	0.0%	0.6%
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	--	--	28.4%	-16.6%

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

Last updated: 2/28/2017

Types of Services Funded (Fiscal Year 2015-16)

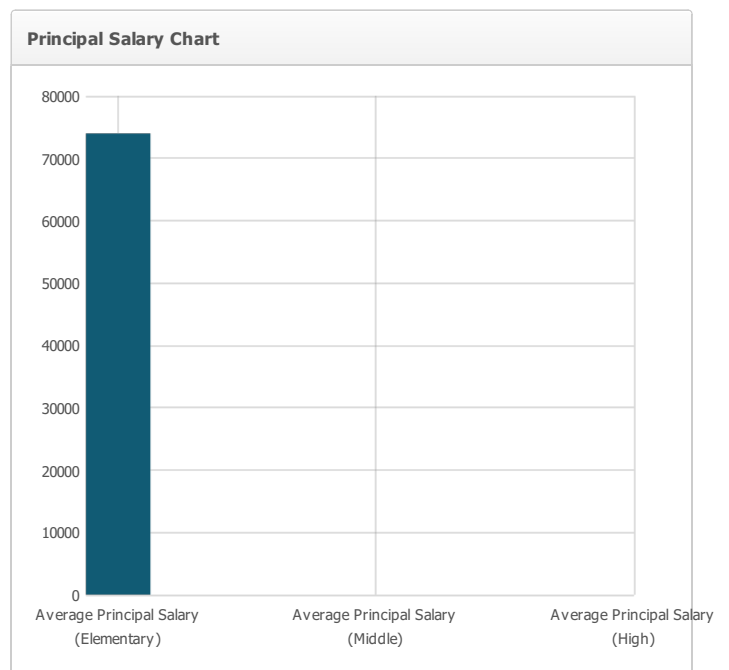
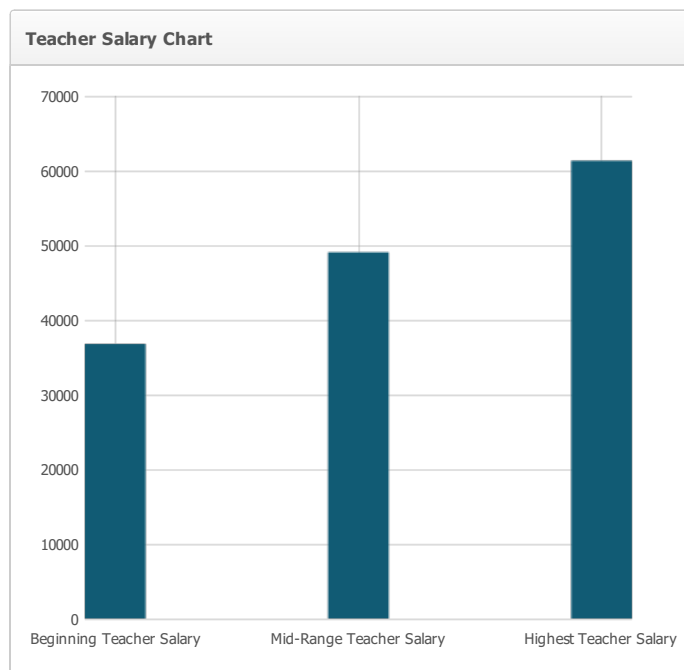
Supplemental services provided include career technical programs, counseling, special education services, 504 services, an AVID program, Advanced Placement courses, Library services, computer literacy, and English Language Learner services.

Last updated: 12/11/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,794	\$40,430
Mid-Range Teacher Salary	\$49,065	\$58,909
Highest Teacher Salary	\$61,336	\$77,358
Average Principal Salary (Elementary)	\$74,000	\$94,634
Average Principal Salary (Middle)	\$	\$97,839
Average Principal Salary (High)	\$	\$100,453
Superintendent Salary	\$95,200	\$123,728
Percent of Budget for Teacher Salaries	38.0%	32.0%
Percent of Budget for Administrative Salaries	3.0%	6.0%

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



Last updated: 2/28/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	4	10.0%

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

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

Last updated: 3/1/2017

Professional Development

On an annual basis, staff and administration will discuss priorities for staff development for the year. Then, as staff requests to attend development activities, they will discuss with administration how it will help them adhere to California State Content Standards. Upon their return, staff members will share their experience with their department, the administration, and other instructional staff to see if anything can be gleaned that would be of use to the school. Annual review of Ferndale High's STAR results will be used to determine priority.

During the 2007-2008 school year staff development at Ferndale High School included such topics as: School-wide Discipline (Love and Logic) and School Climate Development, Vocabulary Development , Physical Education, Classroom Management, AVID, Grant Writing, Vertical Curriculum Articulation 7-12, Disaggregation and Analysis of STAR Testing Data, Counseling Techniques and Issues, and Special Education. During the 2008-2009 school year staff development included such topics as CELDT training, AVID, Blood Borne Pathogens and Universal Precautions, and Special Education.

Last updated: 12/11/2016