

Vista del Lago High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Vista del Lago High School
Street	1970 Broadstone Parkway
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-2410
Principal	Lori Emmington
Email Address	lemmingt@fcusd.org
Website	https://www.fcusd.org/vdlhs
County-District-School (CDS) Code	34673300113571

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

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

School Vision and Mission:

Vista del Lago High School is committed to providing a positive and relevant learning environment where every student is prepared for 21st century college and career success.

Vista del Lago High School is a Professional Learning Community dedicated to ensuring that each student gains the knowledge and skills necessary to demonstrate outstanding academic and personal achievement. In partnership with parents and community, we are dedicated to developing engaged and ethical young adults who approach learning with courage, compassion and resilience in a diverse and changing global community.

School & Community Profile:

Vista del Lago High School is one of two comprehensive high schools in the city of Folsom. Folsom has rapidly grown into an economically advantaged community with a younger, non-diverse population with the median age being 37.2 years. Over 66.5% of its inhabitants are White, while 12.5% are Asian, 11.2% are Hispanic, 5.7% are Black, and 4.2% identify as two or more races. According to the 2013 census data, the median household income is just over \$98,000 per year.

The growth and development of the community in the last few years has led to a large population growth at Vista del Lago High School, resulting in an overcrowded campus and impacted facilities.

While built to support 1600-1700 students, Vista del Lago has a current enrollment of just under 1900. This was the first year that we have had to overflow students within our boundaries to our neighboring high school, Folsom High School. The latest state data shows that 10% of our students are at the poverty level; less than 1% of our students are homeless and, we currently have three foster youth students; 1% of our students are English Learners (EL) . Our unduplicated Free or Reduced Price Meals (FRPM)/EL/Foster youth is at 11%.

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along US Highway 50 and is home to more than 20,000 Pre-K through adult students. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

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

Grade Level	Number of Students
Grade 9	520
Grade 10	460
Grade 11	475
Grade 12	441
Total Enrollment	1,896

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.5
Asian	17.7
Filipino	2.4
Hispanic or Latino	10
Native Hawaiian or Pacific Islander	0.2
White	63.9
Two or More Races	3.9
Socioeconomically Disadvantaged	10
English Learners	0.8
Students with Disabilities	7.1
Foster Youth	0.1
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	82	78	81	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	7	0	3	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, 2015, Pearson, iLit, 2016	Yes	0.0%
Mathematics	Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018 Houghton Mifflin, 2002, 2007, 2008 Pearson, 2006, 2007, 2012 McGraw Hill Company, 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009, 2014 Haese Mathematics, 2012 2019 Oxford University Press, 2012, 2019	Yes	0.0%
Science	Oxford Press University, 2014 Benjamin Cummings, 2016 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Biozone International, 2018	Yes	0.0%
History-Social Science	Oxford University Press, 2012 Holder Education. 2012, 2013, 2015 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019	Yes	0.0%
Foreign Language	EMC, 2011, 2012, 2013, 2014 Saint Paul: EMC, 2015 Pearson, 2012, 2015	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Holt, Rinehart, Winston, 2007 American Red Cross, 2016	Yes	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2004	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	Vista del Lago currently has well-equipped chemistry, biology and physics labs. We are currently working on increasing our equipment and materials necessary for NGSS implementation.		

School Facility Conditions and Planned Improvements (Most Recent Year)

Vista del Lago High was originally constructed in 2007 and is comprised of 57 classrooms, black box theater, two gyms and a dance/wrestling room, a pool, synthetic football and track field, baseball and softball fields, multipurpose room/cafeteria, snack bar with accompanied eating area, library, staff lounge, and computer labs. We are currently constructing a football stadium that is scheduled to be completed after the first of the year.

Cleaning Process: A vice principal works closely with a custodial staff of four to ensure that the school is maintained to provide for a clean and safe learning environment. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Deferred Maintenance Budget: 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: 10/18/2019

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Sprinkler flow switch needed in main gym
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	81	80	64	63	50	50
Mathematics (grades 3-8 and 11)	64	69	53	52	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	455	448	98.46	1.54	79.87
Male	217	216	99.54	0.46	71.76
Female	238	232	97.48	2.52	87.45
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	80	80	100.00	0.00	91.14
Filipino	12	11	91.67	8.33	81.82
Hispanic or Latino	52	52	100.00	0.00	71.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	285	280	98.25	1.75	77.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	14	93.33	6.67	85.71
Socioeconomically Disadvantaged	36	36	100.00	0.00	88.89
English Learners	--	--	--	--	--
Students with Disabilities	28	27	96.43	3.57	37.04
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	455	450	98.90	1.10	68.89
Male	217	216	99.54	0.46	66.20
Female	238	234	98.32	1.68	71.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	80	79	98.75	1.25	86.08
Filipino	12	11	91.67	8.33	81.82
Hispanic or Latino	52	52	100.00	0.00	61.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	285	283	99.30	0.70	65.72
Two or More Races	15	14	93.33	6.67	64.29
Socioeconomically Disadvantaged	36	36	100.00	0.00	69.44
English Learners	--	--	--	--	--
Students with Disabilities	28	27	96.43	3.57	14.81
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

The Career Technical Education (CTE) Programs at Vista del Lago High School prepare students for success in college and careers. The CTE programs are offered in five industry sectors and six pathways. The industry sectors include: Arts, Media & Entertainment, Education, Child Development & Family Services, Engineering & Architecture, Health, Science & Medical Terminology, and Information Technology. The programs concentrate on the following pathways: Design, Visual & Media Arts, Production & Managerial Arts, Child Development, Engineering & Design, Software & Systems Development, and Biotechnology.

The pathways are supported by two to three course sequences that offer rigorous, hands-on, project based learning. Some courses offer A-G college preparatory status, college credit and are articulated with California State University Sacramento (CSUS) and community colleges.

The CTE courses include: Fine Art Photography, Animation, Video Production, Developmental Psychology of Children, Careers with Children, Biotechnology, Introduction to Engineering Design, Principles of Engineering, Aerospace Engineering, AP Computer Science Principles, Human Body Systems, and Principles of Biomedical Science.

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

The CTE Advisory boards for each industry sector meet at least once a year, and are comprised of stakeholders, business partners, and college representatives.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	945
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.84
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	62.66

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	10.0	23.3	60.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Vista encourages active parent and community involvement. The Parent-Teacher-Student Organization (PTSO) exists for the support of Vista's academic and extra-curricular programs. Additionally, drama, music, and athletic booster clubs raise funds and promote community-wide support for the performing arts and athletic programs. Parents are also a vital part of our School Site Council. Communication with Vista families occurs regularly through a weekly Thursday email update, a quarterly school newsletter, as well as daily posts on Vista's Facebook and Instagram page. We also use Blackboard Connect for daily attendance notification and special announcements, communicating directly to families through email, text and/or telephone. Teachers communicate regularly with parents through updated teacher webpages. All parents are invited to fall and winter Back-to-School Nights, and an Arena Day and Freshman Orientation serves to welcome and orient students and parents to the Vista campus and culture before school begins each year.

Parents or community members who wish to participate in leadership teams, school committees, Challenge Success, school activities, or become a volunteer may visit our volunteer webpage on our school website or contact our school volunteer coordinator at (916) 294-2410 ext. 410110.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0	0	0.3	3.3	2.8	2.2	9.7	9.1	9.6
Graduation Rate	99.2	97.9	98.7	92.6	91.4	90.6	83.8	82.7	83

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	2.8	1.3	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.3	0.2	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Vista del Lago High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. We had 48 student accident reports filed during the 2018-19 school year. The School Site Safety plan was last reviewed and updated on October 1, 2019 by the School Site Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills, as well as lock-down drills are conducted on a regular basis throughout the school year. Students are supervised before and after school, and during lunch and passing periods by classified staff/administration. We have four campus monitors and a Folsom School Resource Officer assigned to our campus. There is a designated area for student drop off and pick up. All visitors are required to register in the reception desk of the administration office. In accordance with the district's "closed campus" regulation, classroom visitations will be allowed by appointment only.

Date of Last Review/Update: October 1, 2019

Date Last Reviewed with Staff: September 25, 2019

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	32	2	16	24	30	8	13	26	29	10	11	29
Mathematics	30	3	15	17	30	6	10	21	30	5	15	20
Science	33	1	7	14	34		8	15	34		9	14
Social Science	30	4	8	17	32	2	8	17	31	2	9	17

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

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

Title	Ratio
Academic Counselors*	574.5

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,406.29	\$785.38	\$5,620.91	\$75,302.26
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-29.1	0.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-23.6	-5.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Vista del Lago receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), Comprehensive School Improvement (CSI) funds, and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	6	N/A
Science	2	N/A
Social Science	7	N/A
All courses	21	22.2

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

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

Professional Development (Most Recent Three Years)

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

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

At Vista del Lago, professional development is focused on instructional practices and intervention strategies that support learning for all students. Through Professional Learning Communities (PLC), teachers and staff are encouraged to grow professionally through collaboration and self-reflection. Employees are encouraged to continue professional learning through college and university classes, statewide workshops and professional conferences. Teachers stay current on educational research and content specific trends and pedagogy through monthly faculty meetings and weekly department collaboration. District-sponsored in-service and training are provided through district level lead teachers and site level content area coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with Beginning Teacher Support and Assessment (BTSA) to provide an induction program for qualified new teachers. The district is involved with both Administrator Training Program (ATP) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum. The district supports our teachers in pursuing National Board Certification; we currently have nine National Board Certificated teachers on campus.

Vista del Lago is committed to supporting students in their social and personal development, as well as academics. Our counseling and administrative staff, as well as our Positive Behavioral Intervention and Support (PBIS) team give special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

In addition: The counselor to pupil ratio is currently 1:542. The table lists the support service personnel available at Vista del Lago High, which now includes two part-time Marriage Family Therapists (MFT).