Vista del Lago High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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 2020-2021)

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.

Vision:
Vista del Lago High School is a Professional Learning Community (PLC) 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.

Programs and Goals:
Students at Vista del Lago high school experience a rigorous, but flexible program of study. Due to the 4x4-block schedule, students are able to take up to 8 courses per year which allows them the opportunity to earn 320 units throughout high school, though only 240 units are required for graduation. This allows our students to take a variety of electives, ranging from our unique and diverse visual and performing arts classes to a variety of rigorous AP courses. In addition, struggling students are given numerous opportunities for remediation and extra support in order to prepare for graduation.

Vista del Lago's Advisory program was designed to ensure that students create strong connections to a small cohort of grade-level students and a teacher who will serve as an advisor and caring adult throughout all four years. During Advisory, students gain knowledge and skills through weekly lessons focused on relevant Social Emotional Learning (SEL) and College/Career Readiness topics that cannot be taught during the traditional school day; for example, bullying, digital citizenship, goal setting, four-year academic planning, resume building, etc. In addition to these lessons, Advisory teachers regularly check in on their students' academic progress and needs. When students are struggling academically, the Advisory teacher works with the student to develop a plan, which may include communicating with the academic teacher, goal setting to finish missing homework, encouraging retakes, or helping the student sign up for appropriate FlexTime offerings.

Flextime is another unique program that supports student success. In the Fall of 2017, Vista del Lago implemented a new schedule allowing us to provide intervention during the school day. Vista's FlexTime program ensures that every student receives the additional time and support necessary for academic success by providing students more opportunities for support, enrichment and other learning opportunities during the school day. During normal in-person learning, students attend Flextime three days per week for 37 minutes of individualized learning in the form of either intervention or enrichment. Because academic intervention occurs during the school day, students are required, rather than invited, to devote the extra time and utilize the extra support necessary to gain the essential knowledge and skills imperative for content mastery. Students who do not require intervention have the opportunity to participate in enrichment activities, collaborate with teachers on current course work, or access other services provided by staff and community (e.g. club meetings, guest speakers, college information, etc.). Enrichment activities may include yoga, meditation, or athletic activities. It can also serve as a time for some students to simply find a quiet study hall to complete homework or take a brain break. During Distance Learning, students have four days of optional FlexTime, but because we are not on campus, only students who need extra academic support are required to attend FlexTime, but all students are invited to participate.

Our AP and Honors courses are available to any students interested in attempting a higher level of rigor and faster pace in preparation for college. We also offer remedial courses that align with grade level courses during the same school year for those students who need extra support in math or English.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	445
Grade 10	498
Grade 11	446
Grade 12	471
Total Enrollment	1,860

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.5
Asian	19.5
Filipino	2.3
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0.3
White	61.4
Two or More Races	4.2
Socioeconomically Disadvantaged	5.6
English Learners	0.7
Students with Disabilities	7.5
Foster Youth	0.1
Homeless	0.6

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	78	81	75.33	1047
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	3	2	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020 August

Folsom Cordova Unified held a Public Hearing on September 24, 2020, 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 Hodder 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 <br/ 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 Goodheart Wilcox 2021	Yes	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2008	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	Vista del Lago currently has well-equipped chemistry, biology and physics labs with the equipment and materials necessary for NGSS implementation.		

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

School Facility Conditions and Planned Improvements

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 is 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: 10/08/2020

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Boys Restroom Pool - Replace broken lock in the pool storage
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	80	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	69	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	60	N/A	44	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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.

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

CTE courses include 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, 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. This year, these meetings were held virtually.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	893
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.3
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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	67.53

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

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	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Vista encourages active parent and community involvement, though this has been difficult during COVID. The Parent-Teacher-Student Organization (PTSO) exists for the support of Vista's academic and extra-curricular programs. This group has continued to meet virtually during school closure this year. Additionally, drama, music, and athletic booster clubs raise funds and promote community-wide support for the performing arts and athletic programs. Parents are a vital part of our School Site Council, our Challenge Success team, and they will be invited to collaborate with us on our upcoming WASC self-study next year.

Communication with Vista families occurs regularly through a weekly Friday email blast, a weekly update from the principal posted on our webpage, and regular posts on Vista's Facebook and Instagram page, and our Twitter feed. We also use Blackboard Connect for daily attendance notification and special announcements, communicating directly to families through email, text and/or telephone. This has been a very effective method for communication during school closure. Teachers communicate regularly with parents through emails, telephone and updated teacher webpages. Families of incoming freshmen attended our yearly Freshmen Orientation in February, but our August Arena day and Fall Back to School Night were held virtually this year.

Parents or community members who wish to participate in school initiatives, serve on committees, participate in activities, or volunteer on campus may visit our volunteer webpage on our school website or contact our school volunteer coordinator at (916) 294-2410 ext. 410110. During COVID, volunteers may not be on campus but can participate virtually.

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 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
Dropout Rate	0	0.3	0.2	2.8	2.2	2.2	9.1	9.6	9
Graduation Rate	97.9	98.7	98.6	91.4	90.6	90.2	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.8	1.3	5.0	4.2	3.5	3.5
Expulsions	0.3	0.2	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Vista del Lago High. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. We have modified our safety plan and procedures to align with Sacramento County COVID safety guidelines. Due to school closure, we have not had any school accidents or injuries reported for the 2020-21 school year; however, we did have 79 school accidents/injuries during the 2019-20 school year.

The School Site Safety plan, which includes our COVID-19 Pandemic Response Written Worksite Specific Plan, was last reviewed and updated on August 26, 2020 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 during a normal school year. Once students return to campus, they will be 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. While no visitors are currently allowed on campus, during a normal school year, 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 are allowed by appointment only.

Date of Last Review/Update: August 26, 2020
Date Last Reviewed with Staff: September 7, 2020

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	30	8	13	26	29	10	11	29	29	7	12	21
Mathematics	30	6	10	21	30	5	15	20	29	7	14	19
Science	34		8	15	34		9	14	33		10	15
Social Science	32	2	8	17	31	2	9	17	33	2	6	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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	563.6

*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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,576	$880	$5,696	$78,584
District	N/A	N/A	$ 7,737.03	$77,434
Percent Difference - School Site and District	N/A	N/A	-30.4	1.5
State	N/A	N/A	$7,750	$84,577
Percent Difference - School Site and State	N/A	N/A	-30.6	-7.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2019-20 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,490	$52,484
Mid-Range Teacher Salary	$69,339	$81,939
Highest Teacher Salary	$94,844	$102,383
Average Principal Salary (Elementary)	$122,637	$129,392
Average Principal Salary (Middle)	$136,015	$136,831
Average Principal Salary (High)	$137,192	$147,493
Superintendent Salary	$242,400	$254,706
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	7	N/A
Science	3	N/A
Social Science	6	N/A
All courses	19	25

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. 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; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers and site level academic, reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

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

The counselor to pupil ratio is currently 1:600. Vista del Lago High also has two Marriage Family Therapists (MFTs).