

Vista del Lago High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School 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	Kimberly Moore
Email Address	kmmoore@fcusd.org
School Website	www.fcusd.org/vdlhs
County-District-School (CDS) Code	34673300113571

2021-22 District Contact Information

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

2021-22 School Overview

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 the 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 a median age of 40.9 years. Over 62.7% of its inhabitants are White, 16.2% are Asian, 7.06% are Hispanic, 4.12% are Black, and 4.93% identify as two or more races. According to the 2017 census data, the median household income is approximately \$107,000 per year.

The growth and development of the community in the last few years have led to 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 over 1800.

The latest information from Ed-Data shows that 5% of our students are at the poverty level; less than 1% of our students are homeless and, we currently have <5 foster youth students; 0.7% of our students are English Learners (EL). Our unduplicated Free or Reduced Price Meals (FRPM)/EL/Foster youth is at 5.7%.

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

2021-22 School Overview

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. Students attend Flextime three days per week for 36 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.

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	448
Grade 10	433
Grade 11	469
Grade 12	460
Total Enrollment	1,810

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
American Indian or Alaska Native	0.3
Asian	21.7
Black or African American	1.4
Filipino	2.4
Hispanic or Latino	10.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.9
White	59.2
English Learners	0.6
Foster Youth	0.1
Homeless	0.6
Socioeconomically Disadvantaged	4.8
Students with Disabilities	7.7

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.0	89.2	820.9	87.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.6	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	2.1	8.9	1.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	11.6	1.2	12115.8	4.4
Unknown	6.2	8.7	88.4	9.5	18854.3	6.9
Total Teaching Positions	71.7	100.0	933.6	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.2
Misassignments	1.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on January 20, 2022, and determine that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

2021 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, 2015, Pearson, iLit, 2016 Apex 2019, 2020	Yes	0.0%
Mathematics	Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018 Houghton Mifflin, 2002, 2007, 2008 Pearson, 2006, 2007, 2012 McGraw Hill Company, 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009, 2014 Haese Mathematics, 2012 2019 Oxford University Press, 2012, 2019 Apex 2019, 2020	Yes	0.0%
Science	Oxford Press University, 2014 Benjamin Cummings, 2016 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Biozone International, 201 Apex 2019, 2020	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 Apex 2019, 2020	Yes	0.0%
Foreign Language	EMC, 2011, 2012, 2013, 2014, 2019, 2020 Pearson, 2012, 2015 Apex 2019, 2020	Yes	0.0%
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Goodheart Wilcox 2021 Apex 2019, 2020	Yes	0.0%

Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 200 Apex 2019, 2020	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.		

School Facility Conditions and Planned Improvements

Vista del Lago High was originally constructed in 2007 and is comprised of 57 classrooms, a 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.

Cleaning Process: An assistant 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 the 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: September 17, 2021

Year and month of the most recent FIT report

2021 September

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	459	NT	NT	NT	NT
Female	247	NT	NT	NT	NT
Male	212	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	111	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	45	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	27	NT	NT	NT	NT
White	260	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	13	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	459	NT	NT	NT	NT
Female	247	NT	NT	NT	NT
Male	212	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	111	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	45	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	27	NT	NT	NT	NT
White	260	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	13	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	458	405	88%	12%	59%
Female	247	220	89%	11%	63%
Male	211	185	88%	12%	53%
American Indian or Alaska Native	3	3	100%	0%	0%
Asian	126	121	96%	4%	81

Black or African American	7	6	86%	14%	29%
Hispanic or Latino	45	40	89%	11%	51%
Native Hawaiian or Pacific Islander	2	2	100%	0%	0%
White	275	275	100%	51%	233%
English Learners	4	4	100%	0%	0%
Homeless	4	4	100%	0%	75%
Military	4	2	50%	50%	25%
Socioeconomically Disadvantaged	3	2	67%	33%	0%
Students with Disabilities	36	30	83%	17%	14%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	458	356	78%	22%	41%
Female	247	198	80%	20%	42%
Male	211	158	75%	25%	39%
American Indian or Alaska Native	3	2	67%	33%	33%
Asian	126	107	85%	15%	61%
Black or African American	7	4	57%	43%	14%
Hispanic or Latino	45	33	73%	27%	36%
Native Hawaiian or Pacific Islander	45	33	73%	27%	36%
White	275	208	76%	24%	33%
English Learners	4	4	100%	0%	0%
Foster Youth			#DIV/0!	#DIV/0!	
Homeless	4	3	75%	25%	50%
Military	4	0	0%	100%	0%
Socioeconomically Disadvantaged	3	2	67%	33%	0%
Students with Disabilities	36	26	72%	28%	11%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	377	NT	NT	NT	NT
Female	215	NT	NT	NT	NT
Male	162	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	68	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	38	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	NT	NT	NT	NT
White	243	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	15	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Folsom Cordova Unified School District defines their career pathways following the 11 Elements of High Quality CTE Programs and the requirements of Perkins V (Strengthening Career and Technical Education for the 21st Century Act). The Career Technical Education (CTE) Programs at Vista del Lago High School prepare students for college and career readiness. The CTE programs are offered in five industry sectors and eight pathways. The industry sectors include Arts, Media & Entertainment, Child Development & Family Services, Engineering & Architecture, Information Technology, and Health Science & Medical Terminology. The programs concentrate on the following pathways: Animation, Graphic Design, Film/Video Production, Multimedia Production, Child Development, Engineering Technology, Systems Programming, and Biotechnology.

Pathways are supported by two to three course sequences that offer rigorous, hands-on, project-based learning. The courses offer A-G college preparatory status and early college credit through California State University Sacramento, community colleges, and AP exams.

CTE courses include Animation 1, Animation 2, Fine Art Photography 1, Fine Art Photography 2, Introduction to New Media, Video Production 1, Video Production 2, Video Production 3, Child Development & Guidance, Developmental Psychology of Children, Career with Children 1, Advanced Careers with Children, Introduction to Engineering Design (Project Lead the Way), Principles of Engineering (Project Lead the Way), Aerospace Engineering (Project Lead the Way), AP Computer Science Principles, AP Computer Science A, Medical Biotechnology and Advanced Medical Biotechnology.

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

There are two Career Technical Student Organizations to support the development of student leadership, professional skills, service learning, and work based learning. These include HOSA (Future Health Professionals) and SkillsUSA.

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

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	852
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.51
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	71.71

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Vista encourages active parent and community involvement, though this has been difficult during COVID. Vista del Lago has a very active Parent Teacher Student Organization (PTSO), as well as drama, music, guitar, and athletic booster clubs that contribute significant resources to support student needs. During the 2021-2022 school year these groups will continue to meet virtually. Parents are a vital part of our School Site Council and they will be invited to collaborate with us on our upcoming WASC self-study this 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, Instagram page, and Twitter feed. 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 emails, telephone, and updated teacher webpages. Families of incoming freshmen attended our yearly Freshmen Orientation in February and Fall Back to School Night, both held virtually.

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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.2	0.2	0.0	2.2	2.7	2.8	9.0	8.9	9.4
Graduation Rate	98.6	97.8	99.3	90.2	91.1	93.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	441	438	99.3
Female	248	248	100.0
Male	193	190	98.4
American Indian or Alaska Native	--	--	--
Asian	73	73	100.0
Black or African American	--	--	--
Filipino	11	11	100.0
Hispanic or Latino	45	44	97.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	11	11	100.0
White	292	290	99.3
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	67	67	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	25	23	92.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1821	1815	15	0.8
Female	942	941	9	1.0
Male	879	874	6	0.7
American Indian or Alaska Native	5	5	0	0.0
Asian	392	392	2	0.5
Black or African American	25	25	1	4.0
Filipino	45	45	0	0.0
Hispanic or Latino	185	184	1	0.5
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	89	89	2	2.2
White	1077	1072	9	0.8
English Learners	10	10	1	10.0
Foster Youth	2	2	0	0.0
Homeless	13	13	0	0.0
Socioeconomically Disadvantaged	99	98	1	1.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	144	143	9	6.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.30	0.00	4.15	0.20	3.47	0.20
Expulsions	0.16	0.00	0.17	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.69	3.25	2.45
Expulsions	0.00	0.06	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

The 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, There was one student accident reported for the 2020-2021 school year.

The School Site Safety plan was last reviewed and updated on September 1, 2021, 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. Students are supervised before and after school and during lunch and passing periods by classified staff/administration. We have three campus monitors assigned to our campus. There is a designated area for student drop off and pick up. All visitors are required to register at 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: September 1, 2021

Date Last Reviewed with Staff: September 17, 2021

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	10	11	29
Mathematics	30	5	15	20
Science	34		9	14
Social Science	31	2	9	17

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	7	12	21
Mathematics	29	7	14	19
Science	33		10	15
Social Science	33	2	6	17

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	4	10	26
Mathematics	29	10	5	24
Science	34		5	18
Social Science	32	2	6	18

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	603.3

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,510	\$903	\$5,608	\$78,175
District	N/A	N/A	\$ 7,561.09	\$77,439
Percent Difference - School Site and District	N/A	N/A	-30.4	0.9
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-40.4	-10.0

2020-21 Types of Services Funded

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

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,692	\$52,562
Mid-Range Teacher Salary	\$69,686	\$83,575
Highest Teacher Salary	\$95,318	\$104,166
Average Principal Salary (Elementary)	\$124,264	\$131,875
Average Principal Salary (Middle)	\$135,342	\$137,852
Average Principal Salary (High)	\$140,135	\$150,626
Superintendent Salary	\$243,612	\$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	23.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	1
Foreign Language	0
Mathematics	6
Science	4
Social Science	3
Total AP Courses Offered	17

Professional Development

Folsom Cordova Unified School District has provided up to four professional development days for certificated staff for the current year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; 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 working with a Solution Tree consultant to provide professional development and coaching for our PLC teams. Each team will have an additional half or full day of professional learning opportunities during the school year.

Vista del Lago is committed to supporting students in their social and personal development, as well as academics. Our counseling and administrative staff, Attendance & Engagement team and our Positive Behavioral Intervention and Supports (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 Mental Health Specialists (MHSs).

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Folsom Cordova Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10431	13	0.12	99.88	0.00
Female	5119	4	0.08	99.92	--
Male	5311	9	0.17	99.83	--
American Indian or Alaska Native	29	0	--	100.00	--
Asian	2055	1	0.05	99.95	--
Black or African American	542	2	0.37	99.63	--
Filipino	232	0	0.00	100.00	--
Hispanic or Latino	2332	6	0.26	99.74	--
Native Hawaiian or Pacific Islander	85	0	0.00	100.00	--
Two or More Races	988	1	0.10	99.90	--
White	4168	3	0.07	99.93	--
English Learners	1230	4	0.33	99.67	--
Foster Youth	27	0	0.00	100.00	--
Homeless	632	0	0.00	100.00	--
Military	204	1	0.49	99.51	--
Socioeconomically Disadvantaged	2885	3	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1352	13	0.96	99.04	0.00

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10431	13	0.12	99.88	0.00
Female	5119	4	0.08	99.92	--
Male	5311	9	0.17	99.83	--
American Indian or Alaska Native	29	0	--	100.00	--
Asian	2055	1	0.05	99.95	--
Black or African American	542	2	0.37	99.63	--
Filipino	232	0	0.00	100.00	--
Hispanic or Latino	2332	6	0.26	99.74	--
Native Hawaiian or Pacific Islander	85	0	0.00	100.00	--
Two or More Races	988	1	0.10	99.90	--
White	4168	3	0.07		--
English Learners	1230	4	0.33	99.67	--
Foster Youth	27	0	0.00	100.00	--
Homeless	632	0	0.00	100.00	--
Military	204	1	0.49	99.51	--
Socioeconomically Disadvantaged	2885	3	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1352	13	0.96	99.04	0.00