

# Vista del Lago High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Vista del Lago High School
<b>Street</b>	1970 Broadstone Parkway
<b>City, State, Zip</b>	Folsom, CA 95630
<b>Phone Number</b>	916-294-2410
<b>Principal</b>	Kimberly Moore
<b>Email Address</b>	kmmoore@fcusd.org
<b>School Website</b>	www.fcusd.org/vdlhs
<b>County-District-School (CDS) Code</b>	34673300113571

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### 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 dedicated to ensuring that each student gains the knowledge and skills necessary to demonstrate outstanding academic and personal achievement. In partnership with students, 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 grown into an economically advantaged community with a median household income of \$119,800 and a younger population with a median age between 35 and 44. According to the 2020 census, the population of Folsom is approximately 80,000 and increasing in diversity with 55.9% of its inhabitants being White, 19.6% Asian, 13.05% Hispanic, 4.15% Black, and 6.15% identifying as two or more races.

The growth and development of the community led to large population growth at Vista del Lago High School, resulting in an overcrowded campus and impacted facilities. The district redrew Vista's boundaries and the population is now stabilizing. While built to support 1600-1700 students, Vista del Lago has a current enrollment of approximately 1750.

The latest information from California Dashboard shows that approximately 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; 0.6% of our students are English Learners (EL).

### 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

## 2023-24 School Description and Mission Statement

unique and diverse visual and performing arts classes to 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 with 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, etc. In addition to these lessons, Advisory teachers regularly check in on their student's 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 with 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 a 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	446
Grade 10	410
Grade 11	454
Grade 12	435
Total Enrollment	1,745

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2%
Male	51.8%
American Indian or Alaska Native	0.2%
Asian	26.8%
Black or African American	1.3%
Filipino	2.6%
Hispanic or Latino	10.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	5.1%
White	53%
English Learners	1.1%
Homeless	0.6%
Socioeconomically Disadvantaged	5.2%
Students with Disabilities	8.5%

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	64.00	89.18	820.90	87.93	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.60	0.39	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.50	2.09	8.90	0.96	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	11.60	1.24	12115.80	4.41
<b>Unknown</b>	6.20	8.73	88.40	9.48	18854.30	6.86
<b>Total Teaching Positions</b>	71.70	100.00	933.60	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	68.90	92.19	893.90	90.67	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	7.40	0.76	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.00	1.34	9.40	0.96	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.70	1.00	12.70	1.30	11953.10	4.28
<b>Unknown</b>	4.00	5.46	62.20	6.31	15831.90	5.67
<b>Total Teaching Positions</b>	74.70	100.00	985.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.20	0.40
Misassignments	1.20	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20
Local Assignment Options	0.00	0.50
Total Out-of-Field Teachers	0.00	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 24, 2023, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2023 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill, 2015, Pearson, iLit, 2016 Apex 2019, 2020	Yes	0.0%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	Oxford University Press, 2012 Hodder Education. 2012, 2013, 2015, 2016 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019 Apex 2019, 2020	Yes	0.0%
<b>Foreign Language</b>	Oxford University Press, 2019 EMC, 2011, 2012, 2013, 2014, 2019, 2020 Saint Paul: EMC, 2015 Pearson, 2012, 2015 Apex 2019, 2020	Yes	0.0%
<b>Health</b>	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Goodheart Wilcox 2021 Apex 2019, 2020	Yes	0.0%
<b>Visual and Performing Arts</b>	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 200 Apex 2019, 2020	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0%



## School Facility Conditions and Planned Improvements

Vista del Lago High was originally constructed in 2007 in phases, Phase 1 in 2007, Phase 2 in 2015, and Phase 3 in 2017. The school has 101 classrooms, a black box theater, two gyms, a dance/wrestling room, a pool, synthetic football, and track field, a fieldhouse, baseball and softball fields, multipurpose room/cafeteria, snack bar with accompanied eating area, library, staff lounge, and computer labs. There was a portable installed in 2015.

**Cleaning Process:** An Assistant Principal works closely with a custodial staff of four to ensure that the school is maintained to provide 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.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/Page/41590>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**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. For the 2023/2024 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 16, 2023

Year and month of the most recent FIT report

2023 October

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	76	79	59	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	56	61	48	48	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	442	434	98.19	1.81	79.49
<b>Female</b>	206	202	98.06	1.94	86.14
<b>Male</b>	236	232	98.31	1.69	73.71
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	111	111	100.00	0.00	94.59
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	18	18	100.00	0.00	66.67
<b>Hispanic or Latino</b>	39	39	100.00	0.00	64.10
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	25	25	100.00	0.00	76.00
<b>White</b>	243	235	96.71	3.29	75.74
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	26	24	92.31	7.69	62.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	28	90.32	9.68	35.71

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	442	435	98.42	1.58	60.92
<b>Female</b>	206	202	98.06	1.94	56.44
<b>Male</b>	236	233	98.73	1.27	64.81
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	111	111	100.00	0.00	89.19
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	18	18	100.00	0.00	66.67
<b>Hispanic or Latino</b>	39	39	100.00	0.00	43.59
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	25	24	96.00	4.00	62.50
<b>White</b>	243	237	97.53	2.47	49.79
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	26	24	92.31	7.69	41.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	28	90.32	9.68	14.29

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	58.98	59.48	44.81	45.75	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	853	839	98.36	1.64	59.48
<b>Female</b>	401	393	98.00	2.00	63.87
<b>Male</b>	452	446	98.67	1.33	55.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	205	204	99.51	0.49	85.78
<b>Black or African American</b>	12	12	100.00	0.00	75.00
<b>Filipino</b>	24	24	100.00	0.00	62.50
<b>Hispanic or Latino</b>	90	86	95.56	4.44	40.70
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	46	45	97.83	2.17	66.67
<b>White</b>	475	467	98.32	1.68	50.11
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	11	100.00	0.00	45.45
<b>Socioeconomically Disadvantaged</b>	48	46	95.83	4.17	39.13
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	64	60	93.75	6.25	16.67

## 2022-23 Career Technical Education Programs

Folsom Cordova Unified School District defines its career pathways following the 12 Elements of High Quality CTE Programs and the requirements of Perkins V (Strengthening Career and Technical Education for the 21st Century Act). The Career Technical Education (CTE) Programs at Vista del Lago High School prepare students for college and career readiness. The CTE programs are offered in seven industry sectors and ten pathways. The industry sectors include Arts, Media & Entertainment, Education, Child Development & Family Services, Engineering & Architecture, Information Technology, Health Science & Medical Technology, Manufacturing & Product Development and Multiple Industry Sectors. The programs concentrate on the following pathways: Animation, Graphic Design, Film/Video Production, Multimedia Production, Child Development, Engineering Design, 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, dual enrollments with Folsom Lake College and AP exams.

CTE courses include Animation 1, Animation 2, Fine Art Photography 1, Fine Art Photography 2, Video Production 1, Video Production 2, Video Production 3, Multimedia Production, Advanced Graphic Communications, Advanced Production Management, Child Development & Guidance, Developmental Psychology of Children, Career with Children, Advanced Careers with Children, Introduction to Engineering Design (Project Lead the Way), Principles of Engineering (Project Lead the Way), AP Computer Science Principles, AP Computer Science A, Programming Algorithms using Python, Medical Biotechnology and Advanced Medical Biotechnology., Careers in Advanced Manufacturing & the Trades and CTE Internship.

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.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1002
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.9
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.91
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	78.45

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.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	0.885393258426966	0.896629213483146	0.907865168539326	0.842696629213483	0.90561797752809

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.

2023-24 Opportunities for Parental Involvement
<p>Vista encourages active parent and community involvement. 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. Parents are a vital part of our School Site Council and have collaborated with us on our upcoming WASC self-study this year.</p> <p>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 notifications 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 all families have the opportunity to meet our teachers during our fall and spring Back to School Nights.</p> <p>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. 410138.</p>

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0	0.2	0.5	2.8	2.9	2.9	9.4	7.8	8.2
<b>Graduation Rate</b>	99.3	98.7	98.6	93.5	92.9	93.1	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	427	421	98.6
<b>Female</b>	206	204	99.0
<b>Male</b>	221	217	98.2
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	97	96	99.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	54	52	96.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	23	22	95.7
<b>White</b>	241	239	99.2
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	36	35	97.2
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	37	32	86.5



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1775	1765	122	6.9
Female	857	848	62	7.3
Male	918	917	60	6.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	468	468	8	1.7
Black or African American	22	22	3	13.6
Filipino	46	46	0	0.0
Hispanic or Latino	187	186	28	15.1
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	95	93	7	7.5
White	948	941	75	8.0
English Learners	20	20	6	30.0
Foster Youth	0	0	0	0.0
Homeless	11	11	4	36.4
Socioeconomically Disadvantaged	110	110	26	23.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	156	156	27	17.3

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.88	0.79	0.20	4.04	3.48	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.79	0
Female	0.12	0
Male	1.42	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.64	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.14	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.74	0
English Learners	0	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	2.73	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.56	0

## 2023-24 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 about hazardous materials and state earthquake standards. There were thirty-four (34) student accidents reported for the 2022-2023 school year.

The School Site Safety plan was reviewed and updated on September 6, 2023, by the School Site Safety Committee and again reviewed and updated by the School Council on September 20, 2023. 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 regularly during the 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 20, 2023  
Date Last Reviewed with Staff: September 20, 2023

## 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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	7	12	21
Mathematics	28	10	7	20
Science	33	1	10	15
Social Science	33		8	18

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	10	9	24
Mathematics	28	11	6	20
Science	36	0	3	21
Social Science	34	0	7	19

## 2022-23 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	581.67

## 2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.7

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,622	\$1,643	\$5,980	\$83,024
District	N/A	N/A	\$8,430.26	\$81,494
Percent Difference - School Site and District	N/A	N/A	-34.0	3.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-9.8	-6.2

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Vista Del Lago High receives state and federal funding from the following categorical funds and other support programs: Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds (English Learners/Low Income Student), and Career and Technical Educations grants: Perkins, California Career Technical Education Incentive Grant.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2022-2023 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,379	\$55,550
Mid-Range Teacher Salary	\$74,289	\$84,645
Highest Teacher Salary	\$101,614	\$111,284
Average Principal Salary (Elementary)	\$133,273	\$139,860
Average Principal Salary (Middle)	\$143,251	\$146,440
Average Principal Salary (High)	\$148,555	\$158,447
Superintendent Salary	\$320,000	\$278,268
Percent of Budget for Teacher Salaries	34.44%	32.21%
Percent of Budget for Administrative Salaries	4.64%	4.89%

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	
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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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

## Professional Development

Folsom Cordova Unified School District provided staff with two optional professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on

Professional Development

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

Vista del Lago continues to work with Solution Tree and Marzano Resources to provide professional development and resources to our teachers. Our focus continues to be on using Professional Learning Communities as a vehicle to improve teaching and learning across our campus.

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2