

Vista del Lago High School

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2008-09 School Accountability Report Card

Folsom Cordova Unified School District

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School Profile

Vista del Lago High School, better known in the community simply as Vista, is one of two comprehensive high schools in the city of Folsom. While our city is situated at the foot of the Sierra Nevada Mountains and has a history steeped in ranching and gold mining, over the past decade, the Highway 50 corridor has opened new opportunities to the residents of Folsom. The community has grown quickly, with many commuting daily to Sacramento. This growth has had a notable impact on the school system.

Vista opened its doors to freshman and sophomore students in August of 2007, primarily due to overcrowding at the existing Folsom High School. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2009, was 1331. The current faculty and staff include 53 teachers, 3 counselors, 5.5 support staff, and 2.5 administrators. The student population is a microcosm of the surrounding community with the following ethnic and racial backgrounds represented: 76% White, 10% Asian, 8% Hispanic, 3% Filipino, 2% African American, and 2% are listed as "other."

During the planning stages of Vista del Lago High School, a district-wide team of representatives researched scheduling options; the "4x4" schedule—unique in the district—was selected for the options it affords students. Since Vista's inception, the district has run a school-choice policy with boundaries that act as guidelines, but families have the option to attend any of the three comprehensive high schools in the Folsom-Cordova Unified School District. It is important to note that many students transfer to Vista from other district sites and surrounding communities for various reasons—amongst them, the 4x4 schedule that allows electives and class variety. Teachers, too, have transferred from throughout the district looking to create something new: a culture, traditions, and a common philosophy. In essence, most staff and students have chosen to be here.

The educational program at Vista has largely been constructed by teachers who, because of administrative support and vision, have been given the opportunity to develop a comprehensive standards-based curriculum delivered with a range of instructional strategies, and improved upon with collaboration and staff development. With the goal of connecting students to adults and school and ensuring success for all, teachers develop and lead the Advisory program, offer Staff Development, and provide many school-wide student educational supports and opportunities.

Vista encourages active parent and community involvement. The Parent-Teacher-Student Association (PTSA) exists for the support of Vista's academic and extra-curricular programs. Additionally, a music-booster club and an athletic-booster club (Talon Club) raise funds and promote community-wide support for the music and athletic programs, respectively. Parents are also a vital part of the School Site Council. Mass-communication with Vista families is primarily through Edline (with the school and each teacher keeping linked web pages), Connect-Ed (a school-wide notification system) and the bi-monthly newsletter distributed to 2230 contacts via e-mail. All parents are invited to Back-to-School Nights, and an Arena Day was created to orient students and parents to the Vista campus and procedures before school begins each year.

The City of Folsom's economic sector is grounded in high-tech corporations including Intel and Aerojet, both of which are globally recognized leaders in their respective industries. Supporting the academic focus of the community are California State University, Sacramento and more recently, Folsom Lake College, a community college just down the street from our campus. Both institutions are an integral part of the Sacramento region, with numerous educational opportunities, including liberal arts programs that produce many of the teachers in the surrounding school districts.

Vista del Lago High School shares a full service joint-use library with the City of Folsom, which offers students and the community extended weekday hours to access a wide range of learning materials. The school is also engaged in establishing industry partnerships and memorandums of understanding with local colleges.

Student Enrollment by Ethnic Group

| 2008-09 | |
|-------------------------|------------|
| | Percentage |
| African American | 2.4% |
| American Indian | 0.6% |
| Asian | 9.9% |
| Caucasian | 75.2% |
| Filipino | 2.9% |
| Hispanic or Latino | 8.6% |
| Pacific Islander | 0.3% |
| Multiple or No Response | 0.0% |

Discipline & Climate for Learning

Students at Vista del Lago High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Vista del Lago High discipline program is to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. Vista del Lago staff believe that high expectations for student behavior, coupled with effective classroom management and parent involvement, can minimize the need for discipline. Parents and students are informed of school rules and discipline policies through the student handbook and the student conduct code which are both reviewed at the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspensions | 0 | 39 | 27 | 0 | 3153 | 3017 |
| Suspension Rate | 0.0% | 6.4% | 2.8% | 0.0% | 16.6% | 15.8% |
| Expulsions | 0 | 4 | 2 | 0 | 125 | 94 |
| Expulsion Rate | 0.0% | 0.7% | 0.2% | 0.0% | 0.7% | 0.5% |

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Student Council, Key Club, Speech and Debate Club, French Club, Spirit Club, HEAL Club (Healthy Eating Active Living), Anime Club, Gay-Straight Alliance Club, Drama Club, Leo Club, Pink Ladies Club, Stand up to Cancer Club, Green Club, Science Club, National Honor Society and California Scholarship Federation.

The school's inter-scholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Football, Golf, Volleyball, Basketball, Baseball, Softball, Track and Field, Cross Country, Tennis, Soccer, Wrestling, Swimming and Diving, Cheer and Dance. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during assemblies and academic awards night in the spring.

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary. During the 2008-09 school year (the most current information available), the actual attendance rate for all attendance categories at Vista del Lago High was 97.22%.

| | Enrollment Trend by Grade Level | | |
|------|---------------------------------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 |
| 9th | - | 342 | 346 |
| 10th | - | 270 | 347 |
| 11th | - | - | 262 |

Dropout & Graduation Rates

Vista del Lago High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students:

- Before/After School Math Tutoring
- One to One help in "Advisory" class
- Counselor "Drop-in" times all week
- Individual Counselor interventions
- Special Education support in all core classes
- Peer Tutoring available for nominal fee
- R Team student assistance program

| | Graduation & Dropout Rates | | |
|-----------------|----------------------------|-------|-------|
| | 05-06 | 06-07 | 07-08 |
| Dropout Rate | - | - | - |
| Graduation Rate | - | - | - |

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from instructional assistants based on program needs (Title 1, special education, bilingual), a Resource Specialist and adult volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

| | Class Size Distribution | | | | | | | | | | | |
|----------------|-------------------------|----|------------------------|----|----|----------------|----|----|--------------|----|----|----|
| | Average Class Size | | Classrooms Containing: | | | | | | | | | |
| | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | |
| 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | |
| English | - | 32 | 36 | - | 1 | - | - | 3 | 4 | - | 10 | 16 |
| Mathematics | - | 33 | 32 | - | - | 1 | - | 4 | 6 | - | 7 | 10 |
| Science | - | 33 | 34 | - | 1 | - | - | 1 | 4 | - | 7 | 10 |
| Social Science | - | 31 | 36 | - | 1 | - | - | 1 | 3 | - | 3 | 9 |

Teacher Assignment

Folsom-Cordova Unified recruits and employs the most qualified credentialed teachers. For the 2009/10 school year, Vista del Lago High School has 55 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 06-07 | 07-08 | 08-09 | 08-09 |
| Fully Credentialed | 0 | 28 | 41 | 908 |
| Without Full Credentials | 0 | 0 | 0 | 9 |
| Working Outside Subject | 0 | 0 | 0 | 6 |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2009/10 school year, the most current data is reported.

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 07-08 | 08-09 | 09-10 |
| Misassignments of Teachers of English Learners | 0 | 0 | 1 |
| Misassignments of Teachers (other) | 0 | 2 | 1 |
| Total Misassignments of Teachers | 0 | 2 | 1 |
| Vacant Teacher Positions | 0 | 0 | 1 |

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of June 2006. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| | NCLB Compliant Teachers | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 98.8% | 1.2% |
| District | 96.8% | 3.2% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | 97.5% | 2.5% |

School Leadership

Leadership at Vista del Lago High School is a responsibility shared between district administration, the principal, vice principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 4 years, leadership duties were assumed by Principal Dr. John Dixon. Dr. Dixon has 13 years of experience in education with positions as Counselor, Vice Principal and Principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. The Leadership teams include a representative from the Departments of English, Mathematics, Science, Visual and Performing Arts & Career and Technical Education, Physical Education, World Language, Special Education, Social Science and Counseling.

Staff Development

Our on-site Staff Development Team consists of five teachers and the principal, who plan a series of workshops for teachers each year, scheduled on our early-release Wednesdays. The team chooses themes for the series based on student and teacher surveys and needs. For example, because our school was the first in the district to operate on a 4x4 schedule, our team decided for the 2008-2009 and 2010 school year to make "Active Learning" the common theme of our eight sessions, so that teachers would have a wealth of strategies from which to choose for the longer block period. The team researched, collaborated and planned workshops that provided teachers with strategies that have been researched and proven to engage students. Teachers were instructed in the strategies and given common lessons that they then presented to Advisory students in order to practice the strategies. Teachers evaluated the lesson, and then met back to reflect and improve upon our lesson and our practice. A bi-product of these lessons has been working toward the development of a school-wide common language amongst teachers and students.

In conjunction with staff development, our school also takes opportunities to provide students with school-wide common experiences that begin with teacher training. For example, during our 2008-2009 California High School Exit Exam testing for 10th grade students, the rest of our students participated in a lesson stemming from the film *Freedom Writers* or *Forrest Gump*.

Each teacher was given training on how to facilitate class discussion and reflective writing, and after watching the film with students, each Advisory teacher facilitated the lesson. The final reflective piece and pre-writing activities were then turned into English and Beginning Composition teachers for evaluation.

Folsom Cordova Unified School District also encourages staff to grow professionally through self evaluation and reflection; by attending college

and university classes and statewide workshops; by reading professional literature; and by networking. District-sponsored inservices and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. Professional growth is also offered to all classroom aides and certificated classroom instructors through the State Professional Development Program, commonly referred to as the State Buy-Back Program. This program provides three outside-the-contract inservice days for all qualified staff. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We also support our teachers in pursuing National Board Certification and currently have over 35 National Board Certified teachers. The district is involved with both AB430 (Principal training) and AB466 (Teacher training), trainings which increase the capacity of all staff to deliver a standards-based curriculum. Approximately 7,000 hours of in-district professional development, focusing on English/language arts, math, and science, were provided during the 2007-08 school year.

Counseling & Support Staff

It is the goal of Vista del Lago High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:444. The table lists the support service personnel available at Vista del Lago High.

| | Counseling & Support Services Staff | |
|---------------------------|-------------------------------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Behavior Specialist | 4 | As Needed |
| Library Technician | 2 | 0.60 |
| Nurse | 1 | 0.4 |
| Psychologist | 1 | 1 |
| Special Education Aides | 7 | 5.13 |
| Special Education Teacher | 4 | 4.0 |

Parent Involvement

Vista encourages active parent and community involvement. The Parent-Teacher-Student Association (PTSA) exists for the support of Vista's academic and extra-curricular programs. Additionally, a music-booster club and an athletic-booster club (Talon Club) raise funds and promote community-wide support for the music and athletic programs, respectively. Parents are also a vital part of the School Site Council. Mass-communication with Vista families is primarily through Edline (with the school and each teacher keeping linked web pages), Connect-Ed (a school-wide notification system) and the bi-monthly newsletter distributed to 2230 contacts via e-mail. All parents are invited to Back-to-School Nights, and an Arena Day was created to orient students and parents to the Vista campus and procedures before school begins each year.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Vista del Lago parent coordinator, Laura Ruby at (916) 983-0570 or Rochelle Dagnall, Administrative Assistant at 916-294-2410 ext. 410110.



Instructional Materials

Folsom-Cordova Unified held a Public Hearing on September 17, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks | | | | | |
|----------------------------|----------------------------------|-----------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| 9th-12th | English/ Language Arts | Great Source | 2001 | Yes | 0.0% |
| 9th-12th | English/ Language Arts | Holt, Rinehart & Winston | 2003 | Yes | 0.0% |
| 9th-12th | Foreign Language | EMC Publishing | 2002 | Yes | 0.0% |
| 9th-12th | Foreign Language | McDougal Littell | 2000 | Yes | 0.0% |
| 9th-12th | Health | Holt, Rinehart & Winston | 2007 | Yes | 0.0% |
| 9th-12th | Mathematics | Holt, Rinehart & Winston | 2008 | Yes | 0.0% |
| 9th-12th | Mathematics | McDougal Littell | 2004 | Yes | 0.0% |
| 9th-12th | Mathematics | Prentice Hall | 2008 | Yes | 0.0% |
| 9th-12th | Science | Glencoe | 2005 | Yes | 0.0% |
| 9th-12th | Science | Holt, Rinehart & Winston | 2001 | Yes | 0.0% |
| 9th-12th | Science | Houghton Mifflin | 2002 | Yes | 0.0% |
| 9th-12th | Science | Prentice Hall | 2006 | Yes | 0.0% |
| 9th-12th | Social Science/ History | Glencoe | 2006 | Yes | 0.0% |
| 11th-12th | Social Science/ History | Glencoe | 2006 | Yes | 0.0% |
| 12th | Social Science/ History | Prentice Hall | 2009 | Yes | 0.0% |
| 9th-12th | Visual and Performing Arts | Davis Publications | 2006 | Yes | 0.0% |

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Rancho Cordova and Folsom. These libraries contain numerous computer workstations.

Safe School Plan

Safety of students and staff is a primary concern of Vista del Lago High. There were 25 student accidents reported at our school in the 2008-09 school year. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on November of 2009 by the School Site Committee. All revisions were communicated to the 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 are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year/as needed. Students are supervised before and after school by classified staff/principal, and classified staff/principal supervise students during lunch and break periods and there is a designated area for student drop off and pick up. All visitors (non-students) are required to register in the reception foyer of the administration office. In accordance with the district's "closed campus" regulation, classroom visitations will be allowed by appointment only.

School Facilities

Vista del Lago High was originally constructed in 2007 and is comprised of 55 classrooms, two gyms, 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: The principal works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, note that minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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 Last Review: November 20, 2009

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 11/20/2009 | | | | |
| Overall Summary of School Facility Conditions: Exemplary | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

| Subject | California Standards Test (CST) | | | | | | | | |
|------------------------|---------------------------------|------|------|----------|------|------|-------|------|------|
| | School | | | District | | | State | | |
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| English/Language Arts | * | 69 | 77 | * | 59 | 63 | * | 46 | 50 |
| Mathematics | * | 47 | 47 | * | 55 | 56 | * | 43 | 46 |
| Science | * | 73 | 76 | * | 60 | 63 | * | 46 | 50 |
| History/Social Science | * | 52 | 62 | * | 46 | 51 | * | 36 | 41 |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

| California Standards Test (CST) | | | | |
|---------------------------------|-----------------------|-------------|---------|------------------------|
| Subgroups | | | | |
| Subject | English/Language Arts | Mathematics | Science | History/Social Science |
| African American | 65 | 14 | * | 57 |
| American Indian | * | * | * | * |
| Asian | 82 | 65 | 81 | 84 |
| Filipino | 68 | 48 | 83 | 65 |
| Hispanic or Latino | 65 | 32 | 59 | 50 |
| Pacific Islander | * | * | * | * |
| Caucasian | 78 | 48 | 78 | 60 |
| Males | 73 | 46 | 79 | 67 |
| Females | 81 | 48 | 74 | 56 |
| Socioeconomically Disadvantaged | 56 | 27 | 67 | 57 |
| English Learners | * | * | * | * |
| Students with Disabilities | 40 | 17 | 27 | 24 |
| Migrant Education | * | * | * | * |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

| API School Results | | | | |
|----------------------|-------|-------|-------|-----------------------|
| | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
| Statewide Rank | | | 10 | |
| Similar Schools Rank | | | 9 | |
| All Students | | | | |
| Actual Growth | | B | -3 | 856 |
| Caucasian | | | | |
| Actual Growth | | | -5 | 855 |

B - The school did not have a valid 2007 base API score

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

| National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students | | | | | |
|--|---------------------|----------|-----------------------------|------------|----------|
| | Average Scale Score | | % at Each Achievement Level | | |
| | State | National | Basic | Proficient | Advanced |
| Reading 2007 Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007 Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Math 2009 Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Math 2009 Grade 8 | 270 | 282 | 36 | 18 | 5 |

| National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students | | | | |
|---|--------------------|-----|----------|-----|
| | Participation Rate | | | |
| | State | | National | |
| | SD | ELL | SD | ELL |
| Reading 2007 Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007 Grade 8 | 78 | 92 | 66 | 77 |
| Math 2009 Grade 4 | 79 | 96 | 84 | 94 |
| Math 2009 Grade 8 | 85 | 96 | 78 | 92 |

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | School | | District | |
| | Yes | No | Yes | No |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | Yes | | Yes | |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | Not in PI | Not in PI |
| First Year in PI | - | - |
| Year in PI (2009-10) | - | - |
| # of Schools Currently in PI | - | 2 |
| % of Schools Identified for PI | - | 5.56% |

Physical Fitness

In the spring of each year, Vista del Lago High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

| Percentage of Students in Healthy Fitness Zone | | | |
|--|-----------------------|-----------------------|----------------------|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 6.1% | 21.7% | 69.3% |
| *Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. | | | |



California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

| CAHSEE By Subject | | | | | | | | | |
|-------------------|---------|----------|-------|---------|----------|-------|---------|----------|-------|
| | 2006-07 | | | 2007-08 | | | 2008-09 | | |
| | School | District | State | School | District | State | School | District | State |
| English | - | - | - | 82.0 | 65.1 | 52.9 | 82.4 | 64.7 | 52.0 |
| Mathematics | - | - | - | 82.0 | 65.9 | 51.3 | 84.5 | 67.5 | 53.3 |

| CAHSEE By Student Group | | | | | | |
|---------------------------------|----------------|------------|----------|----------------|------------|----------|
| | English | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 17.6 | 25.1 | 57.3 | 15.5 | 44.9 | 39.6 |
| Males | 25.4 | 23.1 | 51.4 | 15.0 | 42.8 | 42.2 |
| Females | 8.7 | 27.3 | 64.0 | 16.0 | 47.3 | 36.7 |
| Asian | 17.2 | 17.2 | 65.5 | 3.4 | 34.5 | 62.1 |
| Filipino | 8.3 | 25.0 | 66.7 | 8.3 | 41.7 | 50.0 |
| Hispanic or Latino | 34.4 | 37.5 | 28.1 | 28.1 | 56.2 | 15.6 |
| Caucasian | 15.6 | 24.3 | 60.1 | 15.2 | 44.9 | 39.9 |
| Socioeconomically Disadvantaged | 18.8 | 50.0 | 31.2 | 25.0 | 37.5 | 37.5 |
| Students with Disabilities | 76.7 | 16.7 | 6.7 | 70.0 | 23.3 | 6.7 |

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

| Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act) | |
|--|----------|
| Question | Response |
| How many of the school's pupils participate in CTE? | 293 |
| What percent of the school's pupils complete a CTE program and earn a high school diploma? | |
| What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | 2.0 |

Career Technical Education (CTE) Programs

Vista del Lago High School's career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Vista del Lago High School have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs to include:

- Computer Applications
- Media Productions 1 & 2
- Digital Art 1 & 2
- Animation 1 & 2
- Engineering Design
- Principals of Engineering
- Aerospace Engineering
- Regional Opportunity Programs (ROP)
- Class presentations on post secondary options
- Resources published on school web site and given at parent informational meetings
- "College Quik Start" available free for students who have taken PSAT
- Drivers Education in class career project

| CTE Programs | | | | |
|------------------------------------|-----------------------|--|--|--|
| Title of Career Preparation Course | Who offers the course | How do these classes support student achievement | How does the school address the needs of all students in career preparation | How are the courses evaluated for effectiveness |
| Principles of Engineering | Vista del Lago | Provides career skills to help our graduating students with job opportunities after high school. | In addition to traditional UC prep courses, a full compliment of academic & vocational courses to meet the needs of our diverse student population is offered. | Student's response to course & grade from teacher. |
| Aerospace Engineering | Vista del Lago | Provides career skills to help our graduating students with job opportunities after high school. | In addition to traditional UC prep courses, a full compliment of academic & vocational courses to meet the needs of our diverse student population is offered. | Student's response to course & grade from teacher. |
| Fine Art Photo | Vista del Lago | Provides career skills to help our graduating students with job opportunities after high school. | In addition to traditional UC prep courses, a full compliment of academic & vocational courses to meet the needs of our diverse student population is offered. | Student's response to course & grade from teacher. |
| Media Production | Vista del Lago | Provides career skills to help our graduating students with job opportunities after high school. | In addition to traditional UC prep courses, a full compliment of academic & vocational courses to meet the needs of our diverse student population is offered. | Student's response to course & grade from teacher. |

Advanced Placement Classes

Vista del Lago High School encourages students to continue their education past high school. Vista del Lago offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2008-09 school year, 209 students participated in taking the exams. Of these students, 169 students scored a "3" or better. The following AP classes are scheduled to be offered for 2009-2010.

- AP Biology
- AP Environmental Science
- AP Calculus & AP Statistics
- AP English Language and Composition
- AP U.S. History & Integrated AP U.S. History
- AP European History
- AP World History
- AP Government
- Integrated AP English Language
- AP English Literature
- AP Studio Art

| Advanced Placement Classes | | |
|-----------------------------------|--------------|------------|
| | # of Courses | Enrollment |
| English | 1 | 63 |
| Science | 1 | 28 |
| Social Science | 2 | 98 |
| Totals | 4 | 189 |
| Percent of Students in AP Courses | | 5.2% |

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2007-08 | | |
| | District | State |
| Beginning Teachers | \$35,642 | \$40,786 |
| Mid-Range Teachers | \$61,036 | \$65,726 |
| Highest Teachers | \$80,586 | \$85,230 |
| Elementary School Principals | \$106,688 | \$106,548 |
| Middle School Principals | \$114,012 | \$112,237 |
| High School Principals | \$118,625 | \$121,617 |
| Superintendent | \$198,000 | \$191,155 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 42.9% | 40.6% |
| Administrative Salaries | 5.8% | 5.3% |



School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on fiscal year 2007-08 financial statements).

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$61,036 |
| District | \$65,021 |
| Percentage of Variation | 6.13% |
| School & State | |
| All Unified School Districts | \$65,905 |
| Percentage of Variation | 7.39% |

District Expenditures

Folsom-Cordova Unified spent an average of \$4,232 to educate each student, based on 2007-08 actual expenditures, the most current information available. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$6,207 |
| From Restricted Sources | \$766 |
| From Unrestricted Sources | \$5,441 |
| District | |
| From Unrestricted Sources | \$4,232 |
| Percentage of Variation between School & District | 28.57% |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & State | 1.29% |

District Revenue Sources

In addition to general state funding, Vista del Lago High School receives state and federal funding for the following categorical funds and other support programs: Economic Impact Aid (EIA), and School and Library Improvement Program (SLIP)

Data Sources

Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

