

Executive Summary School Accountability Report Card, 2008-09

For VUSD Community Day Prep School

Address: 129 Elm St., Vacaville CA 95688 **Phone:** 707-453-2142
Principal: Nicola Parr **Grade Span:** 7 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Vacaville Community Day Prep is a school serving 12 – 19 year old students in grades seven through twelve. Students are placed at “Vaca Prep” through SARB or expulsion. Vaca Prep is located in a facility which was a former elementary school. The campus provides a pleasant small school setting where staff are able to identify with students’ academic and personal needs for success. As an alternative school, our student population is very fluid, with constantly changing enrollment figures. We currently have two full time teachers, a part time special education teacher, a part time counselor, and our principal. Classified staff includes a full-time para-educator, a part-time para-educator when enrollment reaches a certain benchmark, and a part-time school secretary located off campus.

Vacaville Community Day Prep is located at 129 Elm Street in Vacaville. The location is surrounded by a suburban residential neighborhood. The Vacaville Unified School District also has the following agencies located at this site: Special Education, Child Nutrition, Adult Education, and the Solano County Transition Program.

Student Enrollment

Group	Enrollment
Number of students	24
African American	16.67 %
Hispanic or Latino	62.50 %
White (not Hispanic)	8.33 %
Multiple or No Response	12.50 %
Socioeconomically Disadvantaged	92.00 %
English Learners	28.00 %
Students with Disabilities	28.00 %

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	13
Mathematics	0
Science	*
History-Social Science	0

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Teachers

Indicator	Teachers
Teachers with full credential	1
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	
Statewide Rank (from 2008 Base API Report)	B *
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, and at the Facilities Department Office at 343 Brown Street, Vacaville, CA.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed

No repairs are needed.

Corrective Actions Taken or Planned

No corrective action taken or planned.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$464.78
District	\$4,462.68
State	\$5,512.00

School Completion

Indicator	Result
Graduation Rate	33.3%

NAEP Mathematics, Grade 8

Level	Result
State Average Scale Score	270
Average Scale Score - National	282
Achievement Level - Basic	59%
Achievement Level - Proficient	23%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
State Average Scale Score	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Vacaville Community Day Prep	District Name	Vacaville Unified
Street	129 Elm St.	Phone Number	707-453-6117
City, State, Zip	Vacaville , CA 95688	Web Site	www.vacavilleusd.org
Phone Number	707-453-2142	Superintendent	John Aycock
Principal	Nicola Parr	E-mail Address	jaycock@vusd.solanocoe.k12.ca.us
E-mail Address	nparr@vacavilleusd.org	CDS Code	48- 70573- 0109744

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Vacaville Community Day Prep serves the educational needs of students 12-19 years of age, grades seven through twelve, unable to succeed in the main stream schools. Students are placed at Vaca Prep through the SARB or Expulsion processes. At this facility, our teachers, resource teacher and counselor are able to provide the students with the tools they need to achieve academic and personal success and provide them with the ability to return to a traditional school setting, or graduation to post-secondary instruction.

The mission of Vacaville Community Day Prep School is to ensure all students make a successful transition to a District school or program in order to graduate from high school by providing a challenging academic and pro-social skills curriculum in a positive environment of respect among staff and students alike.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

All parents are invited and encouraged to become involved in their students' educational experience. Parents are encouraged to become involved in our School Site Council, which meets on a regular basis. Parents are also invited to participate in our various school activities such as Thanksgiving dinner (provided by staff members and students), our Friday bonus points award assemblies, and to sit in on their children's classroom for part or all of the school day. All incoming students have a transition meeting with staff and parents to ensure collaboration and success.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	1
Grade 8	4
Grade 9	5
Grade 10	12
Grade 11	2
Grade 12	0
Total Enrollment	24

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	16.67 %	White (not Hispanic)	8.33 %
American Indian or Alaska Native	%	Multiple or No Response	12.50 %
Asian	%	Socioeconomically Disadvantaged	92.00 %
Filipino	%	English Learners	28.00 %
Hispanic or Latino	62.50 %	Students with Disabilities	28.00 %
Pacific Islander	%	n/a	8.33 %

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The School Safety Plan is a comprehensive document designed to educate and prepare students, staff and administration for extraordinary situations in which their safety may be in jeopardy. The Safe School Plan is a working document which is updated continuously as district policy is modified or changed. Both the District and the City of Vacaville have an Emergency Plan in place for all situations, and Standard Operating Procedures for Disasters are located in each room. Drills are held to practice these guidelines.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	194.4	447.1	233.3	16.7	17.6	12.9
Expulsions	0.0	0.0	0.0	0.4	0.1	0.3

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Age of School Buildings

Vacaville USD's Community Day Preparatory School ("Community Day") is located in three classrooms on the former Elm Elementary School campus. This includes two classrooms and one office with approximately 3,000 square feet of space. The school was built in 1949 and was modernized in 1993 using largely State funds. The facility operated as an elementary school until it was closed in 2004 due to declining enrollment. The District has used the site for various educational and administrative functions since that time, including Community Day Prep, Adult Education Day Classes, the Special Education Department, Child Nutrition Department and storage.

Maintenance and Repair

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

Cleaning Process and Schedule

The district follows cleaning standards for all schools in the district. A summary of these standards is available at the Maintenance Department at 353 Brown Street, Vacaville, CA, 95688. The Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008/09 school year the District exercised the option provided by the State to use all funding earmarked for Deferred Maintenance to meet General Fund obligations. The District still has an established Deferred Maintenance Fund but this fund is reserved to address emergency repairs.

Deferred Maintenance Projects (if applicable)

For the 2008-09 school year, the district's governing board approved a deferred maintenance plan for this school that will result in no new DM projects at this school. The district's complete deferred maintenance plan is available at the district office at 751 School Street and at the Maintenance Department Office at 353 Brown Street..

Modernization Projects (if applicable)

No modernization projects were completed during the 2008-09 school year.

New School Construction Projects (if applicable) – N/A

School Facility Good Repair Status (School Year 2009-10) Data provided by FACILITIES

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	1	1	1	658
Without Full Credential	0	1	1	19
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School		
All Schools in District	90.0	10.0
High-Poverty Schools in District		
Low-Poverty Schools in District	90.0	10.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	1:1	0%
Mathematics	1:1	0%
Science	1:1	0%
History-Social Science	1:1	0%
Foreign Language	1:1	0%
Health	1:1	0%
Visual and Performing Arts	1:1	0%
Science Laboratory Equipment (grades 9-12)	1:1	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$12,719.68	\$12,254.90	\$464.78	\$62,190.50
District	n/a	n/a	\$4,462.68	\$68,258.26
Percent Difference – School Site and District	n/a	n/a	10.4	9.11
State	n/a	n/a	\$5,512	\$65,905
Percent Difference – School Site and State	n/a	n/a	8.43	9.43

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Description	Resource	Services	Amount
Community Day School Funding	2430	Instruction	\$ 226,223.42
		School Administration	\$ 35,858.06
		Guidance/Counseling	\$ 2,343.04
		Operations	\$ 4,180.21
Unrestricted General Fund	0000	Instruction	\$ 1,570.13
		School Administration	\$ 41.45
		Operations	\$ 9,543.15
Supplemental School Counselors	7080	Guidance/Counseling	\$ 24,887.91
EIA	7091	Instruction: Bilingual	\$ 62.50
Site Block Grant	7396	Instruction: Staff Development	\$ 562.50
Total			\$ 305,272.37
<hr/>			
CBED's October 2008		24	
Expenditures per pupil:	\$	12,719.68	
Unrestricted expenditures per pupil:	\$	464.78	
Restricted expenditures per student:	\$	12,254.90	
Site average teacher salary:	\$	62,190.50	
District average teacher salary:	\$	68,258.26	
District unrestricted expenditures per pupil:	\$	4,462.68	
Statewide average teacher salary:	\$	65,808.00	07/08

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,627	\$40,786
Mid-Range Teacher Salary	\$57,757	\$65,726
Highest Teacher Salary	\$78,797	\$85,230
Average Principal Salary (Elementary)	\$98,048	\$106,548
Average Principal Salary (Middle)	\$105,529	\$112,237
Average Principal Salary (High)	\$106,693	\$121,617
Superintendent Salary	\$189,282	\$191,155
Percent of Budget for Teacher Salaries	42.00 %	40.60 %
Percent of Budget for Administrative Salaries	5.90 %	5.30 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	0	14	13	48	51	53	43	46	50
Mathematics	0	0	0	42	45	44	40	43	46
Science	*	*	*	42	48	51	38	46	50
History-Social Science	*	*	0	36	39	43	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	23	0	*	*
Pacific Islander				
White (not Hispanic)	*	*	*	*
Male	5	0	*	*
Female	*	*	*	*
Economically Disadvantaged	14	0	*	0
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.1	23.1	7.7
9	6.4	17.0	10.6

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	B *		B *
Similar Schools	B		B

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	B	N/A	N/A
African American	N/A		N/A	N/A
American Indian or Alaska Native	N/A		N/A	N/A
Asian	N/A		N/A	N/A
Filipino	N/A		N/A	N/A
Hispanic or Latino	N/A		N/A	N/A
Pacific Islander	N/A		N/A	N/A
White (not Hispanic)	N/A		N/A	N/A
Socioeconomically Disadvantaged	N/A		N/A	N/A
English Learners	N/A		N/A	N/A
Students with Disabilities	N/A		N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	17.6

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		33.3	6.3	2.6	4.2	3.6	3.5	4.4	3.9
Graduation Rate			33.3	88.7	87.2	83.3	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students		1057	*
African American		08%	*
American Indian or Alaska Native		0	*
Asian		04%	*
Filipino		03%	*
Hispanic or Latino		20%	*

Pacific Islander		02%	*
White (not Hispanic)		62%	*
Socioeconomically Disadvantaged		15%	*
English Learners		08%	*
Students with Disabilities		08%	*

* Not available at time of printing.

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

N/A

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Vacaville Unified School District (VUSD) provides professional development opportunities for teachers at all stages of their careers. Peer Assistance and Review (PAR), Beginning Teacher Support and Assessment (BTSA), and Title II of the No Child Left Behind Act, SB 472 and AB 430 are the primary funding sources.

BTSA is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium which provides mentoring and support for all new teachers.

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. SB 472 funds have been utilized to train many VUSD teachers in the areas of reading and mathematics. Elementary principals have received training in reading due to an AB 430 grant. Other areas of professional development include: Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, and training for Special Education teachers.

Many teachers serve on district CAMP committees. These collaborative groups work together to discuss best practices, identify essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, student achievement data, input from PAR and BTSA and staff surveys.

All teachers participate in site-based professional development via collaborative planning time once per week. This time is utilized to discuss topics related to student achievement.

Instructional assistants who work with students are invited to attend after school sessions in any subject area that applies to their job requirements. Clerical staff receives technology in-services in areas of job requirements, such as: attendance programs, library inventories, word processing and email.

For the past several years, Vacaville Unified School District used one full SBCP day for professional development. This has taken place in the fall, before school starts. Other professional development opportunities take place during summer, on release time, after school, evenings and weekends

Sites may use decentralized funds for professional development specific to their site as part of their single plan.

XIII. National Assessment of Educational Progress

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/>.

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. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic

content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 8	85	96	78	92