

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## Executive Summary School Accountability Report Card, 2007-08

### Country High School

Address: 100-B McClellan St. , Vacaville CA 95688-3937 Phone: (707) 453-6215  
Principal: Jeff Adcock Grade Span: 9 - 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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

Country high School is a designated continuation school that serves students 16-19 years of age in grades nine through twelve. It is located in a newly modernized facility that was a former elementary school. The 10 classrooms include one special education classroom. The staff includes a principal counselor and nine teachers.

Academic programs consist of two distinctly different options for students. In the regular continuation program, most students are enrolled in six classes unless involved in ROP classes and then they have four classes. The other option offered is an independent study program consisting of ten percent of the regular site ADA and an unlimited enrollment of teen parents. Country High School also has a fully staffed nursery which allows teen parents to remain on campus to fulfill their educational pursuits.

Country high School's mission is: "We, the members of the country High School family, believe that we should provide a quality education for all student. Parents, staff, students, and the community must combine to make this a positive learning and teaching experience. We believe the parents, staff, students and community members learn and teach on a daily basis. We have a commitment to excellence."

### Student Enrollment

Group	Percent
African American	4.84 %
American Indian or Alaska Native	%
Asian	0.81 %
Filipino	0.81 %
Hispanic or Latino	32.26 %
Pacific Islander	0.81 %
White (not Hispanic)	43.55 %
Multiple or No Response	16.94 %
Socioeconomically Disadvantaged	47 %
English Learners	19 %
Students with Disabilities	7 %
<b>Total Number of students</b>	124

### Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## 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	\$6,712.00
District	\$4,994.30
State	\$5,300.00

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	2
Algebra I	0
Science	*
History-Social Science	0

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	500
Statewide Rank (from 2007 Base API Report)	B
2008-09 Program Improvement Status (PI Year)	N/A

## School Completion

Indicator	Result
Graduation Rate	87.1%

## Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	65.4%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

## 2007-08 School Accountability Report Card Report (SARC)

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 at the [SARC](#) Web site. 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Country High	District Name	Vacaville Unified
Street	100-B McClellan St.	Phone Number	(707) 453-6117
City, State, Zip	Vacaville , CA 95688-3937	Web Site	<a href="http://www.vacavilleusd.org">www.vacavilleusd.org</a>
Phone Number	(707) 453-6215	Superintendent	John Aycock
Principal	Jeff Adcock	E-mail Address	<a href="mailto:jaycock@vusd.solanocoe.k12.ca.us">jaycock@vusd.solanocoe.k12.ca.us</a>
E-mail Address	<a href="mailto:jadcock@vacavilleusd.org">jadcock@vacavilleusd.org</a>	CDS Code	48-70573-4833869

#### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

##### Goals:

1. To provide equity and access to the core curriculum for all students
2. To provide a coherent, standards-based system in all areas: curriculum, assessment, instructional practices, professional development, collaboration, and allocation of resources
3. To provide a data-driven cycle of inquiry to inform district and site decisions, policies, practices, and instruction
4. To provide district funding to be aligned with the district goal of improving achievement for all students

Mission Statement: "We, the members of the Country High School family, believe that we should provide a quality education for all students. Parents, staff, students, and the community must combine to make this a positive learning experience. We believe that parents, staff students, and community members learn and teach on a daily basis. We have a commitment to excellence."

#### Opportunities for Parental Involvement (School Year 2007-08)

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

At Country High School, parents are encouraged to become involved in their child's education. Country High has a "Back to School Night" and three "Awards Nights" through the school year where students are honored and teachers are available to meet with parents. Parents also have the opportunity for membership on the School Site council.

The Vacaville Unified School district has developed a new board policy on parent involvement. The recommended policy states in part: the governing Board recognizes that parents are their children's first and most influential teachers. Sustained parent involvement in the education of their children contributes greatly to student achievement and a positive and safe environment. The Superintendent and the designees encourage the staff to develop meaningful opportunities at all grade levels for parent/guardians to be involved in District and school activities; advisory, decision making, and advocacy roles; and activities to support learning at home.

## Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Grade 9	34
Grade 10	53
Grade 11	31
Grade 12	6
Total Enrollment	124

## Student Enrollment by Group (School Year 2007-08)

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
African American	4.84 %
Asian	0.81 %
Filipino	0.81 %
Hispanic or Latino	32.26 %
Pacific Islander	0.81 %
White (not Hispanic)	43.55 %
Multiple or No Response	16.94 %
Socioeconomically Disadvantaged	47 %
English Learners	19 %
Students with Disabilities	7 %

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.4	10	0		14.8	11	0		13.7	11	0	
Mathematics	8.8	14			14.5	13			14.0	13		
Science	16.8	4			14.8	4			14.5	4		
Social Science	14.5	8			15.0	7			12.8	6		

## III. School Climate

### School Safety Plan (School Year 2007-08)

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

The Safe School Plan is a comprehensive document designed to prepare students, staff and administration for extraordinary situations in which their safety may be jeopardy and is updated annually as District policy is modified or changed. The district and the City have in place an emergency plan and new Standard Operating Procedures for Disasters Plan is located in each room. Monthly drills are held where the plan is practiced and put into action. School security is further enhanced with a six hour campus supervisor, a Community services Officer, a Master social worker and interns as part of Youth Services housed on the campus.

## 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	149.2	76.5	121.8	16.0	16.7	17.6
Expulsions	2.3	0.0	0.0	0.2	0.4	0.1

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

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

#### **Age of School Buildings**

Country High School is located on the campus of the former Ulatis Elementary School. It is now called the Ulatis Alternative Education Center, and shares the campus with other alternative educational programs, including Adult Education, Ulatis Transition Program and other similar programs. Country High School/UAEC has 9 permanent classrooms, 5 portable classrooms, 2 modular permanent classrooms, multi-purpose room, library and administration building. The campus was originally built in 1950 and was modernized and expanded in 2002/03 and 2003/04, using State School Facilities Program and local Measure V general obligation bond funds. Portable classrooms and restrooms have been added over the years to accommodate growth and program expansion.

#### **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 2007-08 school year, the district has budgeted approximately \$550,000.00 for the deferred maintenance program. This represents 1/2 percent of the district's general fund budget. In addition, the District receives a dollar-for-dollar State match, or another approximately \$550,000.00, for a total Deferred Maintenance Program budget of \$1,100,000.00 for the District.

#### **Deferred Maintenance Projects (if applicable)**

For the 2007-08 school year, the district's governing board has approved deferred maintenance projects for this school that will result in no new DM projects. 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)**

Country High School was modernized in 2002/03 when the campus housed the former Ulatis Elementary School.

When Ulatis Elementary closed in 2003, Country High School was relocated to this campus. Science and home economics lab classrooms and an administration building were added to the campus in 2003/04. The modernization project consisted of the following: Install heating, air conditioning and ventilation system; install increased electrical service capacity and add outlets to classrooms; repair plumbing and improve restrooms for disabled accessibility; replace worn-out tile flooring, ceiling tiles, sinks and counters, tackable wall surfaces, and storage in classrooms; provide energy-efficient lighting in classrooms; improve nurse area and teachers' workroom; replace older portables with new library and two new classrooms; install running water and sinks in portable classrooms; install upgraded intercom and clock systems; upgrade telephone system in classrooms for security; upgrade door handles for student and teacher safety.

**New School Construction Projects (if applicable)**

In 2007/08, the governing board approved a project for a new marquee sign and beautification to be funded through development impact fees. This project was planned during the 2007/08 school year and is scheduled to be installed in winter 2009.

**School Facility Good Repair Status (School Year 2008-09)**

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

**Overall Summary of School Facility Good Repair Status (School Year 2008-09)**

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

## 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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	8	9	9	665
Without Full Credential	0	0	0	31
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	84.1	15.9
All Schools in District	87.2	12.8
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	90.0	10.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

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	1.0	124
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	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 2008-09)

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 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%

Course	Primary Text	Publisher	Copyright Date	Board Approval Date
English 9	<u>Elements of Literature</u> – 3 <sup>rd</sup> Course	Holt, Rinehart and Winston	2000	8/3/2000
English 10	<u>Elements of Literature</u> – 4 <sup>th</sup> Course	Holt, Rinehart and Winston	2000	2/2/2002
English 11	<u>Elements of Literature</u> – 5 <sup>th</sup> Course	Holt, Rinehart and Winston	2002	5/15/2003
English 12	<u>Elements of Literature</u> – 5 <sup>th</sup> Course	Holt, Rinehart and Winston	2002	5/15/2003
Pre-Algebra	<u>Applications to Mathematics</u>	Merrill	1988	
Pre-Algebra	<u>Algebra ½ (6/28/01)</u>	Saxon	2000	6/28/2001
Algebra I-P	<u>Algebra 1, California Edition, Smith, Charles, Dossey, Bittinger (5/17/01)</u>	Prentice-Hall	2001	5/17/2001
Algebra I-P	<u>Algebra I, (6/29/01)</u>	Saxon	1997	6/28/2001
General Math	<u>Number Power</u> , Howett, Mitchell, Prickel, Tamarkin	Contemporary Books	1988	

Life Science	<u>Biology Cycles of Life</u>	AGS Publishers	2006	
Earth and Physical Science-P	<u>CA Earth Science</u>	Prentice Hall	2006	
Economic History of the Modern World (CHS)	<u>World History: Modern Time</u>	Glencoe	2006	5/4/2006
American Government	United States Government, Richard C. Remy, Phd	Glencoe/ McGraw-Hill	2006	
US History	United States Government	Glencoe/McGraw Hill	2006	

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,841.00	\$1,129.00	\$6,712.00	\$62,008.00
District	N/A	N/A	\$4,994.30	\$55,203.00
Percent Difference – School Site and District	N/A	N/A	-34.3%	-12.3%
State	N/A	N/A	\$5,300.00	\$63,458.00
Percent Difference – School Site and State	N/A	N/A	-26.6%	2.2%

### Types of Services Funded (Fiscal Year 2007-08)

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

Description	Resources	Function	Goal	Amount
Special Education	3310-3315-3320-6500			117,571.91
Bilingual Program	3020-4203-7091-6286			22,899.29
School Based Coordinated Program	7395			8,266.71
Vocational Education	7010-3550-6350			
Pupil Services		3000		130,221.89
Alternative Education			3400-1155,3100	
Total				278,959.80

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,093	\$39,708
Mid-Range Teacher Salary	\$55,270	\$63,805
Highest Teacher Salary	\$75,045	\$82,081
Average Principal Salary (Elementary)	\$88,381	\$102,166
Average Principal Salary (Middle)	\$95,738	\$107,816
Average Principal Salary (High)	\$97,308	\$116,474
Superintendent Salary	\$156,660	\$183,478
Percent of Budget for Teacher Salaries	43.1 %	40.6 %
Percent of Budget for Administrative Salaries	5.6 %	5.2 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

#### CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	3	3	2	48	48	51	42	43	46
Mathematics		0	0	43	42	45	40	40	43
Science			*	39	42	48	35	38	46
History-Social Science	3	0	0	41	36	39	33	33	36

*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.*

#### CST 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	*	*		*
Filipino	*	*		*
Hispanic or Latino	0	0	*	0
Pacific Islander	*			
White (not Hispanic)	5	0	*	0
Male	0	0	*	0
Female	5	0	*	0
Economically Disadvantaged	0	0	*	
English Learners	0	*		*
Students with Disabilities	*	*		
Students Receiving Migrant Education Services	*	*		

*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.*

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 [CAHSEE](#) Web site.

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	*	*	*	56.0	52.1	60.7	51.1	48.6	52.9
Mathematics	*	*	*	52.7	55.3	56.2	46.8	49.9	51.3

*Note: Scores are not shown when the number of students tested is 10 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.*

### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

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

*Note: Scores are not shown when the number of students tested is 10 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.*

## 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 [API](#) Web page.

#### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	B	B	B
Similar Schools	B	B	B

**"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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

**"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

**"B"** 4833869

**"C"** means the school had significant demographic changes and will not have any growth or target information.

**"D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

**"E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

#### API Changes 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
	2005-06	2006-07	2007-08	2008
All Students at the School	103	-52	-135	500
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

**"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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B" means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### **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 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

### **AYP Overall and by Criteria (School Year 2007-08)**

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	No	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	No	Yes
Graduation Rate	Yes	Yes

### **Federal Intervention Program (School Year 2008-09)**

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. Detailed information about PI identification can be found at the [AYP](#) Web page.

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	2
Percent of Schools Currently in Program Improvement	N/A	11.8

# XI. School Completion and Postsecondary Preparation

## Admission Requirements for California 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 [University of California](#) Web site.

### 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 site.

### 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 is 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 [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	12.4	34.4	19.7	2.1	2.6	4.2	3.1	3.5	4.4
Graduation Rate	91.5	88.7	86.9	91.5	88.7	86.9	85.0	83.0	79.5

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	21	927	N/A
African American	3	86	N/A
American Indian or Alaska Native	0	2	N/A
Asian	1	30	N/A
Filipino	0	25	N/A
Hispanic or Latino	9	176	N/A
Pacific Islander	1	6	N/A
White (not Hispanic)	7	596	N/A
Socioeconomically Disadvantaged	3	150	N/A
English Learners	4	25	N/A
Students with Disabilities	3	57	N/A

## Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

All employed students are offered the opportunity to enroll in the World of Work course. This class provides information to students about the world of work and their places in it. Students will have the opportunity to assess their own aptitudes, strengths, and interests and develop a realistic career plan. Activities include self-assessment, job shadowing, guest speakers from the community, mock interviews, and on-the-job observation and evaluation. Career opportunities and general job skills will be addressed.

The ASVAB is administered once a year depending on the number of requests. It is the test for entering the military but is also an excellent test battery for aptitude and career interest for civilian work as well.

Classes offered include: Food and Nutrition, Economics, Health, Life Management and World of Work.

## Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	63
Percent of the school's pupils completing a CTE program and earning a high school diploma	27%
Percent of school's 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 at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	53.6
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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.