

# Executive Summary School Accountability Report Card, 2009–10

## *For Country High School*

**Address: 100 B McClellan Street, Vacaville, CA**  
**Principal: Bill Ewing**

**Phone: 707 453-6215**  
**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 information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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**

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Country High School is a designated continuation school that serves students 16 years of age and older in grades nine through twelve. It is located in a modernized facility that was a former elementary school. The ten classrooms include one special education classroom. The staff includes a principal, .6 counselor, 9.4 teachers and six classified employees.

Academic programs consist of two distinctly different options for students. In the regular continuation program students are enrolled in six academic classes. Our independent program can consist of up to ten percent of the regular site ADA and unlimited enrollment for teen parents. Country High School has a fully staffed nursery that allows parents to remain on campus to fulfill their educational pursuits.

Country High School's Mission Statement is: "We, the parents 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 for all students. We believe the parents, staff, students and community learn and teach on a daily basis. We have a commitment to excellence."

### **Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
Number of students	146
Black or African American	10%
American Indian or Alaska Native	2%
Asian	2%
Filipino	1%
Hispanic or Latino	45%
Native Hawaiian/Pacific Islander	1%
White (not of Hispanic origin)	38%
Two or More Races	1%
Socioeconomically Disadvantaged	60%
English Learners	8%
Students with Disabilities	17%

### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	10
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR<sup>1</sup> Program Results</b>
English-Language Arts	6%
Mathematics	0%
Science	*
History-Social Science	17%

## Academic Progress<sup>2</sup>

<b>Indicator</b>	<b>Result</b>
2010 Growth API Score (from 2010 Growth API Report)	547
Statewide Rank (from 2009 Base API Report)	B
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	4 of 5
2010–11 Program Improvement Status (PI Year)	Not in PI

## School Facilities

### Summary of Most Recent Site Inspection

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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 401 Nut Tree Road, 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

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No repairs are needed.

### Corrective Actions Taken or Planned

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No corrective action taken or planned.

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<sup>1</sup> Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## Curriculum and Instructional Materials

Core Curriculum Area	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)	n/a

## School Completion

Indicator	Result
Graduation Rate (if applicable)	45.7%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$9,343.55
District	\$4,618.85
State	\$5,681.00

## Postsecondary Preparation

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

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### II. About This School

#### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Country High School	<b>District Name</b>	Vacaville Unified School District
<b>Street</b>	100-B McClellan St.	<b>Phone Number</b>	(707) 453-6100
<b>City, State, Zip</b>	Vacaville, CA 95688	<b>Web Site</b>	<a href="http://www.vacavilleusd.org">www.vacavilleusd.org</a>
<b>Phone Number</b>	(707) 453-6215	<b>Superintendent</b>	John T. Aycok
<b>Principal</b>	Bill Ewing	<b>E-mail Address</b>	<a href="mailto:jaycock@vacavilleusd.org">jaycock@vacavilleusd.org</a>
<b>E-mail Address</b>	<a href="mailto:bille@vacavilleusd.org">bille@vacavilleusd.org</a>	<b>CDS Code</b>	48-70573-4833869

## School Description and Mission Statement (School Year 2009–10)

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

Country High School is a continuation school serving students 16 years of age and older in grades nine through twelve. Classes are offered in all core subject matter and electives in Art, Home Economics and Food & Nutrition. Special Education services are provided to students with IEP's. We have a new ELL class with support from the district in it's implementation.

Goals:

1. To provide equity and access to core curriculum for all students.
2. To provide a coherent, standards-based system in all areas: curriculum; assessment; instructional practices; professional development; collaboration; allocation of resources
3. To provide a data-driven cycle of inquiry to form 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.

## Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

At Country High School parents are encourage to be involved in the education of their children. "Back to School Night," a community Thanksgiving Dinner and Awards Nights at the end of each quarter are events where parents, students and staff come to together. Newsletters are sent out quarterly to inform parents of school information and to let parents know they have an open invitation to visit the school and meet with staff and the principal. Global Connect is used to disseminate important information. Parents have an opportunity to serve on Site Council and as volunteers at school after approval by the district office.

## Student Enrollment by Grade Level (School Year 2009–10)

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

Grade Level	Number of Students
Grade 9	18
Grade 10	48
Grade 11	29
Grade 12	51
<b>Total Enrollment</b>	<b>146</b>

## Student Enrollment by Group (School Year 2009–10)

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
Black or African American	10%	White	38%
American Indian or Alaska Native	2%	Two or More Races	1%
Asian	2%	Socioeconomically Disadvantaged	60%
Filipino	1%	English Learners	8%
Hispanic or Latino	45%	Students with Disabilities	17%
Native Hawaiian/Pacific Islander	1%		

### 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	2007-08				2008-09				2009-10			
	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	13.7	11			16.2	11			10.8	12		
Mathematics	14.0	13			14.1	11			7.3	11		
Science	14.5	4			14.6	5			7.1	10		
Social Science	12.8	6			14.8	6			7.4	11		

### III. School Climate

#### School Safety Plan (School Year 2009-10)

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 the safety of staff and students may be in jeopardy. This is updated annually as District policy is modified or changed. The District and City of Vacaville have in place an emergency plan and Standard Operating Procedures for disasters. A copy of the plan is located in each classroom. Monthly drills are held where the plan is put into practice. A campus supervisor, VPD community services officer, a Master Social worker, and interns work to help foster a positive campus climate.

#### 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	121.8	77.1	85.6	17.6	12.9	14.2
Expulsions	0.0	1.4	0.0	0.1	0.3	0.2

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-11)

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***

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 2009/10 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)***

No Deferred Maintenance Projects were completed during this year. For the 2008-09 school year, the district's governing board approved a Deferred Maintenance plan that does not include Deferred Maintenance projects for this school site. The district's complete Deferred Maintenance plan is available at the Educational Services Center at 401 Nut Tree Road, 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 was installed during winter 2008. It was completed in spring, 2009.

## **School Facility Good Repair Status (School Year 2010–11)**

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	

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
<b>Interior:</b> Interior Surfaces	n/a	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
<b>Electrical:</b> Electrical	n/a	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	n/a	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	X			
<b>Structural:</b> Structural Damage, Roofs	n/a	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			
<b>Overall Rating</b>	X				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
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	9	9	10	598
<b>Without Full Credential</b>	0	0	0	2
<b>Teaching Outside Subject Area of Competence</b>	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	2008–09	2009–10	2010–11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on

teacher qualifications required under the ESEA 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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.65%	4.35%
All Schools in District	87.86%	6.87%
High-Poverty Schools in District	83.33%	16.66%
Low-Poverty Schools in District	97.99%	2.06%

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

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	146
Counselor (Social/Behavioral or Career Development)	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0.5	n/a
Psychologist	0.2	n/a
Social Worker	0	n/a
Nurse	0.2	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	0	n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	1:1	0%	Yes
Mathematics	1:1	0%	Yes
Science	1:1	0%	Yes
History-Social Science	1:1	0%	Yes
Health	1:1	0%	Yes
Visual and Performing Arts	1:1	0%	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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	\$10,228.60	\$885.06	\$9,343.55	\$75,760.44
District	n/a	n/a	\$4,618.85	\$59,855.00
Percent Difference – School Site and District	n/a	n/a	50.6%	21.0%
State	n/a	n/a	\$5,681.00	\$66,478.00
Percent Difference – School Site and State	n/a	n/a	39.2%	12.3%

### Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

COUNTRY CONTINUATION HIGH SCHOOL 2009/10			
Description	Resource	Services	Amount
Unrestricted General Fund	0000	Instruction	\$697,262.55
		School Administration	\$266,751.81
		Instructional Media	\$1,231.01
		Guidance/Counseling	\$88,308.24
		Other Services	\$25,964.94
		Operations	\$170,616.29
		Library Services	\$25,563.93
Lottery	1100	Security Staff	\$23,054.35
Carl Perkins	3550	Instruction	\$14,628.75
ARRA:SFSF	3200	Operations	\$4,775.00
Special Education	6500	Instruction	<u>\$103,618.96</u>
Total			<u>\$1,421,775.83</u>

### Teacher and Administrative Salaries (Fiscal Year 2008–09)

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	State Average
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	Amount	For Districts In Same Category
<b>Beginning Teacher Salary</b>	35,627	41,155
<b>Mid-Range Teacher Salary</b>	57,757	65,379
<b>Highest Teacher Salary</b>	78,797	85,049
<b>Average Principal Salary (Elementary)</b>	93,508	106,453
<b>Average Principal Salary (Middle)</b>	102,612	111,487
<b>Average Principal Salary (High)</b>	100,456	121,513
<b>Superintendent Salary</b>	189,225	194,802
<b>Percent of Budget for Teacher Salaries</b>	42.00%	40.60%
<b>Percent of Budget for Administrative Salaries</b>	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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and 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 is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, 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 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>English-Language Arts</b>	2	2	6	51	53	54	46	50	52
<b>Mathematics</b>	0	0	0	45	44	45	43	46	48
<b>Science</b>	*	*	*	39	43	52	46	50	54
<b>History-Social Science</b>	0	3	17	39	43	45	36	41	44

## 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
All Students in the LEA	54	45	52	45
All Students at the School	6	0	*	17
Male	3	0	*	19
Female	11	0	*	15
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	0	0	*	*
Native Hawaiian or Pacific Islander	*	*	*	*
White	14	0	*	24
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	3	0	*	11
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 AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on 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 for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	*	*	*	60.7	87.0	85.0	52.9	79.0	81.0
Mathematics	*	*	*	56.2	83.0	84.0	51.3	80.0	81.0

## California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

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 in the LEA	39.4	24.1	36.5	42.7	35.7	21.6
All Students at the School	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

### California Physical Fitness Test Results (School Year 2009–10)

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/pfi/>. *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
5	The PFT data are not available at the time of posting.		
7			
9			

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 on 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	2007	2008	2009
Statewide	B	B	B
Similar Schools	B	B	B

### 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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	-135	23	25
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	*	*	*
Native Hawaiian/Pacific Islander	*	*	*
White	*	*	*
Two or More Races	*	*	*
Socioeconomically Disadvantaged	*	*	*
English Learners	*	*	*
Students with Disabilities	*	*	*

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	25	4	
Black or African American	*	8	
American Indian or Alaska Native	*	*	
Asian	*	21	
Filipino	*	4	
Hispanic or Latino	*	4	
Native Hawaiian/Pacific Islander	*	*	
White	*	2	
Two or More Races	*	*	
Socioeconomically Disadvantaged	*	14	
English Learners	*	17	
Students with Disabilities	*	-8	

### Adequate Yearly Progress

The federal Elementary and Secondary Education 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 on 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 2009–10)

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 six AYP criteria described above.

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	Yes
Percent Proficient - Mathematics	Yes	No
API	n/a	Yes
Graduation Rate	No	No

### Federal Intervention Program (School Year 2010–11)

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 on 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	n/a	2004-2005
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement	n/a	4
Percent of Schools Currently in Program Improvement	n/a	23.5

## 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 course 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>. (Outside Source)

#### 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>. (Outside Source)

### 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		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
<b>Dropout Rate (1 year)</b>	19.7	26.6	34.0	4.2	3.6	5.0	5.5	4.9	5.7
<b>Graduation Rate</b>	88.8	87.1	83.3	88.7	87.1	83.3	80.6	80.2	78.6

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
<b>All Students</b>	43.0%		
<b>Black or African American</b>	44.4%		
<b>American Indian or Alaska Native</b>	100%		
<b>Asian</b>	66.7%		
<b>Filipino</b>	100%		
<b>Hispanic or Latino</b>	43.2%		
<b>Native Hawaiian/Pacific Islander</b>	100%		
<b>White</b>	42.4%		
<b>Two or More Races</b>	*		
<b>Socioeconomically Disadvantaged</b>	41.9%		
<b>English Learners</b>	45.5%		
<b>Students with Disabilities</b>	28.6%		

### Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

All students who are employed have the opportunity to enroll in the World of Work course. The course is to provide information to students about the world of work and their place in it. Students assess their aptitudes, strengths and interests in order to develop a realistic career goal and plan. Activities include self-assessment, job shadowing, guest speakers from community, mock interviews and on-the-job observation. Career opportunities and general job skills will be addressed.

The ASVAB is administered each year. This test was developed by the military but it is also an excellent tool in assessing aptitude and interest of career goals.

Career Technical Courses offered include World of Work, Foods & Nutrition and Clothing which received a Carl Perkins Grant this year for equipment.

### Career Technical Education Participation (School Year 2009–10)

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

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	n/a
<b>Percent of pupils completing a CTE</b>	n/a

program and earning a high school diploma	
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 2009–10)

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	0%
Graduates Who Completed All Courses Required for UC/CSU Admission	0%

### Advanced Placement Courses (School Year 2009–10)

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	0	n/a
English	0	n/a
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	0	n/a
Science	0	n/a
Social Science	0	n/a
All courses	0	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 educators and staff at all stages of their careers. 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, instructional strategies (Checking for Understanding), Explicit Direct 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 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. 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.

Certificated staff members meet weekly in collaborative grade level teams to focus on student achievement. The agenda for these weekly meeting focus on the four essential questions:

- What is it that our students need to learn?
- How we will we assess if they have learned the content?
- What will we do to provide extra support for those who have learned the content?
- What enrichment can we provide for those who have learned the content?