

## Executive Summary School Accountability Report Card, 2009–10

### *For Will C. Wood High School*

**Address: 998 Marshall Road**  
**Principal: Chris Strong**

**Phone: 707-453-6900**  
**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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Will C. Wood High School is the second comprehensive high school in the Vacaville Unified School District Community. It was named after William Christopher Wood, a native son of Vacaville, who became the State of California's first Superintendent of Secondary Public Instruction. Located on thirty-six acres on the south side of I-80, Will C. Wood High School transitioned from a junior high school to a high school, beginning in 1986. The first graduating class from Will C. Wood High School was in 1992. The campus was originally designed as a high school, but only phase one was finished when it opened its doors to students in 1969. At its opening, Will C. Wood High School (WCW) served as a satellite campus to Vacaville High School. In 1974, to accommodate the rapidly growing population, the decision was made to convert WCW to a junior high school. Over the next ten years, the city continued to grow and the need for a second comprehensive high school became more pressing. Vaca Peña Middle School was built in 1986, and the process of converting WCW to the city's second comprehensive high school began with the middle school's completion. Phase two of the original plans for WCW was completed and the school gradually transitioned to a comprehensive high school. Beginning in 1989, one grade was added each year, with the Class of 1992 becoming the first graduating class from Will C. Wood High School.

The physical plant combines a mix of older facilities, updated buildings, as well as a new state-of-the-art Science Building. The instructional space includes regular classrooms, visual and performing arts facilities, shops, two gymnasiums, Youth Services Office, and athletic fields. The Library Media Center has the Career Center located adjacent to it and both serve the students as informational and technological resource centers. The administration building houses the administrative, attendance, counseling, and support staff. The school's two gymnasiums offer unique flexibility in physical education and student activities. A central Quad and outdoor theatre area is the focal point for many student-oriented activities sponsored by Student Government and Student Council, Link Crew, campus clubs, the music program, and also Parent and Faculty functions. Will C. Wood Athletic Fields include soccer, softball, baseball, football field, and a track. The new science wing, central quad area, lower fields for soccer, track and football were modernized with the construction bond. Portables have been phased out and the second phase of Modernization from the construction bond is in process. A Wing is the current area, slated for modernization. Technology, for the entire school, will also be updated.

Will C. Wood High School offers a wide variety of instructional programs, including college preparatory courses, Advanced Placement courses, Career Technical Education courses, and courses for EL and Special Needs' student populations. The school also supports the physical, social, and emotional development of the students through strong co-curricular programs from a variety of clubs from Student Government and Student Council for leadership opportunities in all grades, Link Crew, which connects ninth grade students to the Wood community, to tutoring opportunities, and goal-setting and career education.

Overall, with nineteen years of history as a high school, Will C. Wood is still a relatively young school, setting its own traditions, defining its place in the community, managing the shifting challenges it faces, and meeting the needs of its students.

## Student Enrollment

Group	Enrollment
Number of students	#
Black or African American	11%
American Indian or Alaska Native	1%
Asian	3%
Filipino	3%
Hispanic or Latino	24%
Native Hawaiian/Pacific Islander	1%
White (not of Hispanic origin)	54%
Two or More Races	1%
Socioeconomically Disadvantaged	31%
English Learners	7%
Students with Disabilities	10%

## Teachers

Indicator	Teachers
Teachers with full credential	77
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	4
Total Teacher Misassignments	4

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	43%
Mathematics	30%
Science	42%
History-Social Science	30%

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

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	711
Statewide Rank (from 2009 Base API Report)	5
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	11 of 18
2010–11 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 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

No repairs are needed.

### Corrective Actions Taken or Planned

No corrective action taken or planned.

<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)	0%

## School Completion

Indicator	Result
Graduation Rate (if applicable)	82.7%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,267.88
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	6.6%
Graduates Who Completed All Courses Required for University of California or California State University Admission	11.5%

# 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>	Will C. Wood High School	<b>District Name</b>	Vacaville Unified School District
<b>Street</b>	998 Marshall Road	<b>Phone Number</b>	(707) 453-6100
<b>City, State, Zip</b>	Vacaville Ca, 95687	<b>Web Site</b>	<a href="http://www.vacavilleusd.org">www.vacavilleusd.org</a>
<b>Phone Number</b>	707-453-6900	<b>Superintendent</b>	John T. Aycok
<b>Principal</b>	Chris Strong	<b>E-mail Address</b>	<a href="mailto:jaycock@vacavilleusd.org">jaycock@vacavilleusd.org</a>
<b>E-mail Address</b>	Chriss@vacavilleusd.org	<b>CDS Code</b>	48-70573-483008

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

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

### **Mission Statement**

The Mission of Will C. Wood High School, as a collaborative community of students, families and staff, is to graduate all students with the ability and desire to think critically and adapt to a continually changing environment by providing a rigorous and relevant education.

In 2009-10, Will C. Wood updated their Expected School-Wide Learning Results. They are as follows:

#### **Effective communicators who**

- read, write, speak and listen reflectively and critically
- express themselves clearly in writing and orally.
- receive, interpret, and constructively use information

#### **Self-directed, productive learners who**

- plan for the future by setting challenging goals
- develop and use effective learning strategies
- use technology effectively

#### **Complex thinkers and problem solvers who**

- use logical and creative decision-making processes to solve academic and real life problems
- adapt to a rapidly changing global environment

#### **Collaborative participants who**

- develop and maintain positive relationships within diverse settings
- work with others effectively

#### **Involved citizens who**

- improve the quality of life in their community
- participate in the democratic process

**To meet our Mission and ESLR's, Will C. Wood has a highly qualified, dedicated staff of Teacher, Administrators, Classified individuals that support our school goals of providing a rigorous and relevant education to our students. We offer a myriad of academic, extra-curricular, and co-curricular programs to meet the needs of our students as they prepare for post secondary education programs.**

## **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.

Parents can become involved in Will C. Wood through a variety of programs which include:

- a. Site Council – the advisory council for the Principal and staff. Contact person: Chris Strong
- b. Will C. Wood Leadership Team. Contact person: Mark Spencer- Leadership Team Chair
- c. Athletic Boosters – Parents and community members who support all Wood athletic programs. Contact person: Mrs. Esler
- d. Wildcat Night Sports Night: Parents and Staff member who support all Wood athletic programs. Contact: Mark Wudel
- e. Safe and Sober Grad Nite – the parent group who plans the all-night party after graduation. Contact person: Denise Cantrell
- f. Band Boosters – the parent group who works with band activities. Contact person:
- g. Sylvan Choir Boosters – the parent group who works with the choral programs. Contact person: David Barthelmess
- h. PTC – Parents, teachers and community members meet to complete projects and goals for the school. Contact Person: Kathy Farros-Hoepner

### 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	507
Grade 10	485
Grade 11	414
Grade 12	446
<b>Total Enrollment</b>	<b>1,852</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	11%	White	54%
American Indian or Alaska Native	1%	Two or More Races	1%
Asian	3%	Socioeconomically Disadvantaged	31%
Filipino	3%	English Learners	7%
Hispanic or Latino	24%	Students with Disabilities	10%
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	22.4	51	24	9	22.9	42	29	7	23.7	66	28	7
Mathematics	23.9	39	18	12	23.7	34	22	7	17.9	49	32	*
Science	29.3	4	32	6	30.4	3	27	14	23.9	25	28	4
Social Science	28.1	11	26	14	30.5	6	15	24	22.2	31	39	5

## 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 their safety may be in jeopardy and is updated annually as District policy is modified or changed. The District and City have in place an Emergency plan for all situations.

School security is further enhanced with four full time members of the campus security team, 2.6 administrators and a Youth Services Office housed on the campus of Will C. Wood and staffed by a Youth Services Police Officer, a School Resource Officer, and a Master Social Worker. The school is a closed campus.

Athletics, student clubs, student government activities and the GOTCHA Award Program, sponsored by the City of Vacaville Youth Round Table and the Vacaville Chamber of Commerce, are among the programs that create a positive environment at Will C. Wood. The school provides a comprehensive athletic program for all students. There are thirty-two active clubs on campus that address the interests of the school's diverse student body. Additionally, the school has awards for Student of the Month and multiple academic, leadership, and specialized awards.

### 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
<b>Suspensions</b>	17.5	14.4	18.6	17.6	12.9	14.2
<b>Expulsions</b>	0.2	0.6	1.1	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***

Will C. Wood High School has 65 permanent classrooms, 24 portable classrooms, two gymnasiums, team and physical education locker rooms, library, athletic fields, cafeteria, Little Theatre, and an administration/counseling building. The campus was originally built in 1969, 1972 and 1988. It is in the middle of several phases of a major renovation and new construction project using State School Facilities Program funding and local Measure V general obligation funding. This project was begun in 2006/07 and is scheduled for completion in 2010. Portable classrooms and restrooms have been added over the years to accommodate growth.

### ***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 no new Deferred Maintenance projects at this school. 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)***

Will C. Wood High is undergoing a major renovation project that is being done in various phases. The first project was the Gymnasium Lighting Project, which was completed in summer, 2006. The Lower Field Project was started in spring, 2007 and was completed in fall, 2007. In December, 2008, modernization of all existing buildings and classrooms at the school was put on hold pending the State's issuance of new General Obligation State bonds. State bond issuance began again in early 2010 and the Will C. Wood project was reactivated. Planning and design are being completed. State funding to complete a partial project was obtained in spring, 2010. Additional funds are anticipated in 2010/11 and construction is scheduled to begin in spring, 2011, with completion scheduled for mid-2012.

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

There will be a new Science Building constructed as part of the Measure V program. The building will consist of 16 classrooms and labs, teacher workrooms and storage, and restrooms. The site work associated with that project was started in spring, 2007 and was completed in fall, 2007. The building construction began in winter, 2007 and is scheduled to be completed in December, 2008.

## **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.

<b>System Inspected</b>	<b>Repair Status</b>				<b>Repair Needed and Action Taken or Planned</b>
	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<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>	84	81	77	598
<b>Without Full Credential</b>	3	1	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>	6	5	4
<b>Total Teacher Misassignments</b>	6	5	4
<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
<b>This School</b>	96.07%	3.93%
<b>All Schools in District</b>	87.86%	6.87%
<b>High-Poverty Schools in</b>	83.33%	16.66%

<b>District</b>		
<b>Low-Poverty Schools in District</b>	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
<b>Academic Counselor</b>	4.0	463
<b>Counselor (Social/Behavioral or Career Development)</b>	0	n/a
<b>Library Media Teacher (librarian)</b>	0	n/a
<b>Library Media Services Staff (paraprofessional)</b>	1.0	n/a
<b>Psychologist</b>	1.0	n/a
<b>Social Worker</b>	0	n/a
<b>Nurse</b>	1.0	n/a
<b>Speech/Language/Hearing Specialist</b>	0.4	n/a
<b>Resource Specialist (non-teaching)</b>	*	n/a
<b>Other</b>	*	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
<b>Reading/Language Arts</b>	1:1	0%	Yes
<b>Mathematics</b>	1:1	0%	Yes
<b>Science</b>	1:1	0%	Yes
<b>History-Social Science</b>	1:1	0%	Yes
<b>Foreign Language</b>	1:1	0%	Yes
<b>Health</b>	1:1	0%	Yes
<b>Visual and Performing Arts</b>	1:1	0%	Yes
<b>Science Laboratory Equipment (grades 9-12)</b>	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
<b>School Site</b>	\$5,188.67	\$920.78	\$4,267.88	\$74,615.52
<b>District</b>	n/a	n/a	\$4,619.85	\$59,855.00
<b>Percent Difference – School Site and District</b>	n/a	n/a	7.6%	19.8%
<b>State</b>	n/a	n/a	\$5,681.00	\$66,478.00
<b>Percent Difference – School Site and State</b>	n/a	n/a	24.9%	10.9%

## 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.

<b>WC WOOD HIGH SCHOOL 2009/10</b>			
Description	Resource	Services	Amount
Unrestricted General Fund	0000	Instruction	\$4,784,531.37
		Library/Technology	
		Services	\$96,102.42
		Staff Development	\$1,883.53
		School Administration	\$785,698.24
		Attendance	\$101,004.12
		Guidance/Counseling	\$404,443.91
		Pupil Testing	\$531.57
		Security Staff	\$3,253.60
		Operations	\$851,514.68
Lottery	1100	Library Services	\$56,389.30
		Security Staff	\$152,976.35
ARRA:SFSF	3200	Guidance/Counseling	\$59,884.81
ARRA:IDEA	3313	Instruction	\$43,621.27
Carl Perkins	3550	Instruction	\$30,075.85
Special Education	6500	Instruction	\$1,391,942.66
		Health Services	\$36,123.37
<b>Total</b>			<u>\$8,799,977.05</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 Amount	State Average 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>	45	45	43	51	53	45	48	50	48
<b>Mathematics</b>	25	28	30	45	44	52	43	46	54
<b>Science</b>	42	52	42	48	51	45	46	50	44
<b>History-Social Science</b>	30	33	30	39	43	46	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	45	52	45	46
All Students at the School	43	30	42	30
Male	37	33	42	33
Female	49	28	42	26
Black or African American	34	18	30	22
American Indian or Alaska Native	12	8	*	0
Asian	58	44	*	38
Filipino	49	36	35	17
Hispanic or Latino	30	23	36	23
Native Hawaiian or Pacific Islander	44	25	*	*
White	50	35	48	35
Two or More Races	43	34	43	31
Socioeconomically Disadvantaged	28	20	27	16
English Learners	6	9	14	3
Students with Disabilities	12	12	5	1
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	59.5	60.6	54.3	60.7	62.3	60.8	52.9	52.0	54.0
Mathematics	59.2	65.6	57.2	56.2	60.9	57.3	51.3	53.3	53.4

## 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	45.8	23.3	30.8	42.8	36.1	21.1
Male	52.7	20.2	27.1	39.4	36.2	24.5
Female	38.9	26.5	34.6	46.2	36.0	17.7
Black or African American	63.2	28.9	7.9	52.6	39.5	7.9
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	58.8	17.6	23.5	17.6	52.9	29.4
Hispanic or Latino	55.8	22.1	22.1	52.4	33.3	14.3
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	35.5	23.1	41.4	38.2	35.5	26.3
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	61.7	21.8	16.5	59.7	29.1	11.2
English Learners	79.5	18.2	2.3	64.4	28.9	6.7
Students with Disabilities	93.6	4.3	2.1	95.7	2.1	2.1
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	6	6	5
Similar Schools	7	4	4

### 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	-4	7	-14
Black or African American	1	-8	4
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	-11	26	-18
Native Hawaiian/Pacific Islander	*	*	*
White	-2	2	-14
Two or More Races	N/A	N/A	*
Socioeconomically Disadvantaged	12	15	-18
English Learners	*	*	-11
Students with Disabilities	31	6	-55

### 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	-14	4	13
Black or African American	4	8	16
American Indian or Alaska Native	*	*	13
Asian	*	21	13
Filipino	*	4	14
Hispanic or Latino	-18	4	17
Native Hawaiian/Pacific Islander	*	*	11
White	-14	2	11
Two or More Races	*	*	15
Socioeconomically Disadvantaged	-18	14	17
English Learners	-11	17	16
Students with Disabilities	-55	-8	16

### 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
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	No	Yes
<b>Participation Rate - Mathematics</b>	No	Yes
<b>Percent Proficient - English-Language Arts</b>	No	Yes
<b>Percent Proficient - Mathematics</b>	No	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	Yes	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
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>	n/a	2004-2005
<b>Year in Program Improvement</b>	n/a	Year 3
<b>Number of Schools Currently in Program Improvement</b>	n/a	4
<b>Percent of Schools Currently in Program Improvement</b>	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>	4.0	3.3	4.1	4.2	3.6	5.0	5.5	4.9	5.7
<b>Graduation Rate</b>	90.4	87.8	82.7	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>	85.5%		*
<b>Black or African American</b>	75.9%		*
<b>American Indian or Alaska Native</b>	100%		*
<b>Asian</b>	100%		*
<b>Filipino</b>	91.7%		*
<b>Hispanic or Latino</b>	85.6%		*
<b>Native Hawaiian/Pacific Islander</b>	66.7%		*
<b>White</b>	88.1%		*
<b>Two or More Races</b>	100%		*
<b>Socioeconomically Disadvantaged</b>	89.4%		*
<b>English Learners</b>	40%		*
<b>Students with Disabilities</b>	35.2%		*

## 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.

### Mission

The Mission of VUSD CTE Program is to ensure all students graduate from High School, college and work ready by providing CTE courses that are designed to engage and support the **academic development** of all students within a project-based learning environment that challenges them with rigorous academic coursework. We envision a project-based learning environment that engages and supports students in becoming technologically literate, lifelong learners by challenging them with rigorous academic work.

Secondary level programs consist of the following: High school CTE courses both individually and in sequence with career pathways; Work Experience & apprenticeship programs; a variety of introductory, concentration, and capstone CTE courses that are either district or ROP funded in the region. ROP, a major delivery method and key provider, has articulated programs with Solano Community College to offer college credit for students completing articulation requirements. The Work Experience Program provides students with general and specific occupational skills through a combination of supervised paid employment in a variety of occupational fields and related classroom instruction. CTE instructional equipment, facilities and instructional delivery used in articulated programs are comparable to those used in the workplace.

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

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

Measure	CTE Program Participation
Number of pupils participating in CTE	491
Percent of pupils completing a CTE program and earning a high school diploma	6.7%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

## 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	74.3%
Graduates Who Completed All Courses Required for UC/CSU Admission	11.5%

## 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	2	4%
Fine and Performing Arts	1	0.1%
Foreign Language	0	n/a
Mathematics	2	3.1%
Science	1	1.7%
Social Science	1	3.1%
All courses	0	12%

## 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?