

# Vacaville High

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



### Ed Santopadre, Principal

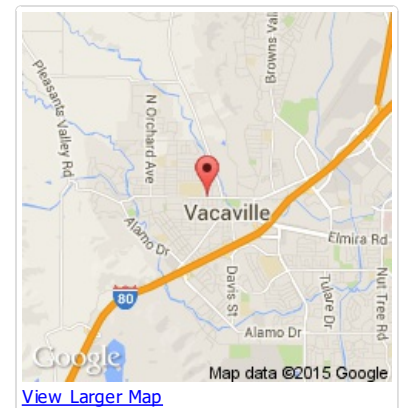
Principal, Vacaville High

## About Our School

## Contact

100 Monte Vista Ave.  
Vacaville, CA  
95688-3829

Phone: 707-453-6011  
E-mail: [eds@vacavilleusd.org](mailto:eds@vacavilleusd.org)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Vacaville High
<b>Street</b>	100 Monte Vista Ave.
<b>City, State, Zip</b>	Vacaville, Ca, 95688-3829
<b>Phone Number</b>	707-453-6011
<b>Principal</b>	Ed Santopadre, Principal
<b>E-mail Address</b>	<a href="mailto:eds@vacavilleusd.org">eds@vacavilleusd.org</a>
<b>Web Site</b>	<a href="http://vhs.schoolloop.com">vhs.schoolloop.com</a>
<b>County-District-School (CDS) Code</b>	48705734837803

District	
<b>District Name</b>	Vacaville Unified
<b>Phone Number</b>	(707) 453-6117
<b>Web Site</b>	<a href="http://www.vacavilleusd.org">http://www.vacavilleusd.org</a>
<b>Superintendent First Name</b>	Ken
<b>Superintendent Last Name</b>	Jacopetti
<b>E-mail Address</b>	<a href="mailto:kjacopetti@vusd.solanocoe.k12.ca.us">kjacopetti@vusd.solanocoe.k12.ca.us</a>

*Last updated: 1/27/2015*

### School Description and Mission Statement (Most Recent Year)

Bulldog Family,

Thank you for taking just a few minutes of your time to read about our recent progress.

Every six years, all California schools are evaluated by an accreditation committee (WASC). In preparation for this evaluation, VHS began its own "self-assessment" process. When we reexamined our educational mission and goals five years ago, we recognized that they were not meeting the needs of our students sufficiently. Our educational mission had grown too complicated and our school goals were not suited to 21st century learning needs.

Therefore, we sought the input of our students, parents, teachers, and other stakeholders in redefining our mission and goals. Regarding our mission, we needed to simplify. After much thought and debate, we revised our mission to state simply that "Learning is our core purpose."

As the poet Ralph Waldo Emerson once wrote "Be an opener of doors for such as come after thee." As educators, opening the doors of learning is our true educational mission. It is our job to open as many doors as possible for students so that they may find new opportunities within themselves and in the world around them.

For each student, that door may take a different form. One door may lead to a four-year college. Another door may lead to a career pathway, such as the Medical Sciences or Biotechnology. No matter which door a student chooses, they can only be prepared for what is behind it if they have received a rigorous education. Therefore, ensuring maximum rigor at VHS became our first school goal.

If our students choose a path that leads to a four-year college, we must provide the guidance to get them there. Our counselors work closely with all our students to make certain that they are meeting the a-g requirements necessary to go to college. In recent years, we have increased the percentage of students meeting a-g requirements from 39% to 49%. Our ultimate goal is to have at least 70% of our students meeting a-g requirements, providing them with that direct pathway to college.

To enable their success once in college, we have elevated the rigor of existing courses. We have provided professional development to our teachers in this area. We have worked with instructional specialists to implement Explicit Direct Instruction strategies and daily learning objectives. Teachers work together during collaborative time to increase rigor in their classrooms.

Rigor has also intensified at VHS as a result of our expanded number of honors and advanced placement courses. We are offering more rigorous course

sequences, such as starting Biology in the ninth grade, which allows for more advanced science options later. In AP courses in 2013, we took more tests (396), passed more tests (246), with a higher percentage passed (62%). Compare that to 2007 when we took 280 tests, passed 132 of them for a 47% pass rate. This trend is likely to continue since we have recently added seven new AP courses. One curricular area in which our growth in rigor is most evident is in mathematics. Like many schools across the country, our students have struggled in math. After analyzing student achievement data, it was clear that major changes were necessary. Therefore, improving student achievement in math became another school goal.

In the past five years, the math department has undergone a nearly complete makeover, with the hiring of many new math teachers. This department has embraced many new teaching methods and practices that allow more students to be successful.

Since improving achievement in math became a major educational goal, student achievement has increased in all major areas and on all major assessments, including the CAHSEE, CST, AP, SAT, etc. We have also increased the number of our students taking more advanced math later in their high school experience. This additional experience in math enables our students to be better prepared for college or other post-secondary options. We still have a long way to go and believe this will continue to be a major area of focus.

While being prepared for college is important, not all students are going to choose that path. Some students seek options that allow them to establish a meaningful career. Therefore, it is our goal that at least 30% of our students follow a CTE (Career and Technical Education) pathway in their four years at VHS. Upon graduation, these students will have acquired the depth of knowledge and skills linked with specific post-secondary programs that will lead to a certificate or degree and/or career. We currently feature pathways in Medical Science, Biotechnology, Engineering Design, and soon Culinary Arts. We are also exploring possible pathways, including Agricultural Resources. All of these pathways are contingent upon our students and business community's interests and needs.

In order for VHS to claim that learning is our core purpose, we must make sure that all of our students are succeeding. As part of our self assessment, it was evident that an achievement gap existed between our general school population and our English Language Learners and Special Education students.

Therefore our next school goal sought to close this gap. Over the past five years, we have implemented many curricular and program changes in this effort. For both of these groups, we have expanded our use of Co-Teaching classes. These classes have been successful because our students have access to both a content specialist and a strategies specialist.

In addition to the specific training given to teachers in Co-Teaching classrooms, VHS has offered additional professional development for all our teachers on how best to close this achievement gap. Workshops on the use of common formative assessments and technology have allowed teachers to more quickly identify struggling students. Faster identification allows for greater re-teaching time in order to achieve mastery. In the past three years, we have reclassified 105 English Learners. This is more than double the number of students (43) we reclassified in the three years prior to that.

Faster identification is the key to helping all of our students. One group of students we need to better identify and support is our low income students. We must better advertise the reduced price meal applications. The guidelines are generous and we receive additional funding for students who qualify. These students often face larger challenges and therefore need support earlier. One program we hope will help is AVID, a college readiness program.

We are also working in conjunction with the AP College Board Capstone program, which provides students with an opportunity to acquire the core academic skills necessary for successful college completion. Finally, we have included more students (491 in 2013) in the Practice SAT test (PSAT) and this allows more students to be identified as AP ready. We will have students taking and passing more AP classes and tests.

As we look to defining VHS for the next six years, learning will continue to be our core purpose. We will also continue to be guided by Emerson's appeal to be "an opener of doors." We want to ensure as many doors are open as possible for our students. Thus, in the next few weeks, we will be sending out a survey asking for your recommendations on the direction of our future growth.

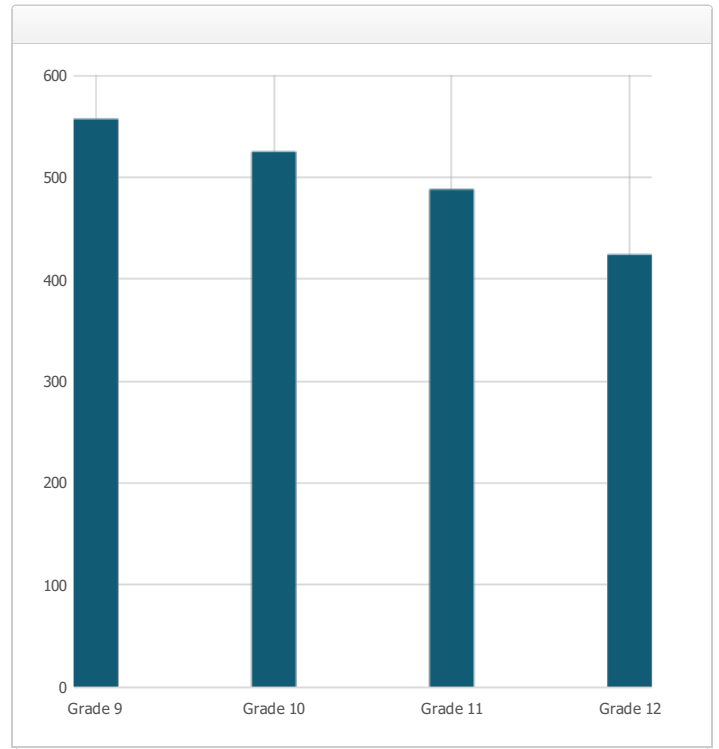
We want to open the right doors for VHS students. Our new state funding requirements mandate that we connect all dollars spent with all students' learning. The plan is called Local Control Accountability Plan, or LCAP for short. We need the assistance of staff, students, parents, and community members to prioritize our needs and connect them to our funding.

Please give us your feedback. Which doors should we be opening for your students?



### Student Enrollment by Grade Level (School Year 2013-14)

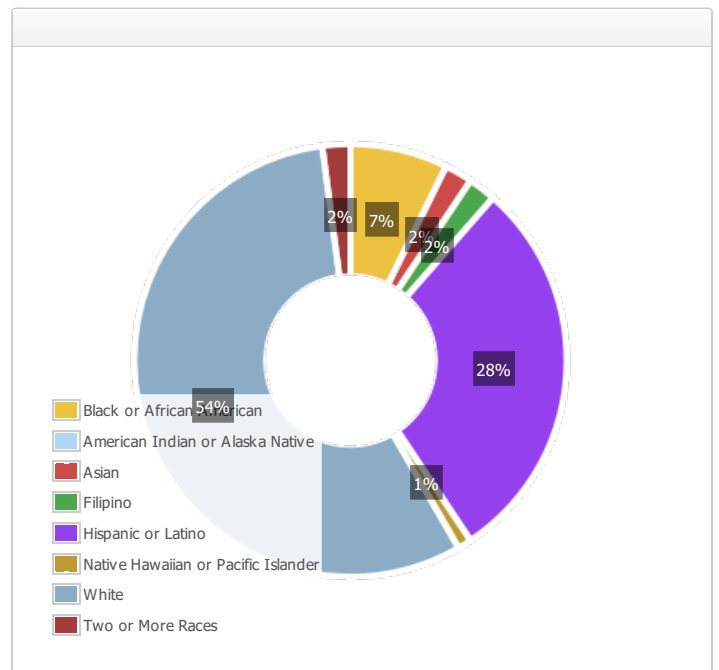
Grade Level	Number of Students
Grade 9	557
Grade 10	525
Grade 11	488
Grade 12	424
<b>Total Enrollment</b>	<b>1994</b>



Last updated: 1/27/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.9
Asian	2.4
Filipino	2.4
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	1.0
White	54.3
Two or More Races	2.6
Socioeconomically Disadvantaged	31.1
English Learners	3.0
Students with Disabilities	8.7



Last updated: 1/27/2015

## A. Conditions of Learning

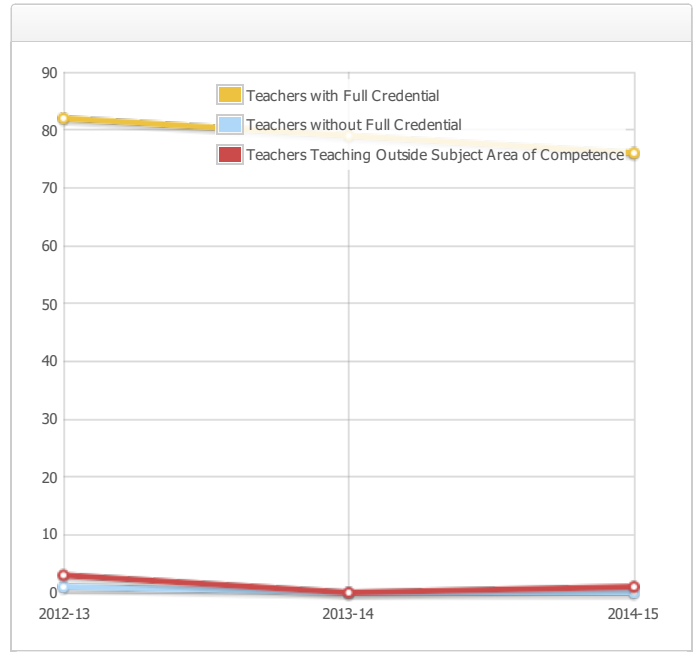
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

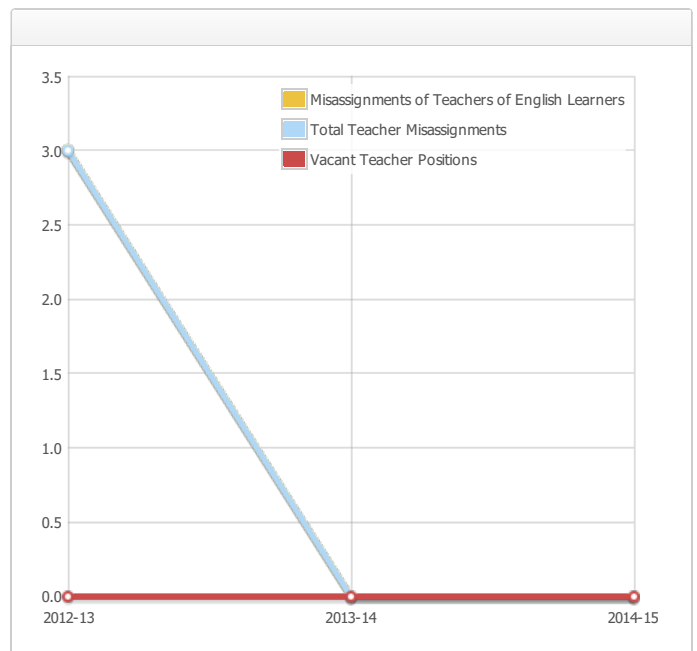
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	82	79	76	506
Without Full Credential	1	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	0	1	9



Last updated: 1/27/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	3	0	0
Total Teacher Misassignments*	3	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	96	4
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

Note: 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 39 percent or less in the free and reduced price meals program.

*Last updated: 1/27/2015*

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard English Language Arts (College Board, 2014)	Yes	0.0
Mathematics	Core Connections Integrated Math I (CPM 2013)	Yes	0.0
Science	Biology CA Edition (Prentice Hall 2007)	Yes	0.0
History-Social Science	World History: Connections to Today (Prentice Hall, 2003) U.S. History: The American Vision Modern Times (Glencoe, 2003) Economics Principals in Action (Prentice Hall 2003) American Government (Prentice Hall 2003)	Yes	0.0
Foreign Language	Avancemos 1-3 (Holt McDougal 2013) Discovering French 1-3 (Holt McDougal 2013)	Yes	0.0
Health	Various		0.0
Visual and Performing Arts	Various		0.0
Science Laboratory Equipment (grades 9-12)	Various		0.0

*Last updated: 1/27/2015*

## School Facility Conditions and Planned Improvements - Most Recent Year

### 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, 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687. 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

Repairs are needed where specified below.

### Corrective Actions Taken or Planned

All items identified below have been repaired or are planned to be repaired through our district work order process.

*Last updated: 1/28/2015*

## School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rooms 45-49, 50-54 – stained ceiling tiles. Boys locker room - portables 100-106, 109, 111 – carpet stained; Portables 120-130 – carpet replacement needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Rooms 20-29, 30-33 – trash. Monte Vista Gym – pigeons all over west awning. Zunino Field – pigeons roosting on electrical boxes. Restrooms by room 53 at Boys & Girls locker room, and across from English office not cleaned to district standards.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Room 34 – paint peeling.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Rooms 3, 21 and 43 cracked windows. Asphalt needs repair or replacement; Rooms T-8, T-14 – fencing needs repair

## Overall Facility Rate - Most Recent Year

Overall Rating	Good
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*Last updated: 1/28/2015*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	51	43	53	58	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 1/27/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	53
Male	51
Female	55
Black or African American	45
American Indian or Alaska Native	
Asian	41
Filipino	42
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	
White	61
Two or More Races	77
Socioeconomically Disadvantaged	35
English Learners	13
Students with Disabilities	14
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/27/2015

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	51%	52%	52%	54%	57%	56%	54%	56%	55%
Mathematics	21%	23%	20%	47%	47%	48%	49%	50%	50%
History-Social Science	52%	55%	56%	48%	50%	54%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated 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.

Last updated: 1/27/2015

**Academic Performance Index Ranks – Three-Year Comparison**

API Rank	2011	2012	2013
Statewide	5	5	5
Similar Schools	2	2	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/27/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	21	17	-8
Black or African American		46	-28
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	41	34	-1
Native Hawaiian or Pacific Islander			
White	14	12	-4
Two or More Races			
Socioeconomically Disadvantaged	32	42	-11
English Learners	40	42	-27
Students with Disabilities	68	11	-1

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/27/2015

## Career Technical Education Programs (School Year 2013-14)

Vacaville High School encourages students to prepare for a variety of options upon graduation. We'd like most students (70%) to be a-g qualified, but we also have Career Tech programs that prepare students for careers in specific fields or to pursue more education in those Career fields. The five that we have at Vaca High are:

- Agriculture Services (just received a planning grant of \$35,000)
  
- Culinary Arts
  
- Biotechnology
  
- Medical Sciences
  
- Drafting and Robotics

It is our goal that every student at Vacaville High School graduate with the skills to immediately attend college (a-g qualified) or have a CTE plan in place for graduation. We are working with our district, county and community partners to develop meaningful pathways that lead directly to meaningful careers.

*Last updated: 1/27/2015*

## Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	593
Percent of pupils completing a CTE program and earning a high school diploma	30.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	27.0

*Last updated: 1/29/2015*

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	77.8
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	48.9

# State Priority: Other Pupil Outcomes

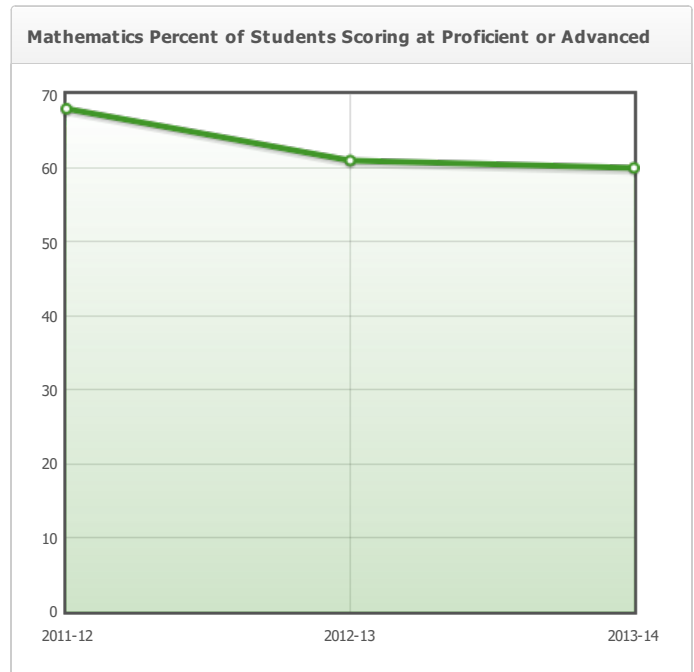
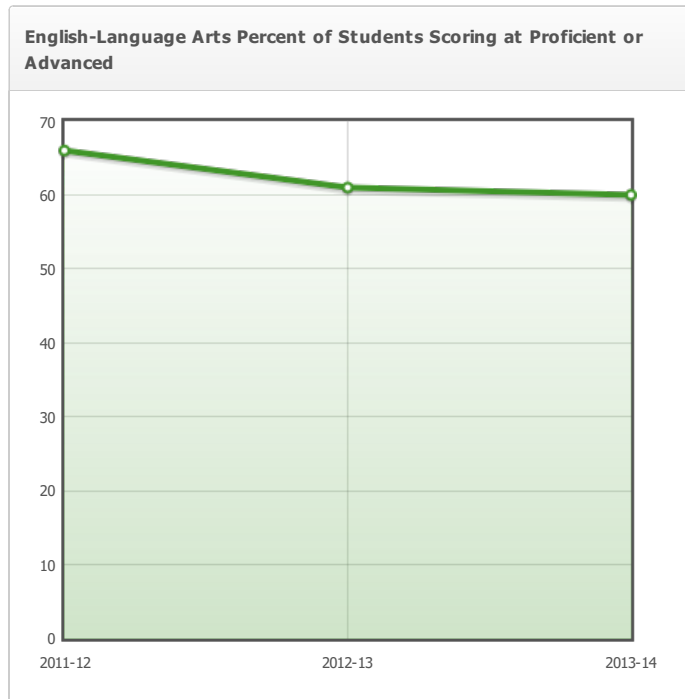
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	66%	61%	60%	65%	62%	40%	56%	57%	56%
Mathematics	68%	61%	60%	65%	61%	41%	58%	60%	62%

Note: Percentages are not calculated 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.



Last updated: 1/27/2015

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	39%	26%	35%	36%	38%	25%
All Students at the School	40%	26%	34%	40%	34%	26%
Male	46%	25%	29%	41%	31%	28%
Female	35%	26%	39%	39%	37%	23%
Black or African American	41%	31%	28%	48%	24%	27%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	50%	17%	33%	42%	25%	33%
Filipino	42%	33%	25%	50%	8%	42%
Hispanic or Latino	56%	23%	21%	53%	34%	13%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	33%	26%	41%	32%	37%	31%
Two or More Races	20%	33%	47%	36%	50%	14%
Socioeconomically Disadvantaged	67%	21%	12%	63%	26%	11%
English Learners	100%	N/A	N/A	79%	21%	N/A
Students with Disabilities	85%	12%	2%	85%	11%	4%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated 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.

Last updated: 1/27/2015

### California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	17.6%	22.7%	35.6%

Note: Percentages are not calculated 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.

Last updated: 1/27/2015

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement - Most Recent Year

Contact: Ed Santopadre, Principal (707) 453-6011

Vacaville High School desires to become increasingly more pro-active in creating partnerships with the parents and community members that make up the Vacaville school support systems. We seek to increase active parent and community participation in the decision-making process. Parents are encouraged to become involved in the educational decision-making process through Site Council and English Learners Advisory Committee (ELAC). Parent involvement can benefit our school in countless ways through membership in PTC, Music and Athletic Boosters and various other organizations. Parental input is important in the full range of educational activities, and their involvement is key in the development of literate, life-long learners and productive citizens.

We also have a parent conference night specifically for parents of EL students. We have translators and all EL teachers meet with parents at specific times.  
English Learner Advisory Committee: The

English Language Advisory Committee (ELAC) is a collaborative effort focusing on addressing the needs of English Learner (EL) students. Parents, Vacaville High School staff, community stakeholders, and students meet four times a year to share information, analyze current services, and discuss ways to get parents and students more involved in the educational process. ELAC is a place where parents learn how to support EL students to help them successfully graduate high school and plan for a successful future. Additionally, VHS is lucky to have a number of booster organizations that raise money for the school, including the Quarterback Club, Music Booster Club, and the Bulldog Fan Club.

Parent Teacher Club (PTC): The objective of the VHS PTC is to support Vacaville High School; to encourage communication between parents and staff of VHS, to raise and administer funds and provide support and volunteers at school functions. Below is a small list of PTC contributions to VHS:

- Granted \$3,000 in scholarships to graduating VHS Seniors
- Works and supplies concessions at the Power Puff football game
- Sponsors 4 seniors for Grad Night • Provides and serves refreshments for Winter Ball and Black & Orange Awards • Equipment purchases: projection screen in the gym, quad lunch tables, banner
- Design, order, buy and sell VHS Spirit Clothes
- Relies solely on volunteers, membership dues, and donations

Grad Nite: This is an organization of parents whose goal is to raise enough funds all of our graduates are able to attend a safe, sober, and fun party at a minimum cost. Their motto is "No Drugs, No Booze, No Tragedy for our Graduating Seniors..." Grad Nite offers celebrating teens an alternative to alcohol and drugs.

### State Priority: Pupil Engagement

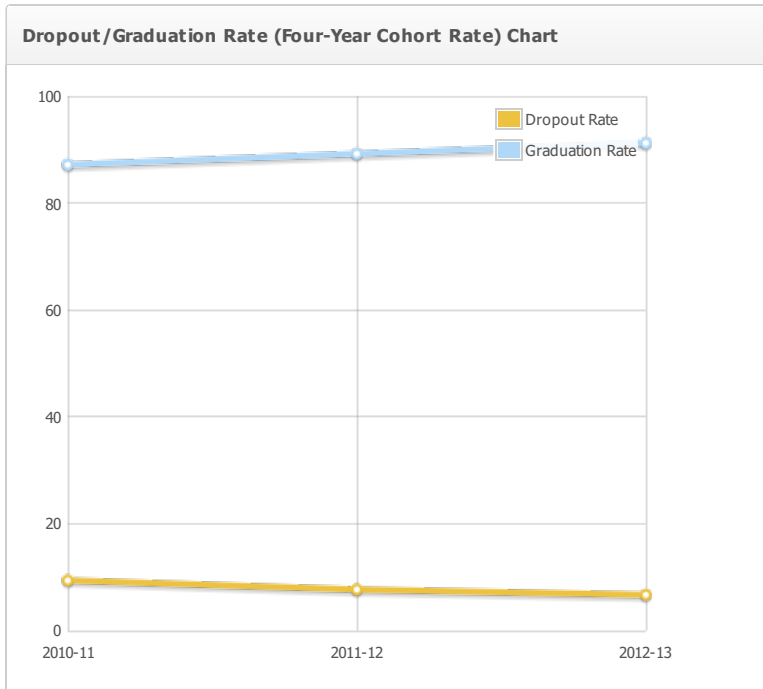
*Last updated: 1/27/2015*

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	9.4	7.7	6.7	14.1	9.0	9.4	14.7	13.1	11.4
Graduation Rate	87.17	89.21	91.23	79.68	82.56	84.25	77.14	78.87	80.44



Last updated: 1/27/2015

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students	107	107	84
Black or African American	123	114	75
American Indian or Alaska Native	100	100	77
Asian	115	102	92
Filipino	100	100	92
Hispanic or Latino	111	109	80
Native Hawaiian or Pacific Islander	100	142	84
White	105	104	90
Two or More Races	118	123	89
Socioeconomically Disadvantaged	109	111	82
English Learners	80	64	53
Students with Disabilities	111	112	60



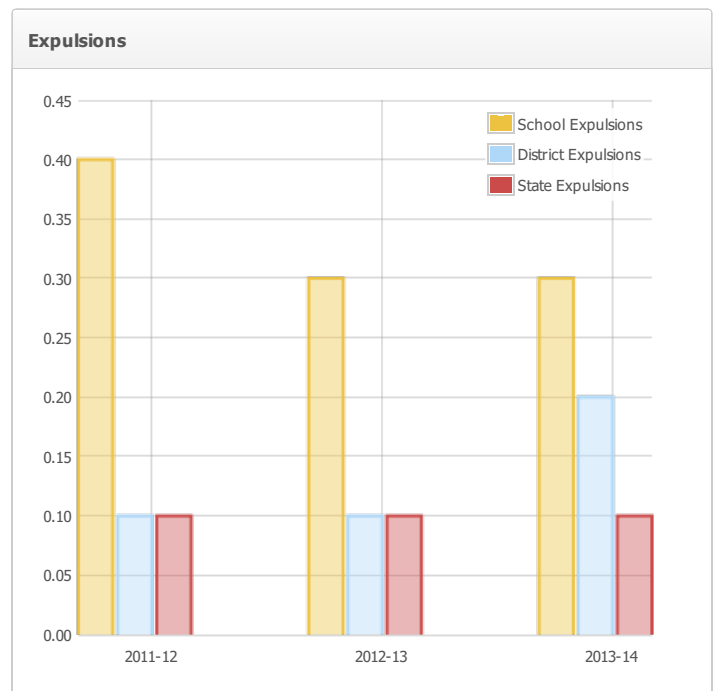
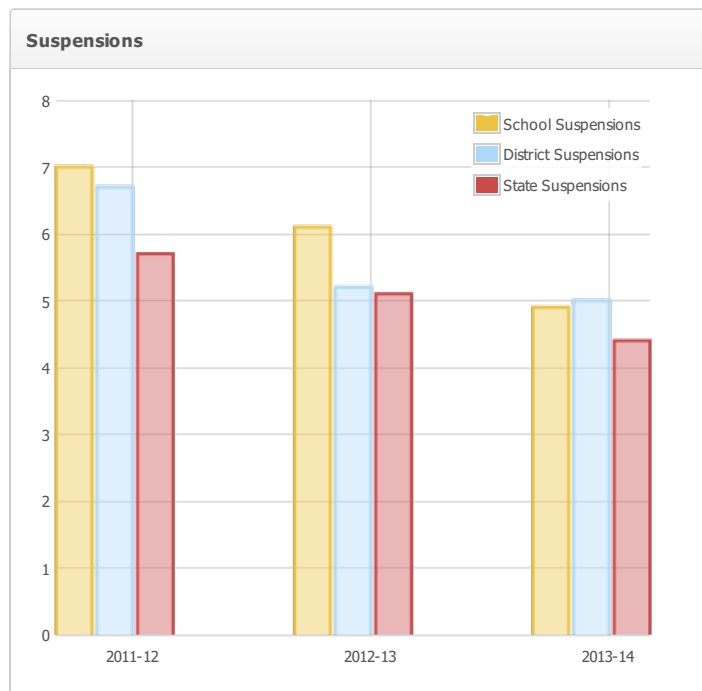
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.00	6.10	4.90	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.40	0.30	0.30	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/27/2015

## School Safety Plan - Most Recent Year

The North Bay Schools Insurance Authority acts as the lead agency in school safety. This agency and school custodians conduct periodic inspections and reviews. Accident report summaries are provided by the NBSIA to site administration and these are reviewed annually. Accident reports are also maintained in the nurse's office and the office of the Principal's secretary. Vacaville maintenance personnel work extremely hard to maintain the building and grounds. Periodic safety inspections are conducted by custodians, district maintenance officials, North Bay Insurance, and Vacaville Fire Department. Over the past decade, the school has received construction updates of the gym and many classrooms. A school-wide intercom and bell system allows administration to notify students and teachers of emergencies. All classrooms are equipped with telephones, which permit classroom teachers and other staff to communicate with the office and access emergency services. A video camera system gives administrators the ability to view and record various campus locations, allowing for improved supervision on our campus. Classrooms are fitted with appropriate fire extinguishers as a result of the aforementioned construction. Science classrooms are outfitted with safety blankets, eye wash stations, and chemical hazard supplies. School security and safety is monitored by four full-time campus supervisors, four full-time administrators, a youth services officer, and the staff of Vacaville High. Procedures for receiving verification from law enforcement in the event of a crime or emergency on campus that would require the campus to be on lockdown, staff would be notified immediately through the intercom system and/or through e-mail. Parents would be notified through Parent Link (phone calls, e-mails, and/or text) and/or Schoolloop. Crime data is published on an annual basis in this Safe School Plan document which is made available on the school and district website.

Staff members all wear photo identification card, and visitors must all check into the office to get a visitor's pass sticker to wear. Individuals who do not belong on campus are immediately reported to administration. Vacaville High School is fortunate to have a Youth Service Unit of the Vacaville Police Department on campus, which includes one sworn officer and a Master Social Worker. These resources assist in the management of our student population. In addition to a police presence on campus, four campus supervisors monitor the campus. These campus supervisors are trained in conflict mediation strategies, identifying levels of behavior, and de-escalating strategies. Vacaville Police personnel, Vacaville High School administrators and campus supervisors, and district personnel meet monthly as part of a Gang Task Force committee that addresses gang, graffiti, and safety issues that the schools and community have in common. From time to time,

members of the Vacaville Police Force present gang information to teachers at faculty meetings. Vacaville High School administrators work closely with the on-site police officer during hostile act drills to ensure that the campus is secure. Staff practice locking down the campus at least twice per year. Staff has also received training from a Vacaville police officer in how to handle an intruder on campus ("run-hide-fight").

Vacaville High School's Link Crew program has received recognition throughout the state and nation. Link Crew is a powerful transition program designed to help incoming freshmen find success as they move from middle school to high school. Before the school year begins, all incoming freshmen are linked with trained upper-class mentors (Link Crew Leaders) who orient their "links" to our Bulldog culture. This support network of upperclassmen helps incoming students make the social, emotional, and academic adjustment to the high school setting. In addition, Vacaville High School students have had the opportunity to participate in Breaking Down the Walls (BDTW). BDTW is a powerful bullying/violence prevention program that teaches students how to communicate with each other, giving them the tools to work together in times of question or conflict. BDTW is also a leadership development program as it empowers positive leaders from a variety of peer groups to help create a school climate that is safe, comfortable and supportive for everyone. Approximately 450 students participated in this program in October 2012. This program has been offered on a bi-yearly basis for many years.

Vacaville High School students have the opportunity to develop leadership skills by participating in YTOT (Youth Takin' on Tobacco and other Drugs). YTOT takes their strong anti-drug message directly to VHS students in their health classes. Either as a participant in YTOT or as a recipient of the YTOT message, students can develop social competencies, particularly the resistance skills that have been proven to help young people avoid negative peer pressure and dangerous situations. Students who are caught on campus (or at school events) in possession of or under the influence of alcohol or other drugs or students who are known to be experiencing problems with alcohol or other drugs are offered an opportunity to receive counseling by school counseling staff who are trained in the Brief Intervention model. In many cases, the student receives a reduced consequence (e.g., fewer days of suspension) if he/she and their parent agree to participate in Brief Intervention sessions. Students can also be referred to programs through Youth Services such as Insight, and 8 week program for students who are dabbling in drug/alcohol use, or A.D.A.P.T, a Saturday event in which students and their families engage in a variety of activities that help them understand the consequences of drug and alcohol abuse.

The Safe School Plan was revised and approved on November 20, 2014

*Last updated: 1/27/2015*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Last updated: 1/27/2015

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/27/2015

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

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.6	30	45	13	23.0	37	38	23	21.0	40	55	12
Mathematics	27.5	13	25	30	26.0	18	26	29	24.0	20	48	9
Science	31.1	2	30	18	27.0	12	24	19	27.0	12	22	22
Social Science	31.3	3	23	24	23.0	25	15	32	23.0	21	46	7

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2015

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	4.0	498.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/27/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$4,736	\$705	\$4,031	\$60,022
District	N/A	N/A	\$5,613	\$61,732
Percent Difference – School Site and District	N/A	N/A	28.20%	2.80%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	14.00%	13.50%

Note: Cells with N/A values do not require data.

*Last updated: 1/27/2015*

**Types of Services Funded (Fiscal Year 2013-14)****Total Unrestricted Expenditures \$8,041,546.79**

Instruction \$5,426,136.93

Supervision of Instruction \$257.95

Curriculum Development \$81.03

Instructional Media &amp; Library \$58,705.42

Other Instructional Resources \$191.99

Parent Participation \$1,267.24

School Administration \$955,829.45

Guidance &amp; Counseling Services \$482,599.36

Attendance &amp; Social Work Services \$85,272.54

Pupil Testing Services \$2,131.58

Other Pupil Services \$212.29

School Sponsored Athletics \$53,098.38

Plant M &amp; O \$48,133.05

Mtce: Grounds \$1,160.00

Operations \$323,716.56

Operations - Buildings \$419,770.62

Security \$182,582.40

Other Plant M &amp; O \$400.00

**Total Restricted Expenditures \$1,405,925.00**

Child Nutrition \$393,805.85

Special Education \$894,773.88

Agricultural Vocational Ed. \$5,512.00

Genentech \$7,467.90

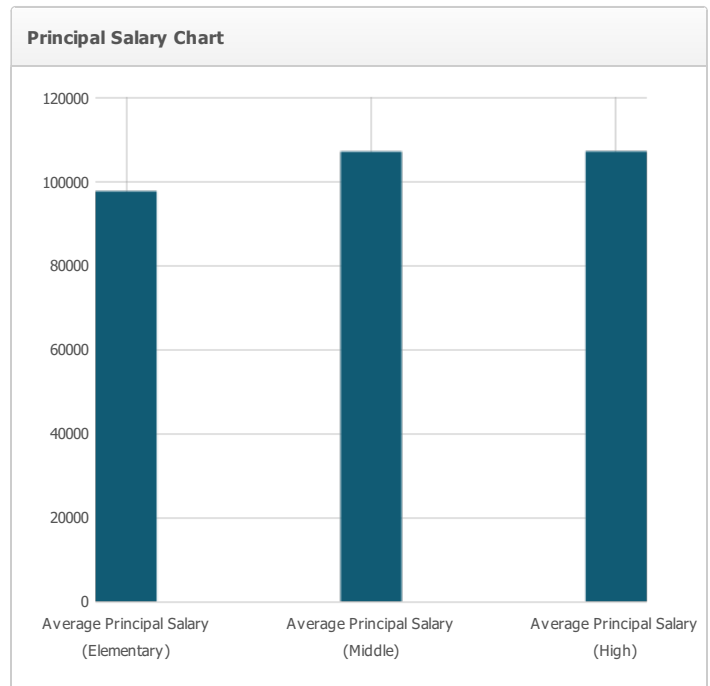
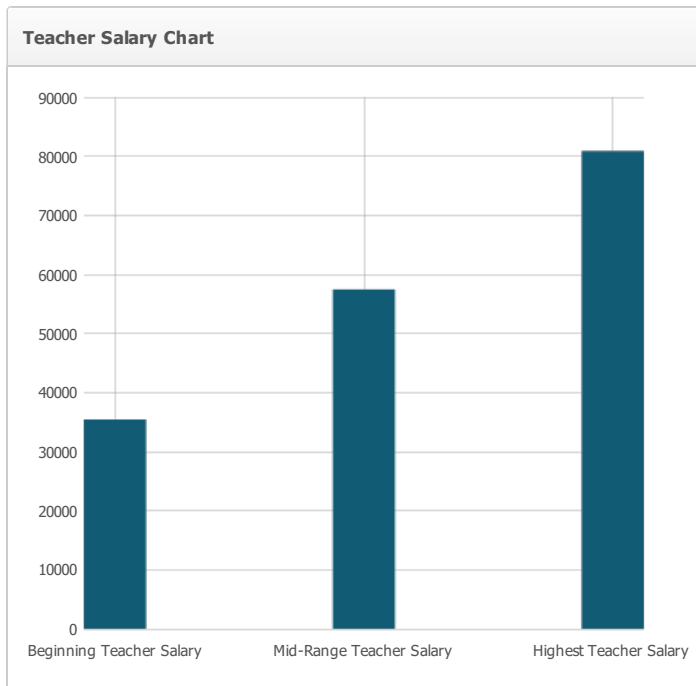
Donations \$95,302.01

Last updated: 1/27/2015

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,433	\$41,318
Mid-Range Teacher Salary	\$57,443	\$65,615
Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624
Average Principal Salary (Middle)	\$107,040	\$112,817
Average Principal Salary (High)	\$107,104	\$121,455
Superintendent Salary	\$31,020	\$206,292
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/27/2015

**Advanced Placement Courses (School Year 2013-14)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	2	N/A
All Courses	18	0.8

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 1/27/2015*

**Professional Development – Most Recent Three Years**

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 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. 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 Common Core State Standards (CCSS), 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 meetings focus on the four essential questions:

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

Our primary focus during this Collaborative Professional Time (CPT) has been the creation of common formative assessments. It is our goal to align two formative assessments per month, across the curricula, at every grade level. These short, formative assessments provide snapshots of what our students can and cannot

do.

To write these formative assessments, we encourage teachers to work backwards, beginning with the CCSS, unpacking the standard into discrete learning targets, and writing lessons with multiple formative assessments to gauge how well students are understanding and applying the learning targets—the Common Core skills.

To that end, we're also designing experiences for teachers to share ideas about grading. Specifically, we'd like teachers to try skills-based grading, a system where students focus on proficiency levels of Common Core skills instead of an accumulation of points and extra credit. We feel this will grant teachers, students, parents, and administrators a clear picture of what Common Core skills our students have learned. It will make learning more visible, and student learning is our core purpose.

*Last updated: 1/27/2015*