

Executive Summary School Accountability Report Card, 2010–11

For Vaca Pena Middle School

Address: 200 Keith Way, Vacaville, CA, 95687-5189 **Phone:** (707) 453-6270
Principal: Janet Dietrich, Principal **Grade Span:** 7-8

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. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

Vaca Peña Middle School has a diverse population of 889 middle school students in grades seven and eight. Parents, staff and community collaborate to instill in students educational values, develop personal goals, and acquire the skills necessary to succeed in our changing world. Vaca Peña provides standards-based instruction in a safe, supportive environment that is intellectually stimulating and responsive to the needs of adolescents. Students become active learners, critical thinkers and effective communicators as they mature into productive, responsible citizens. Vaca Peña supports the students' physical, emotional and social development through a strong co-curricular program of clubs and sports. WEB (Where Everyone Belongs), student council, peer assistants and peer tutoring help transition 6th graders into the middle school setting. Parent involvement is encouraged through Parent Teacher Committee (PTC), Site council, English Language Acquisition Committee (ELAC), classroom and site assistance, and parent supervision at school activities.

Student Enrollment

Group	Enrollment
Number of students	916
Black or African American	13.8%
American Indian or Alaska Native	0.8%
Asian	3.5%
Filipino	2.8%
Hispanic or Latino	28.2%
Native Hawaiian or Pacific Islander	1.5%
White	46.8%
Two or More Races	2.3%
Socioeconomically Disadvantaged	47.7%
English Learners	13.2%
Students with Disabilities	9.8%

Teachers

Indicator	Teachers
Teachers with full credential	35
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	3
Total Teacher Misassignments	3

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	54%
Mathematics	48%
Science	62%
History-Social Science	46%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	780
Statewide Rank (from 2010 Base API Report)	5
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 16 of 25
2011–12 Program Improvement Status (PI Year)	N/A

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

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 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

No repairs are needed.

Corrective Actions Taken or Planned

No corrective action taken or planned.

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	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$3,522.67
District	\$906.00
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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.

- 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/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2011–12)

School		District	
School Name	Vaca Pena Middle	District Name	Vacaville Unified
Street	200 Keith Way	Phone Number	(707) 453-6117
City, State, Zip	Vacaville, CA, 95687-5189	Web Site	www.vacavilleusd.org
Phone Number	(707) 453-6270	Superintendent	John Niederkorn
Principal	Janet Dietrich, Principal	E-mail Address	jniederkorn@vacavilleusd.org
E-mail Address	janetd@vacavilleusd.org	CDS Code	48705736106363

School Description and Mission Statement (School Year 2010–11)

The mission of Vaca Peña Middle School, a collaborative community where everyone is valued, is to prepare and inspire all students to be active learners and productive citizens through a challenging, comprehensive curriculum that integrates social and character development in a safe, respectful and healthy environment.

Vaca Peña went through extensive renovation in 2008 providing a new gymnasium covered eating area and updated technological capacity. Our custodial staff takes great pride in keeping our site clean to increase pride in our school. Teachers participate in collaborative planning one day per week to review student progress and share ideas for instruction. Our WEB and student council groups have made great progress in changing our school culture to one of respect and acceptance. Opportunities for student leadership and increasing school connections all contribute to an atmosphere conducive to learning.

Opportunities for Parental Involvement (School Year 2010–11)

Vaca Peña has an active Parent Teacher Committee. There are many avenues for parents to become involved. Parents are welcome and actively encouraged to participate in such areas as the classroom library, school activities (dance supervision, athletics, fundraisers, etc.), Site council, English Learner Advisory Committee, school committees and district level committees. Parents are notified of student progress through progress reports, Student Assistance Team, IEP process, School Loop, phone calls, and parent teacher conferences. The administration and staff believe strongly that the partnership between home and school is vital to the success of the student.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Grade 7	464	Grade 8	452
		Total Enrollment	916

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	13.8%
American Indian or Alaska Native	0.8%
Asian	3.5%
Filipino	2.8%
Hispanic or Latino	28.2%
Native Hawaiian or Pacific Islander	1.5%
White	46.8%
Two or More Races	2.3%
Socioeconomically Disadvantaged	47.7%
English Learners	13.2%
Students with Disabilities	9.8%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.6	19	17	6	23.4	15	18	7	25.3	13	22	5
Mathematics	29.0	8	12	16	25.1	11	25	4	27.9	3	23	6
Science	31.2	2	10	13	31.5	3	14	11	29.3	2	22	5
Social Science	30.4	0	22	6	33.4	3	16	9	29.2	2	22	6

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

The comprehensive school safety plan is updated each year. It is reviewed with staff and site council as well as being available in the school office for public review. Our goals specified in the plan include: Provide CPR/First Aid training, expand student recognition programs, refine intercom system in band room, purchase camera for back parking lot, develop more programs to meet the current emotional needs of our students, investigate assembly program to address student bullying, continue to support WEB, pursue training in Positive Behavior Support Systems.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	36.1	32.3	31.8	12.9	14.2	15.0
Expulsions	0.6	0.9	0.9	0.3	0.2	0.4

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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 Dept. 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.

School Facility Good Repair Status (School Year 2011–12)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	42	30	35	487
Without Full Credential	2	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	6	3	0
Total Teacher Misassignments*	6	3	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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	89.38%	10.63%
All Schools in District	87.22%	12.78%
High-Poverty Schools in District	90.41%	9.59%
Low-Poverty Schools in District	85.74%	14.26%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	458
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	1	916
Psychologist	0.8	916
Social Worker	N/A	N/A
Nurse	0.3	916
Speech/Language/Hearing Specialist	0.6	916
Resource Specialist (non-teaching)	N/A	N/A
Other	N/A	N/A

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____ 7/2011 _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Timeless Voices, Timeless Themes, Prentice Hall, 2002	Yes	0%
Mathematics	CA Algebra I, Algebra Readiness, Pre-Algebra, Gr. 6 Math, Prentice Hall, 2008	Yes	0%
Science	Focus on Life Science, Focus on Physical Science, McDougal Littell, 2007	Yes	0%
History-Social Science	World History, U.S. History, Holt, 2006	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,351.51	\$828.85	\$3,522.66	\$72,006
District			\$906.00	\$66,121
Percent Difference – School Site and District			59%	4.3%
State			\$5,455	\$67,667
Percent Difference – School Site and State			10.4%	3%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

VACA PENA MIDDLE SCHOOL

2010/11

Total unrestricted expenditures	\$3,226,761.15	
Instructional		\$2,641,906.05
Supervision of Instruction		\$-
Staff Development		\$-
Instructional Media/Library		\$63.69
Parent participation		\$-
School Administration		\$137,231.53
Pupil Services		\$-
School Sponsered Athletics		\$3,332.70
Health Services		\$-
Other Services		\$-
Maintenance/Operations		\$397,630.21
Security		\$-
Lottery		\$46,596.97
Total restricted expenditures	\$759,222.77	
Child Nutrition		\$206,531.67
Title III LEP		\$-
ELAP		\$-
Special Ed		\$551,252.97
EIA		\$1,438.13

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,980	\$41,035
Mid-Range Teacher Salary	\$57,757	\$65,412
Highest Teacher Salary	\$81,324	\$84,837
Average Principal Salary (Elementary)	\$96,731	\$106,217
Average Principal Salary (Middle)	\$103,647	\$111,763
Average Principal Salary (High)	\$106,485	\$121,538
Superintendent Salary	\$194,117	\$197,275
Percent of Budget for Teacher Salaries	42.00%	39.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	51%	54%	54%	53%	54%	54%	49%	52%	54%
Mathematics	43%	45%	48%	44%	45%	47%	46%	48%	50%
Science	53%	58%	62%	51%	52%	53%	50%	54%	57%
History-Social Science	39%	46%	46%	43%	45%	48%	41%	44%	48%

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.**

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	54%	47%	53%	48%
All Students at the School	54%	48%	62%	46%
Male	49%	49%	64%	46%
Female	59%	47%	60%	45%
Black or African American	38%	28%	56%	40%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	62%	76%	69%	65%
Filipino	73%	62%	67%	50%
Hispanic or Latino	48%	42%	59%	34%
Native Hawaiian or Pacific Islander	62%	38%	0%	0%
White	60%	55%	66%	54%
Two or More Races	57%	35%	0%	9%
Socioeconomically Disadvantaged	42%	37%	58%	36%
English Learners	11%	13%	12%	10%
Students with Disabilities	36%	24%	53%	21%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	21.40%	28.20%	17.10%
9	0.00%	0.00%	0.00%

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.

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. For detailed information about the API, see the CDE *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	2008	2009	2010
Statewide	5	5	5
Similar Schools	5	5	4

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	18	17	10
Black or African American	36	-	25
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Filipino	-	-	-
Hispanic or Latino	16	16	8
Native Hawaiian or Pacific Islander	-	-	-
White	17	15	4
Two or More Races	N/D	-	-
Socioeconomically Disadvantaged	16	44	17
English Learners	-	39	24
Students with Disabilities	33	-	-

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.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	Number of Students	2011 Growth API				
		School	Number of Students	LEA	Number of Students	State
All Students at the School	828	780	9,102	778	4,683,676	778
Black or African American	105	726	782	714	317,856	696
American Indian or Alaska Native	5	-	88	701	33,774	733
Asian	28	843	257	855	398,869	898
Filipino	24	864	284	839	123,245	859
Hispanic or Latino	237	736	2,681	710	2,406,749	729
Native Hawaiian or Pacific Islander	13	864	102	786	26,953	764
White	398	812	4,702	819	1,258,831	845
Two or More Races	15	692	145	781	76,766	836
Socioeconomically Disadvantaged	384	722	3,694	708	2,731,843	726
English Learners	114	666	1,355	654	1,521,844	707
Students with Disabilities	91	597	1,014	568	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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 API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	22.2%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Career Technical Education Programs (School Year 2010–11)

Vaca Pena offers three classes in career and technical education. The first, Exploratory Home Economics Careers and Technology, includes instruction in child development and guidance, consumer education, clothing and textiles, family and individual health, family living and parenthood education, food and nutrition, housing and furnishings, and leadership and careers. A second home economics class, Clothing, offers the student information about the use of the sewing machine and sewing equipment as well as information about the pre sewing skills that are necessary in selecting a pattern and fabric. The student learns the basic sewing skills that will enable him/her to complete projects. The third class, Industrial Technology, is a semester course intended to give the student a wide variety of experiences in the study of materials, tools and the processes within the four areas of technology education: communication, construction, manufacturing and power-energy-transportation.

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 11 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.

Other opportunities for professional development include training in: Accelerated Reader, technology, English language development, first aid and CPR, family life, substitute teaching, differentiated instruction, professional learning communities, instructional strategies (checking for understanding), school safety 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.

Vaca Pena Middle

School Accountability Report Card, 2010-2011

Vacaville Unified

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org