

Vaca Pena Middle

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.



Jeff Crane, Principal

Principal, Vaca Pena Middle

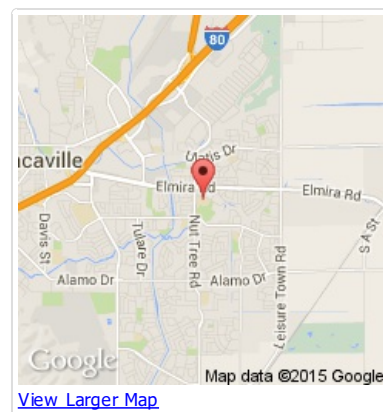
About Our School

Middle school is an exciting time of change for students. So many things are different from elementary school. At Vaca Peña, we take seriously our charge to support students as they make the transition from elementary to middle school – and then on to high school and beyond. We provide high caliber instruction in the classroom and multiple layers of support for students who are struggling. This support encompasses both academic and social/emotional aspects of students' lives. Students have opportunities to participate in sports, activities and clubs. We work to maintain a campus that is technologically up-to-date, safe and clean.

Contact

200 Keith Way
Vacaville, CA
95687-5189

Phone: 707-453-6270
E-mail: jeffc@vusd.solanocoe.k12.ca.us



About This School

Contact Information - Most Recent Year

School	
School Name	Vaca Pena Middle
Street	200 Keith Way
City, State, Zip	Vacaville, Ca, 95687-5189
Phone Number	707-453-6270
Principal	Jeff Crane, Principal
E-mail Address	jeffc@vusd.solanocoe.k12.ca.us
Web Site	vacapena.schoolloop.com
County-District-School (CDS) Code	48705736106363

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

Last updated: 1/27/2015

School Description and Mission Statement (Most Recent Year)

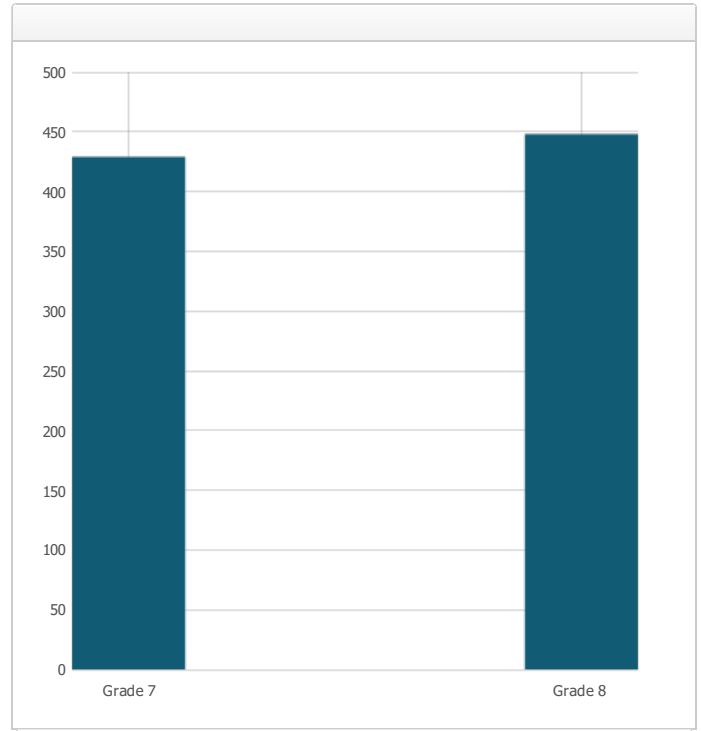
Vaca Peña Middle School has a diverse population of 872 middle school students in grades seven and eight. Parents, staff and community collaborate to instill in students educational values, develop personal goals, and acquire the skills necessary to succeed in our changing world. Vaca Peña provides standards-based 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.

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.

Last updated: 1/27/2015

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

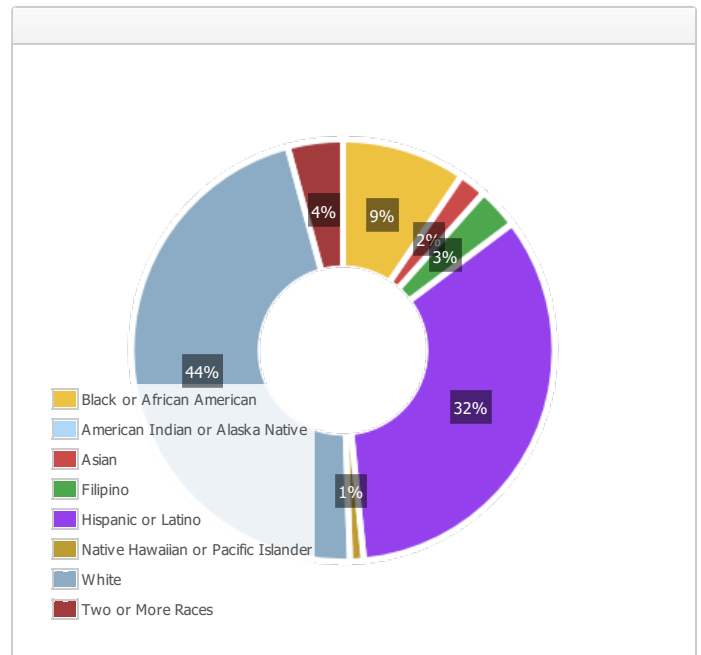
Grade Level	Number of Students
Grade 7	429
Grade 8	448
Total Enrollment	877



Last updated: 1/27/2015

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

Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.7
Asian	2.5
Filipino	3.3
Hispanic or Latino	32.6
Native Hawaiian or Pacific Islander	1.3
White	44.7
Two or More Races	4.7
Socioeconomically Disadvantaged	46.5
English Learners	4.4
Students with Disabilities	10.4



Last updated: 1/27/2015

A. Conditions of Learning

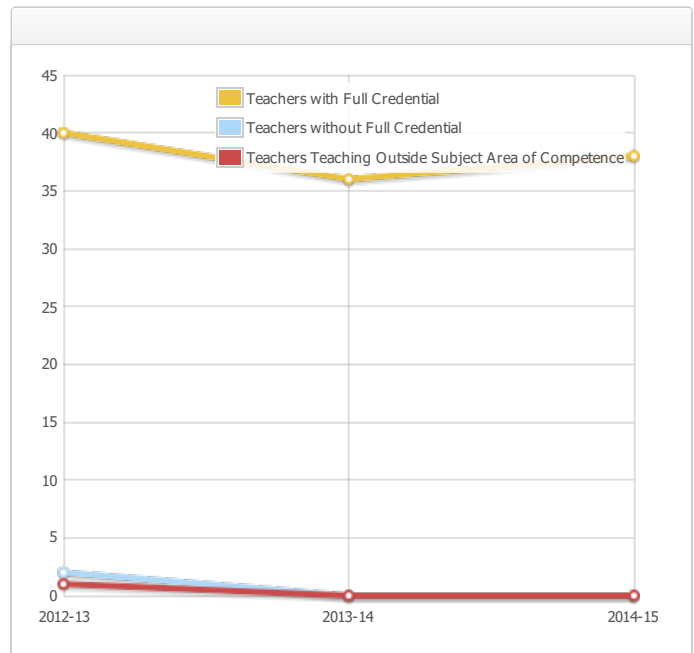
State Priority: Basic

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

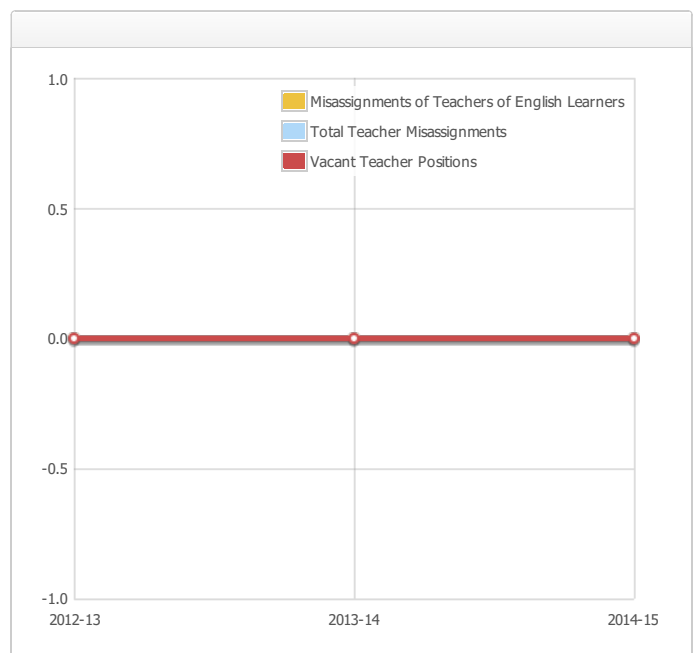
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	40	36	38	506
Without Full Credential	2	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	9



Last updated: 1/27/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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	97	3
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) CA Middle School Math PILOT (Macmillan/McGraw-Hill 2014) GO Math PILOT (Houghton Mifflin Harcourt 2014)	Yes	0.0
Science	McDougal Littell Science: Focus on Life Science (McDougal Littell 2007) McDougal Littell Science: Focus on Physical Science (McDougal Littell 2007)	Yes	0.0
History-Social Science	HCSS: World History, Medieval to Early Modern Times (Holt 2006) HSCC: US History, Independence to 1914 (Holt 2006)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		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	Fair	Cracked floor tiles rm. 2. Chipped floor tiles B6, C1-C4, D1-D2. Room 29 & 30 floor needs to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Kitchen – insect control and monitor.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Broken bench boards.

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)	66	69	66	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	66
Male	69
Female	63
Black or African American	57
American Indian or Alaska Native	
Asian	
Filipino	62
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	
White	73
Two or More Races	56
Socioeconomically Disadvantaged	56
English Learners	20
Students with Disabilities	16
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	54%	57%	53%	54%	57%	56%	54%	56%	55%
Mathematics	48%	50%	51%	47%	47%	48%	49%	50%	50%
History-Social Science	46%	57%	59%	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	6
Similar Schools	3	2	3

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	10	6	-1
Black or African American	25	-4	
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	8	7	2
Native Hawaiian or Pacific Islander			
White	4	2	6
Two or More Races			
Socioeconomically Disadvantaged	17	-4	7
English Learners	24	-33	
Students with Disabilities			

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)

Our elective program includes a number of Career Technical Education classes. Students can take Exploring Technology, Computer Technology, Introduction to Drafting, Beginning Foods or Clothing. These courses align to career pathways at the high school level. Marilyn Johnson is our CTE department chair and represents our programs at the county level.

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 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	17.7%	28.6%	17.4%
9	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

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

TTThere are many avenues for Vaca Peña parents to become involved in their students' education. Vaca Peña has an active Parent Teacher Committee. Parents are welcome and actively encouraged to participate in areas such 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.

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.

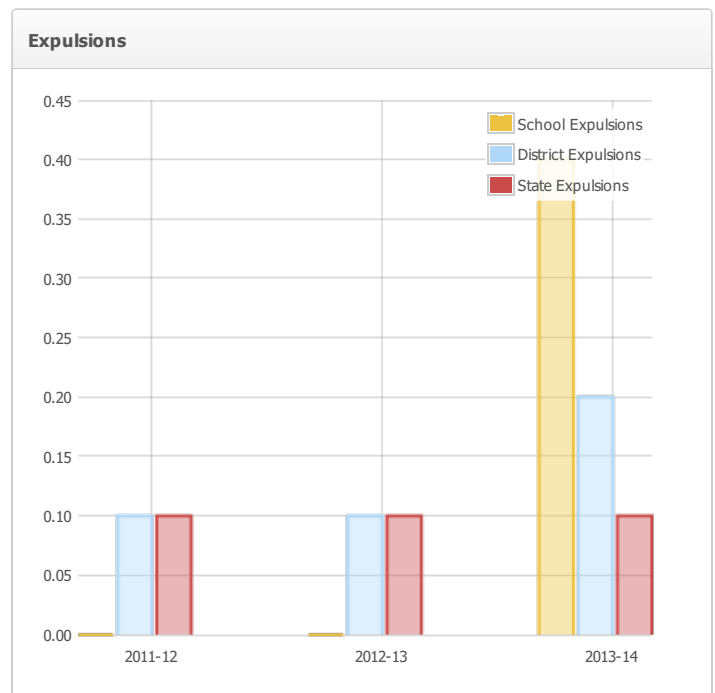
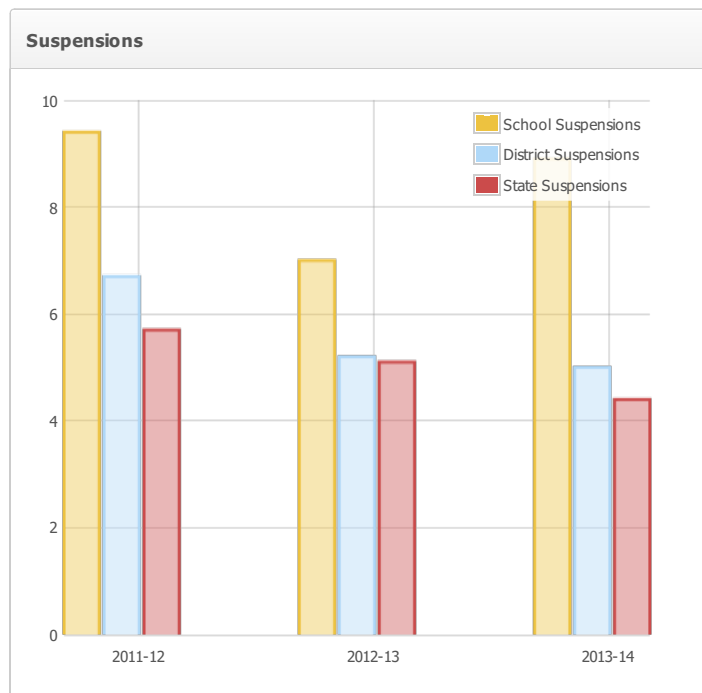
State Priority: School Climate

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	9.40	7.00	8.90	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.40	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/27/2015

School Safety Plan - Most Recent Year

The comprehensive school safety plan is updated each year. It is reviewed with staff and the 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, provide bullying awareness assembly each year, expand our WEB program, provide emergency supplies and training for staff, and increase intervention program. The entire document is available on the school website. During the 2013-14 school year, we also undertook to investigate the possibility of implementing Positive Behavior Interventions & Supports (PBIS).

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	N/A	Yes

Last updated: 1/27/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement *	Year 1	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	24.0	16	21	7	25.0	15	14	13	21.0	21	23	3
Mathematics	26.8	6	17	10	22.0	21	11	11	20.0	21	24	4
Science	30.4	3	11	14	27.0	7	13	13	25.0	7	24	2
Social Science	32.2	1	9	16	29.0	5	8	18	27.0	5	21	5

* 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)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	438.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.4	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)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,357	\$804	\$4,553	\$65,008
District	N/A	N/A	\$5,613	\$61,732
Percent Difference – School Site and District	N/A	N/A	18.90%	5.00%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	2.90%	6.30%

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

Last updated: 1/27/2015

Types of Services Funded (Fiscal Year 2013-14)

Vaca Peña received EIA categorical funding. EIA funding is used to support students who are identified as English Learners. A bilingual paraprofessional is paid out of these funds. Supplemental classroom materials, including books are purchased with these funds, and professional development is also supported from them.

Vaca Peña received federal Title I funding that is used to support students school wide. This supplemental funding is used to fund academic and behavioral support programs. These include Why Try? intervention programs for struggling students, and support classes. Funds also support professional development for staff and provide supplemental classroom materials & technology. In coordination with district support, Vaca Peña has content area coaches in math, English Language Arts. The district also provides English Language Development coaching with Title III funds.

Total Unrestricted Expenditures \$3,997,544.38

Instruction \$2,726,445.04

Noon Supervisor \$22,821.91

CTE:Home Ec \$22,914.00

Supervision of Instruction \$2,377.09

Staff Development \$120.00

Instructional Media & Library \$54,190.98

Parent Participation \$1,019.13

School Administration \$527,235.59

Guidance & Counseling Services \$157,973.70

Attendance/Social Work Svcs \$21,706.40

Health Services \$250.00

Pupil Services \$79.58

School Sponsored Athletics \$2,970.35

Operations \$188,493.10

Operations - Buildings \$268,847.51

Other Plant M & O \$100.00

Total Restricted Expenditures \$706,048.66

IASA-Title I Basic School Support \$81,916.14

Title III Part A LEP \$1,180.00

Child Nutrition \$216,052.25

Special Education \$390,216.35

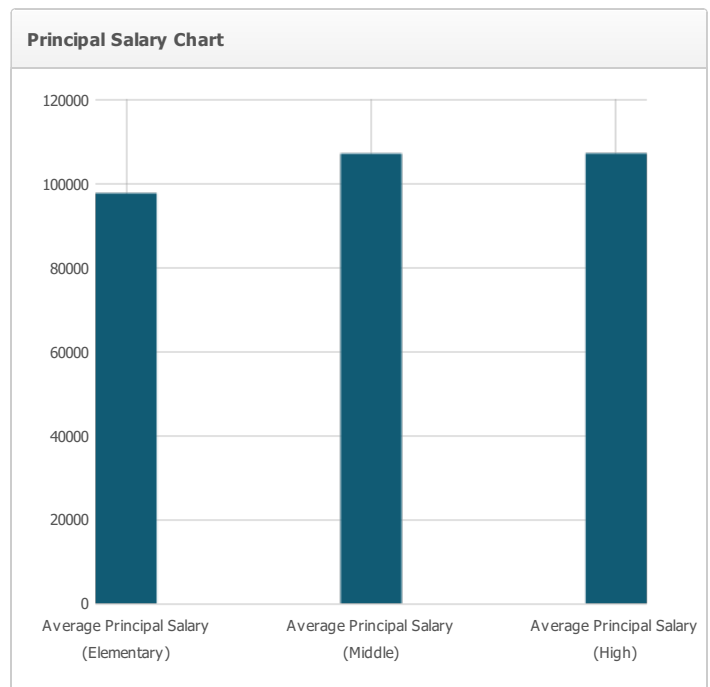
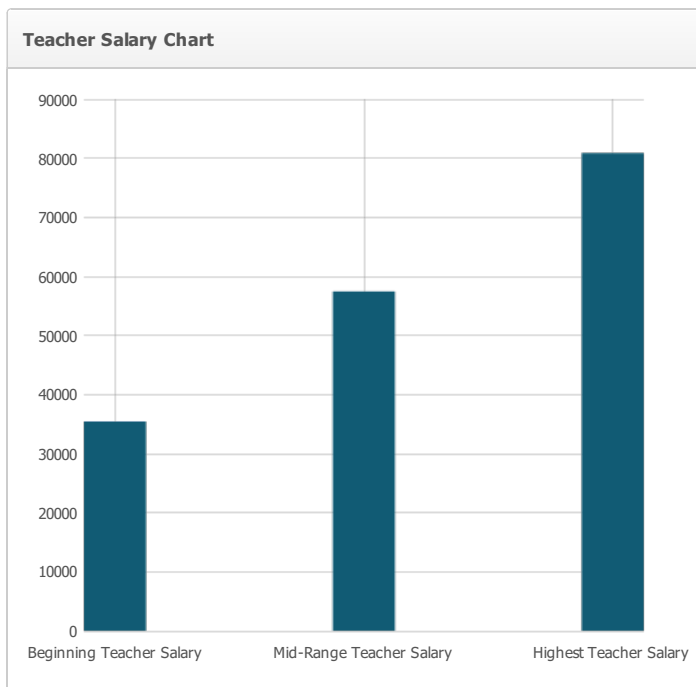
Donations \$16,683.92

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

Professional Development – Most Recent Three Years

In recent years, our ability to provide professional development has been limited by budgetary constraints. The professional development we have been able to provide has been focused on supporting teachers in delivering good first instruction to students. The main focus has been on checking for student understanding. Professional development has been incorporated into the teacher evaluation process. Teachers have also received feedback from administrative walk through visits. During the 2013-14 school year, teachers received professional development during after school workshops that was focused on supporting English Learners in all subject areas.

Last updated: 1/27/2015