Country High

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California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

</div>

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).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/.

- 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/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

Mike Sullivan, Principal

⊙ Principal, Country High

About Our School

Country High School is an alternative education school where students get a second chance at success and numbers do not tell the whole story or illustrate the big picture.

While test scores need to improve, and they continue to on a regular basis, the reality of Country High is that, day in and day out, teachers are teaching and students are learning.

The numbers we prefer to talk about are the number of students who are discovering, after multiple disappointments, that school is a good place, a safe place, a place where they can come to achieve and discover who they are. The truly important numbers are the number of students who begin to believe that they are capable of being productive members of our society; the number of students recovering credits long ago perceived as lost; the number of students who are making the honor roll; and the number of students who are, ultimately, earning a high school diploma.

This is a place where students trust that they will be truly cared for, and given the opportunity again and again to do what is right and earn those crucially important if not sometimes elusive credits.

From our babies in the nursery to our "pictures on the wall," Country High is a place where last chance students, those who have previously been cast aside, can rise from the ashes, become high school graduates, and soar to greatness.

Contact

Country High
100-B McClellan St.
Vacaville, CA 95688-3937

Phone: 707-453-6215
E-mail: msullivan@vacavilleusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
E-mail Address	janes@vusd.solanocoe.k12.ca.us
Web Site	http://www.vacavilleusd.org

School Contact Information (School Year 2016-17)	
School Name	Country High
Street	100-B McClellan St.
City, State, Zip	Vacaville, Ca, 95688-3937
Phone Number	707-453-6215
Principal	Mike Sullivan, Principal
E-mail Address	msullivan@vacavilleusd.org
County-District-School (CDS) Code	48705734833869

Last updated: 1/26/2017

School Description and Mission Statement (School Year 2016-17)

SCHOOL OVERVIEW

Country High School is a designated continuation high school that serves students 16 years of age and older in grades nine through twelve. It is located in a modernized facility that was a former elementary school. Classes are offered in all core subject matter and electives, including Physical Education, Work Experience, Photography, Mass Media, Yearbook, Psychology, Childhood Development, and a variety of Art classes. Special Education services are provided to students with IEP's. We have

an EL class to serve English Learners. The ten classrooms include one special education classroom. The staff includes a principal, a counselor, 9.8 teachers, 0.4 psychologist and 6 classified employees. Academic programs consist of two different options for our students. In the regular continuation program, students are enrolled in six academic classes. Our independent study program can have up to ten per cent of our regular site ADA enrolled along with unlimited participation for teen parents. Country High has a fully staffed nursery that allows parents to remain on campus to fulfill their educational pursuit of a high school diploma.

Country High School's Mission Statement is: "We, the staff, students and families of Country High School, are committed to graduating students with the skills necessary to thrive and be productive members of society. By providing a relevant, real world education with high expectations, students will become critical thinkers, effective communicators and positive problem solvers."

School-wide Learning Outcomes
Students graduating from CHS should have:
• Basic Math and Literary Skills
• Verbal and W ritten Communication Skills
• Socialization skills that include the
development of empathy, respect, and positive conflict resolution
• 21st century skills such as technology skills, basic financial skills, job skills, and work ethic/goal setting practice
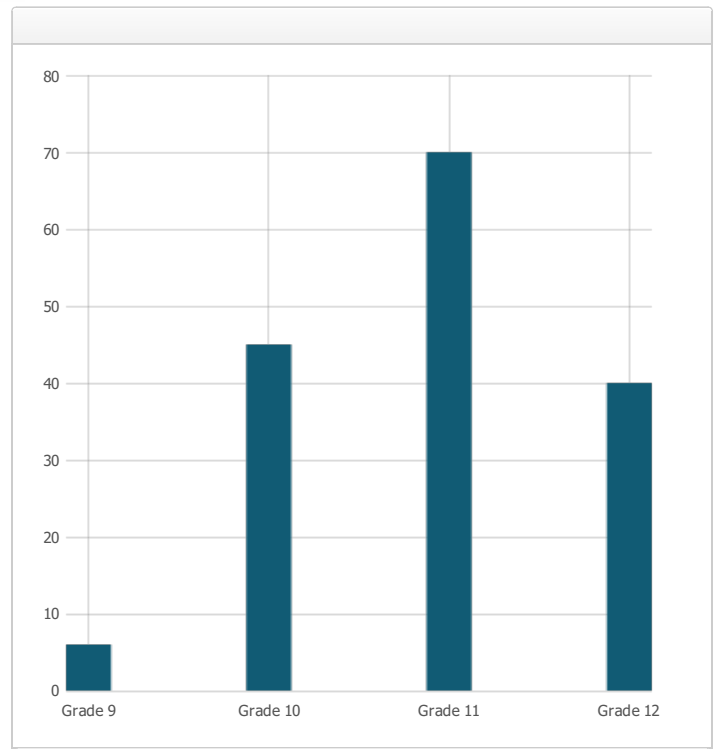
Goals
1. To provide equity and access to core curriculum for all students.
2. To provide a coherent, standards-based system in all areas: curriculum; assessment;
instructional practices; professional development; collaboration; allocation of resources.
3. To provide a data-driven cycle of inquiry to form site and district decisions, policies, practices and instruction.
4. To provide that district funding be aligned with the district goal of improving achievement for all students.

Last updated: 1/27/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	6
Grade 10	45
Grade 11	70
Grade 12	40
Total Enrollment	161

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	11.2 %
American Indian or Alaska Native	0.6 %
Asian	1.9 %
Filipino	1.9 %
Hispanic or Latino	41.0 %
Native Hawaiian or Pacific Islander	1.2 %
White	36.0 %
Two or More Races	4.3 %
Other	1.9 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	54.7 %
English Learners	3.7 %
Students with Disabilities	12.4 %
Foster Youth	1.9 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	12	12	581
Without Full Credential	0	0	0	19
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	3	0	12
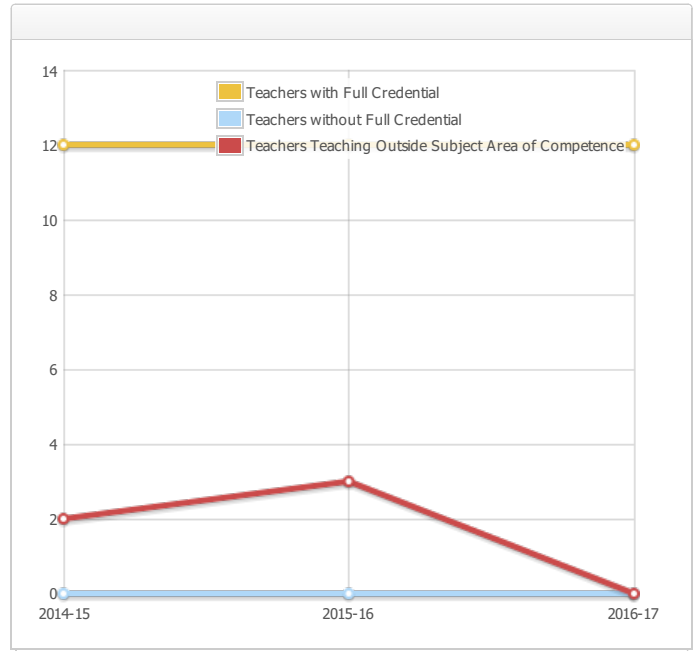
Last updated: 1/26/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/26/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	98.0%	2.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	100.0%	1.0%
Low-Poverty Schools in District	97.0%	3.0%

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: 1/26/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

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)	Yes	0.0 %
Mathematics	Core Connections Integrated Math 1 (CPM)	Yes	0.0 %
Science	Earth Science California Edition (Prentice Hall)	Yes	0.0 %
History-Social Science	World History: Connections to Today (Prentice Hall) U.S. History: The American Vision Modern Times (Glencoe) Economics Principles in Action (Prentice Hall) American Government (Prentice Hall)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/27/2017

School Facility Conditions and Planned Improvements

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.

• Country High School receives ongoing preventive maintenance, activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled pm service is in all division of maintenance including electrical, grounds, mechanical and structural.

• Over the last two months all internal light fixtures were switched to LED fixtures that have improved the light levels and efficiency.

• ? Planning is underway to add a solar shade structure to the site in 2017.

Last updated: 1/27/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Fair	81.25% restroom near room 9 needs repainted, rooms 2,3 and 9 ceiling tiles replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	100%
Electrical: Electrical	Good	100%
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	89.20% room 9 vacuum breaker leaks, several seats need to be replaced, room 10 drinking fountain.
Safety: Fire Safety, Hazardous Materials	Good	100%
Structural: Structural Damage, Roofs	Good	97.06% room 15 ramp damage
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	88.24% rooms 5 and 10 doors not latching properly

Overall Facility Rate

Year and month of the most recent FIT report: February 2016

Overall Rating	Good

Last updated: 1/27/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	11.0%	11.0%	46.0%	49.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	2.0%	--	37.0%	38.0%	34.0%	36.0%

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: 1/26/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	65	87.8%	10.8%
Male	45	40	88.9%	15.0%
Female	29	25	86.2%	4.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	31	93.9%	3.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	20	80.0%	25.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	47	94.0%	10.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	64	86.5%	--
Male	45	40	88.9%	--
Female	29	24	82.8%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	31	93.9%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	20	80.0%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	46	92.0%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	22.0%	16.0%	59.0%	59.0%	54.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/26/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	38	25	65.8%	16.0%
Male	21	15	71.4%	26.7%
Female	17	10	58.8%	0.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	23	16	69.6%	12.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	15	65.2%	20.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/26/2017

2015-16 SARC - Country High

Career Technical Education Programs (School Year 2015-16)

Career Technical Education
Country High continues to change curriculum and expand its offerings in order to give its students a relevant education. Most students leave CHS and enter directly into the workforce, making providing students with skills to make them career (and/or college) ready a priority.

Course offerings have changed to reflect the district commitment to prepare students for the workforce, including the Living on Your Own (life skills) class, as well as a CTE pathway for Child Development. The CTE pathway is in its infancy, but when it becomes fully functioning students will be able to, after committing to two years of training, become certified as a child care assistant.

Incorporated into the curriculum of the LOYO class is a work-ready certification that began in the fall of 2016. Upon 100 percent completion of the program requirements, students could receive a certificate to add to their resume portfolio to give to employers, demonstrating they have the necessary soft skills to be a successful employee.

Country High School staff works diligently to create an environment conducive to its students being productive classroom learners and community members. The typical Country High student hasn't changed much over the years; however, the needs of the students have. It has become more important than ever to provide students with an education balanced in academics as well as social skills. The staff at CHS strives to help the students to be productive members of society.

Last updated: 1/27/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/27/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	78.3%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	0.0%	0.0%	0.0%

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2016-17)

We welcome parent involvement and participation in their child's education. Participation begins with Back to School Night, in September, when all staff members gather to inform stakeholders on classes, procedures, and opportunities for credit recovery during the school year. It continues with our quarterly awards ceremonies, including a community Thanksgiving dinner, where students who make the honor roll are feted, along with their families, for a job well done. Communication with teachers through School Loop e-mail is encouraged so that parents/guardians can "follow along" with how their students are doing. Newsletters are sent out quarterly to inform parents of pertinent school information and let them know that they have an open invitation to visit the school to meet with staff and the principal. Parents are also encouraged to volunteer on campus if they have time. Finally, parents/guardians are welcome to become part of our School Site Council, which meets periodically to assure that rules and regulations are being adhered to and district policies are being followed.

State Priority: Pupil Engagement

Last updated: 1/27/2017

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

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

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

	School			District			State		
Indicator	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	9.4%	7.1%	5.8%	9.4%	7.1%	5.8%	11.4%	11.5%	10.7%
Graduation Rate	84.30	83.30	87.80	84.30	83.30	87.80	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
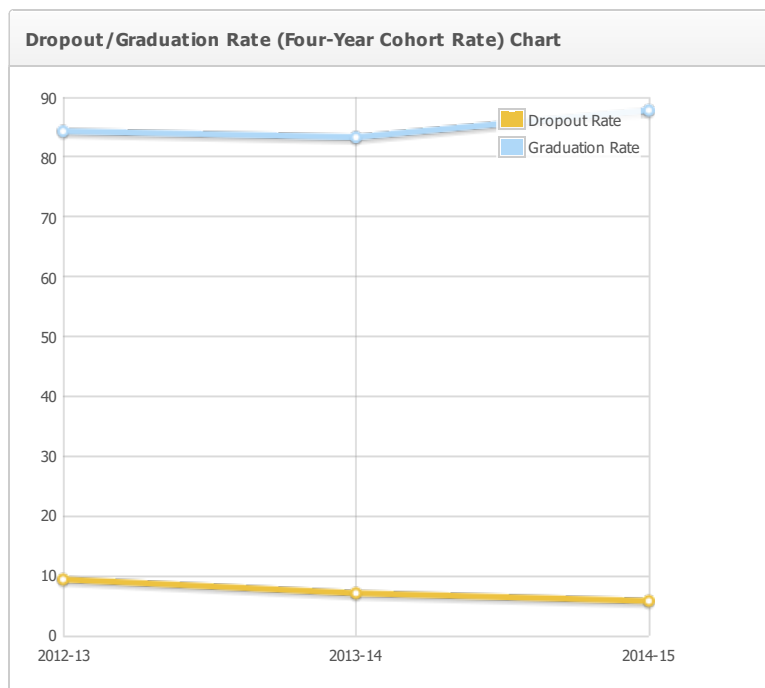
Last updated: 1/27/2017

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group	School	District	State
All Students	100	100	85
Black or African American	100	100	77
American Indian or Alaska Native	100	100	75
Asian	0	100	99
Filipino	0	100	97
Hispanic or Latino	100	100	84
Native Hawaiian or Pacific Islander	0	100	85
White	100	100	87
Two or More Races	100	100	91
Socioeconomically Disadvantaged	93	57	77
English Learners	75	75	51
Students with Disabilities	100	100	68
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	20.1	24.2	27.1	5.0	5.1	4.8	4.4	3.8	3.7
Expulsions	0.4	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

Suspensions

Expulsions
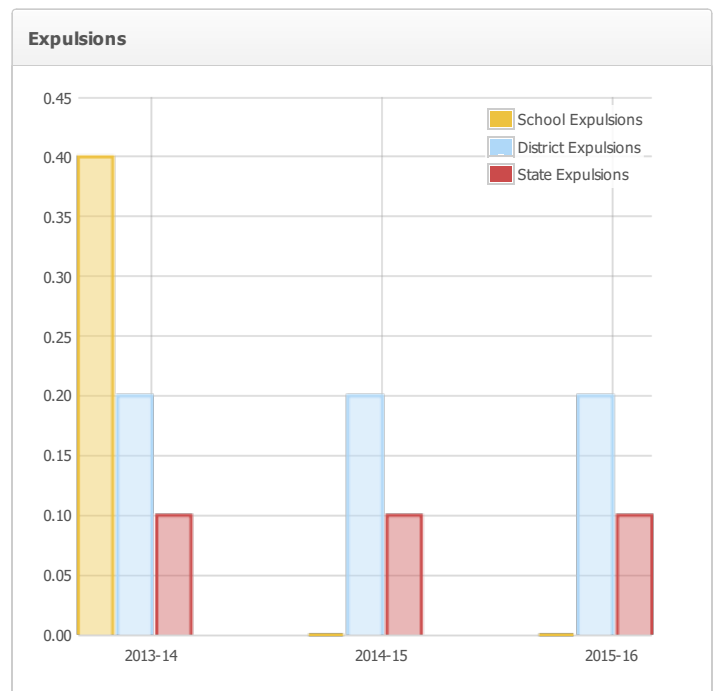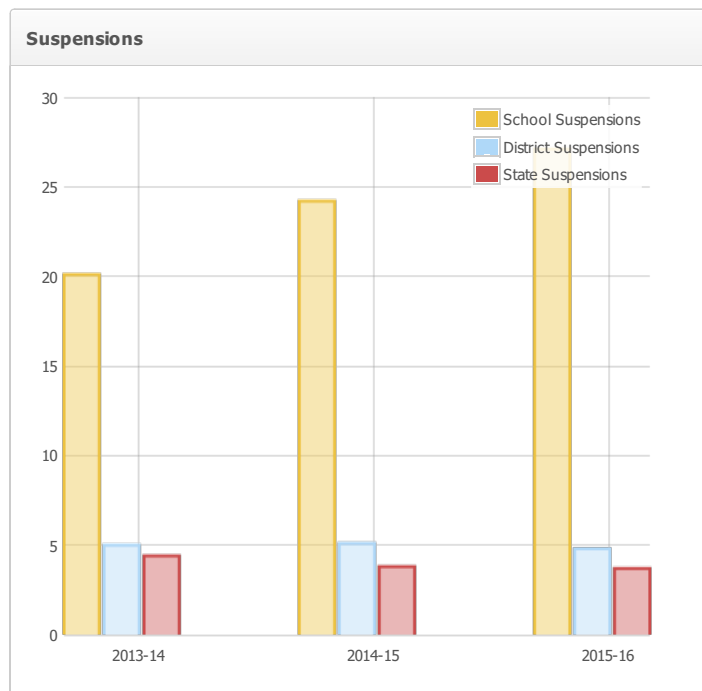
School Safety Plan (School Year 2016-17)

The Safe School Plan is a comprehensive document designed to prepare students, staff and administration for extraordinary situations in which the safety of students and staff may be in jeopardy. This is updated annually as District policy is modified or changed. The District and the City of Vacaville have in place an emergency plan and Standard Operating Procedures for disasters. A copy of the plan is located in each classroom. Monthly drills are held where the plan is put into practice. A campus supervisor, VPD community services officer, a Master Social Worker and VPD interns work to help foster a positive campus environment. The current Safe School Plan was updated January 20, 2017.

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.

Federal Intervention Program (School Year 2016-17)

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	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/27/2017

Average Class Size and Class Size Distribution (Secondary)

| | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	9.0	26	2	0	9.0	25	2	0	15.0	14	5	0
Mathematics	8.0	14	0	0	7.0	14	0	0	12.7	3	2	0
Science	7.0	14	0	0	12.0	8	1	0	18.0	4	0	0
Social Science	7.0	33	0	0	13.0	18	1	0	14.2	11	2	0

* 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: 1/27/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	161.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/27/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$11554.0	$630.0	$10925.0	$70323.0
District	N/A	N/A	$7664.0	$64610.0
Percent Difference – School Site and District	--	--	29.8%	3.6%
State	N/A	N/A	$5677.0	$74216.0
Percent Difference – School Site and State	--	--	48.0%	3.0%

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

Last updated: 1/27/2017

Types of Services Funded (Fiscal Year 2015-16)

Total Unrestricted Expenditures $1,758,894.60
Instruction $1,092,751.95
Library/Media/Technology $21,273.12
School Administration $350,836.42
Guidance & Counseling Services $86,203.41
School Sponsored Co-Curricular $31,527.92
Utilities/Maintenance $132,769.00
Security $43,532.78

Total Restricted Expenditures $101,352.14
Instruction $101,249.18
Child Nutrition $102.96

Last updated: 1/27/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,887	$44,958
Mid-Range Teacher Salary	$61,420	$70,581
Highest Teacher Salary	$86,481	$91,469
Average Principal Salary (Elementary)	$102,413	$113,994
Average Principal Salary (Middle)	$113,826	$120,075
Average Principal Salary (High)	$117,920	$130,249
Superintendent Salary	$158,686	$218,315
Percent of Budget for Teacher Salaries	38.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
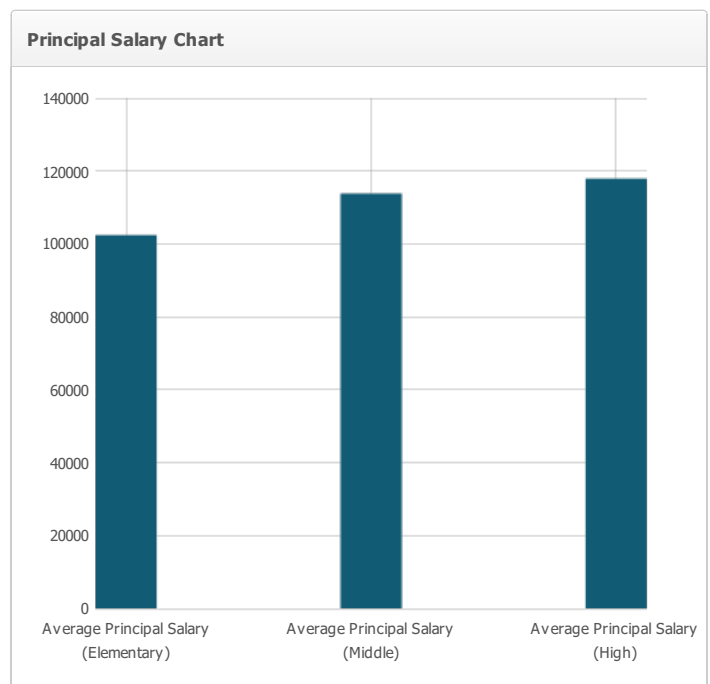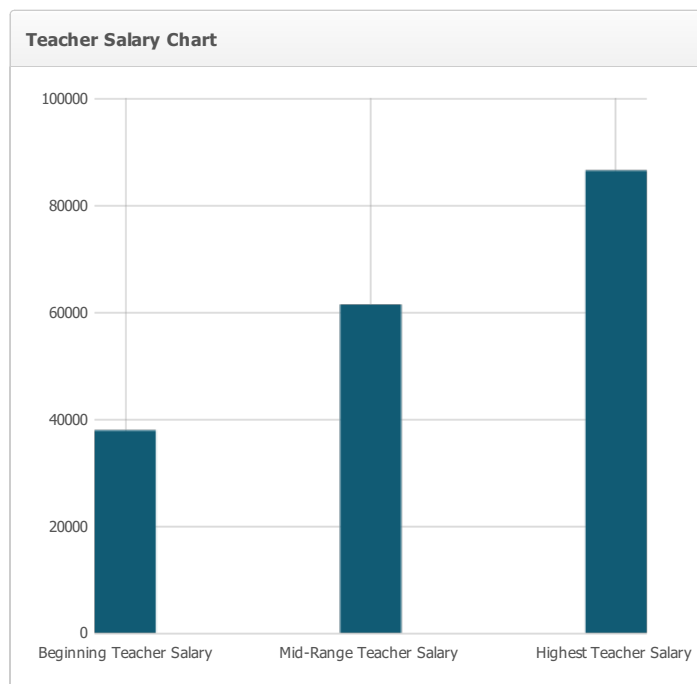
Last updated: 1/27/2017

Professional Development

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. Induction, formerly Beginning Teacher Support and Assessment (BTSA), and Title II of the No Child Left Behind Act are the primary funding sources. Induction is a two-year program for new teachers. 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: teacher training in common core standards; 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 committees, working collaboratively to address best practices, identify essential standards and create effective pacing guides and assessments for student success and district-w ide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, student achievement data, input from Induction 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.
Faculty focuses on the four essential questions:
• What is it that our students need to learn?
• How will we assess if they have learned the content?
• What will we do to provide extra support for those who have not learned the content?
• What enrichment can we provide for those who have learned the content?

With the introduction of Common Core Standards, CHS and VUSD have provided professional development to support teachers in English, Math, Science, and Social Science. The English department adopted the Common Core compliant curriculum, called Springboard, published by the College Board. English teachers have attended numerous trainings (initial and follow -up) for this curriculum over the course of the past three years.

Our Math department utilizes CPM (College Preparatory Mathematics) curriculum, which is Common Core compliant. As our Math department moved into Common Core compliant courses, our teachers were offered various professional development opportunities.

In addition to the Common Core standards, our Science department is also in the processing of implementing the Next Generation Science Standards (NGSS). Therefore, in addition to Common Core professional development workshops, our Science teacher has also attended workshops devoted to the NGSS and model based instruction and project based learning workshops.
With the support of the UC Davis History project, our Social Science teachers attend Common Core focused professional developments each year.

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