

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

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/fq/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.



Ed Santopadre

Principal, Vacaville High

About Our School

Bulldog Family,

As Principal of Vacaville High School, I'd like you to read this short summary of our progress and goals as we move forward into next year and beyond. We are proud of our successes and we are working hard on our areas to continually improve. Thank you, in advance, for your time to help Vaca High be the best school.

Our educational mission is quite simple. High levels of learning for all is our core purpose. We really mean high levels and we really mean all. It makes our work much more challenging but we care about each student being prepared for life beyond high school.

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 Construction Management. 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. These are the courses designated as necessary to enter a 4 year college directly from high school. In recent years, we have increased the percentage of students meeting "a-g" requirements to 55%. Our ultimate goal is to have at least 70% of our students meeting "a-g" requirements, providing them with that direct pathway to college. We have a plan to insure those additional 50 students are college ready. All really does mean all.

To assist our students to be prepared for life after college we have focused on 5 goals that are important to their success.

Goal 1 – We will increase AP participation (including low income students) and improve our performance on AP tests. This is an important goal because students who are successful in rigorous AP courses tend to do better in college. It is great preparation. We have done so well in increasing access to AP courses that we have become one of a select group of schools that are an AP Capstone school. This increases our student's competitiveness in getting into the college of their choice and develops critical skills they will need to be successful in college.

Goal 2 – We will increase the percentage of students who qualify immediately for a four year college by meeting the “a-g” college requirements. This is an important goal because it is a measure of our student’s “college readiness” and we have made great strides in this goal. Six years ago 22% of our graduating seniors met these criteria and last year’s senior class surpassed 55%. We are proud but not satisfied since our ultimate goal is 70%. Our AVID program and support of students will help us reach this goal.

Goal 3 - 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, Culinary Arts, and soon Animal Care and Services. All of these pathways are contingent upon our students and business community’s interests and needs. We are developing criteria in addition to classwork that will need to be completed to be considered a pathway completer. It will be rigorous and useful to our businesses in our community.

Goal 4 – As we increase the rigor for all of our students, we must find effective ways to support them and intervene if they are struggling. A strong Response To Intervention plan that quickly identifies gaps and closes them for students is critical. We have a robust PAWS tutoring program and we have individual skills intervention in classrooms. It is imperative that we support students as we push them to their most rigorous path.

Goal 5 – Our staff is working very hard to utilize new Technology to enhance student learning. We are learning how to best use it so it’s not a faster white board but allows student to build skills for their future, including critical thinking and teamwork skills.

In order for VHS to claim that learning is our core purpose, we must make sure that all of our students are succeeding. We have to continue to support English Learners, students with disabilities and low income students. All students have barriers and we must identify and remove those barriers.

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 for students whose families are not familiar with the college process.

As we look to defining VHS for the next several 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.

Contact

Vacaville High
 100 Monte Vista Ave.
 Vacaville, CA 95688-3829

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

Last updated: 1/25/2017

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

Our Mission:

At Vacaville High School, high levels of learning for all is our core purpose.

Our Vision:

Vacaville High School is a place...

- Where decisions are made only through the lens of improving student achievement.
- That challenges students with rigor and relevance and supports struggling learners systematically.
- That prepares students for opportunities after high school.
- Where staff works with students to develop relationships inside and outside of the classroom.
- Where people work together as interdependent teams and are accountable for results.
- That values the pursuit of greatness in everything we do.

Schoolwide Learner Outcomes – 2016-2022

- Students will be proficient or advanced in English Language Arts.
- Students will be proficient or advanced in their Math placements.
- Students will challenge themselves with their most rigorous course of study.
- Students will be college and/or career ready upon graduation.

Goal 1 – We will increase AP participation (including low income students) and improve our performance on AP tests. This is an important goal because students who are successful in rigorous AP courses tend to do better in college. This includes the implementation of the prestigious AP Capstone program. We will implement the additional two classes (AP Seminar and AP Research) in the next two school years. This will allow this year's 10th graders and beyond to compete for an AP Capstone diploma.

Goal 2 – We will increase the percentage of students who qualify immediately for a four year college by meeting the "a-g" college requirements. This is an important goal because it is a measure of our student's "college readiness" and we have made great strides in this goal. Six years ago 22% of our graduating seniors met these criteria and last year's senior class surpassed 55%. We are proud but not satisfied since our ultimate goal is 70%.

Goal 3 - 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, Culinary Arts, and soon Animal Care and Services and Construction Management. We are also preparing criteria that defines pathway completers that includes more than just the coursework.

Goal 4 – As we increase the rigor for all of our students, we must find effective ways to support them and intervene if they are struggling. A strong Response To Intervention plan that quickly identifies gaps and closes them for students is critical. We have a robust PAWS tutoring program and we have individual skills

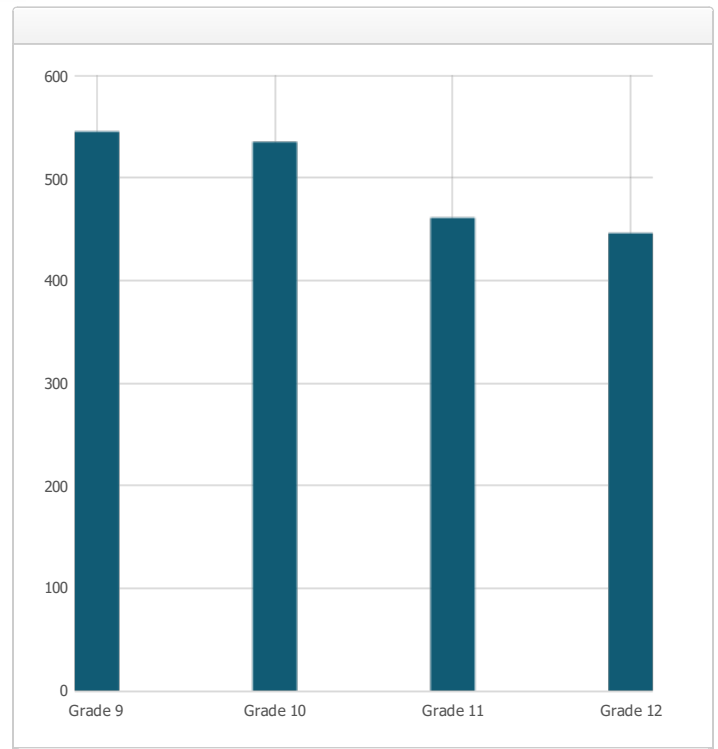
intervention in classrooms. It is imperative that we support students as we push them to their most rigorous path.

Goal 5 – Our staff is working very hard to utilize Technology to better the student learning and building skills for the future.

Last updated: 1/25/2017

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

Grade Level	Number of Students
Grade 9	545
Grade 10	535
Grade 11	461
Grade 12	446
Total Enrollment	1987



Last updated: 1/25/2017

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

Student Group	Percent of Total Enrollment
Black or African American	5.8 %
American Indian or Alaska Native	1.0 %
Asian	2.5 %
Filipino	2.8 %
Hispanic or Latino	31.1 %
Native Hawaiian or Pacific Islander	1.0 %
White	51.5 %
Two or More Races	3.8 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	32.3 %
English Learners	4.1 %
Students with Disabilities	9.9 %
Foster Youth	0.4 %

Last updated: 1/25/2017

A. Conditions of Learning

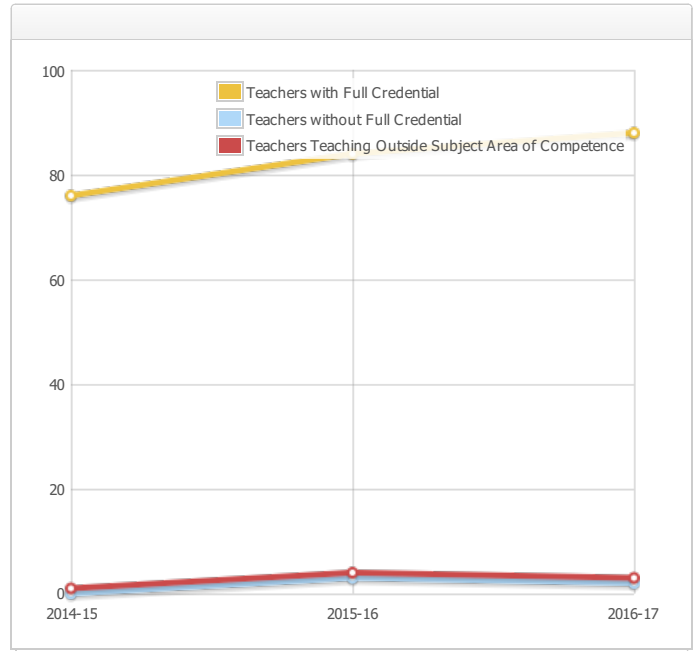
State Priority: Basic

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

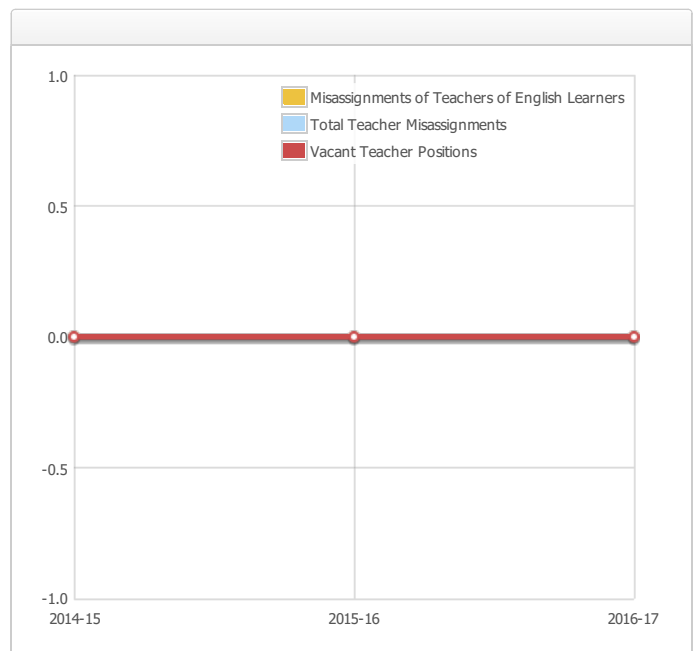
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	76	84	88	581
Without Full Credential	0	3	2	19
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	4	3	12



Last updated: 1/25/2017

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: 1/25/2017

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	94.0%	6.0%
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: 1/25/2017

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	Biology CA 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 Principals in Action (Prentice Hall) American Government (Prentice Hall)	Yes	0.0 %
Foreign Language	Avancemos 1-3 (Holt McDougal) Discovering French 1-3 (Holt McDougal)	Yes	0.0 %
Health	Various	Yes	0.0 %
Visual and Performing Arts	Various	Yes	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: 1/26/2017

School Facility Conditions and Planned Improvements

Summary of Most Recent Site Inspection

Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following:

- Vacaville High School is maintained in a safe and clean condition. Processes are in place to ensure regular cleaning and ongoing maintenance services are performed.
- Recent projects include gym floor refinish, field restoration, and irrigation repairs.
- This site is in the first phases of Measure A Modernization. Tennis courts and front parking lot are now completed.
- Vacaville High School receives ongoing preventive maintenance, activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled pm services is in all divisions of maintenance including electrical, grounds, mechanical and structural.

Last updated: 1/26/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100% All systems operational and in good working order.
Interior: Interior Surfaces	Good	92.59% Hole in floor in room 31, interior paint needed in little theater
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	97.06% Pigeons are being managed by using IPM practices. Concession added to IPM active list.
Electrical: Electrical	Good	96.88% full bank of Field (8) lights out - repaired summer 2016
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	100% Plumbing systems operational and in good working order.
Safety: Fire Safety, Hazardous Materials	Good	98.55 Fire life safety systems are in good working order and repair. Pigeon feces in several locations are cleaned daily.
Structural: Structural Damage, Roofs	Good	98.34% Roof leak reported in office.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	80.03% Asphalt repairs needed site wide. Fence repairs needed and many windows broken. Irrigation under repair site in construction.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/26/2017

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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	70.0%	46.0%	49.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	37.0%	36.0%	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: 1/25/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	456	438	96.1%	69.7%
Male	204	195	95.6%	61.9%
Female	252	243	96.4%	75.9%
Black or African American	18	17	94.4%	58.8%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.0%	76.9%
Hispanic or Latino	144	139	96.5%	56.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	245	235	95.9%	76.9%
Two or More Races	15	15	100.0%	73.3%
Socioeconomically Disadvantaged	150	144	96.0%	50.7%
English Learners	20	17	85.0%	5.9%
Students with Disabilities	43	40	93.0%	15.0%
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: 1/25/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	456	438	96.1%	36.1%
Male	204	196	96.1%	36.7%
Female	252	242	96.0%	35.5%
Black or African American	18	17	94.4%	11.8%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.0%	53.9%
Hispanic or Latino	144	139	96.5%	19.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	245	234	95.5%	46.6%
Two or More Races	15	15	100.0%	40.0%
Socioeconomically Disadvantaged	150	142	94.7%	19.7%
English Learners	20	19	95.0%	5.3%
Students with Disabilities	43	40	93.0%	7.5%
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: 1/25/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	52.0%	55.0%	55.0%	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: 1/25/2017

**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	517	484	93.6%	54.8%
Male	258	242	93.8%	56.2%
Female	259	242	93.4%	53.3%
Black or African American	39	35	89.7%	42.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	17	94.4%	47.1%
Hispanic or Latino	170	162	95.3%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	257	239	93.0%	72.4%
Two or More Races	18	17	94.4%	52.9%
Socioeconomically Disadvantaged	197	185	93.9%	38.9%
English Learners	29	29	100.0%	3.5%
Students with Disabilities	41	38	92.7%	7.9%
Students Receiving Migrant Education Services	14	14	100.0%	14.3%
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: 1/25/2017

Career Technical Education Programs (School Year 2015-16)

Career and Technical Education (CTE)

1. Types of instruction and extended learning opportunities: VHS currently offers five different CTE pathways. Students in all five pathways attended daily classes at VHS taught by a VHS teacher. In most pathways, students are also exposed to industry professionals via guest speakers and field trips. Students often participate in project-based learning activities and hands-on laboratory activities to simulate tasks they would be expected to complete in that career.

2. Specific technical requirements:

a. Agriculture: Currently students work with various farm animals. Next school year, with the introduction of our new course, Animal Care and Services, students will be working with computers and a variety of animal grooming and veterinary tools.

b. Biotechnology: Students are instructed in the use of a variety of specialized biotechnology equipment, including, but not limited to: Autoclave, Thermal cycler, Micropipettes (of various sizes), Gel electrophoresis chambers and power supplies, Water bath, Scales

c. Culinary Arts: varied kitchen equipment, including refrigerators, stoves, ovens, etc.

d. Medical Sciences: a variety of medical devices used in the industry including lab equipment, monitors, and medical mannequins.

e. Robotics: Understanding of CAD, Electrical Systems, Code Creation & General Programming, Mechanical System Concepts, Production Concepts, and Business Concepts

3. Teacher and support staff qualifications: all five pathways are taught by highly qualified teachers who attend regular professional development to ensure their familiarity with their partnered industry.

4. Curriculum offered both onsite and outsourced: curriculum is designed to meet all state and industry standards for each pathway. Many CTE teachers articulate with local colleges and industry professionals to ensure that the skills taught in each pathway correlate to industry standards.

5. Types of assessments and assessment process: students in all CTE pathways are assessed regularly via formative and summative assessments developed by our teachers. Additionally, most CTE pathways require assessments related to skill-based learning, including labs and production.

6. How programs support college, career, and other goals: All of our CTE teachers work in conjunction with local colleges and industry professionals to prepare students for what will be expected of them after high school.

7. Orientation process for incoming students to understand expectations: at the beginning of the school year, students are given course expectations from their teachers. These expectations are reviewed in class, reviewed by parents, and reinforced throughout the school year.

8. Frequency of student/teacher interactions: students attended their courses associated with their pathway daily. Many also attend additional educational activities, such as field trips. Some pathways require additional class time outside of the school day. Our Agriculture students are responsible for the care of the animals both during school time and after school hours, including weekends. Our Robotics students spend many additional hours working on projects after school and on weekends.

9. Support for equal access, academic and personal counseling, college and career preparation support, and health services: Because all of our CTE students attend VHS daily, they have the same access to counseling, college and career preparation support, and health services available to all VHS students.

10. Partnerships including business, industry, and community, including higher education.

a. Agriculture: Pippo Ranch, Dixon May Fair

b. Biotechnology: Genentech, Solano County Office of Education, and Solano Community College

c. Culinary Arts: The Art Institute-International Culinary Program, Diablo Valley Community College-Culinary Program, Johnson & Wales, Every Baking Moment cake shop, Six Flags Discovery Kingdom, CA Food Handlers, Fashion Institute of Design & Merchandising (FIDM), Deputy Sector Navigator for Small Businesses & Entrepreneurs, Los Reyes Restaurant, Gourmet Exprezz, and Joyce Benefield, Solano County Resource Management, Senior Environmental Health Specialist

d. Medical Sciences: NorthBay Healthcare, Kaiser, and other local medical services e. Robotics: VEX, FIRST, and other outside industry mentors

Last updated: 1/26/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	696
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	26.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	29.0%

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	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	55.0%

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)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.3%	21.4%	44.7%

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: 1/27/2017

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)

Parent Community Organizations

VHS continually seeks greater parent and community involvement in our educational decision-making process. Thankfully, VHS has a number of parent and community organizations that have greatly contributed to our progress over the years, including our Parent Teacher Club (PTC), various booster clubs, the Grad Nite Committee, and our English Learner Advisory Committee (ELAC). Our School Site Council also includes parent and student representatives.

PTC

According to our Parent Teacher Club (PTC), its **objective is to support Vacaville High School, to encourage communication between parents and staff of VHS, to raise and administer funds, and to provide support for the educational programs.** Our PTC encourages all parents, teachers, students and friends of Vacaville High School to join PTC and become involved in the support of the school. In recent years, our PTC has donated an average of \$2,000 per year in scholarships to graduating VHS Seniors, worked concessions at various school events, sponsors seniors for Grad Night, and raised money to purchase important equipment such as a projection screen for the gym, lunch tables in the quad, and a sound system for the gym.

English Learner Advisory Committee (ELAC)

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 graduate high school and plan for a successful future.

With declining involvement of the ELAC community over the past few years, Vacaville High School and Willis Jepson Middle School teamed up to hold joint ELAC meetings. The rationale behind this decision:

- many of our families had students at both schools.
- parents could see the educational continuum from middle to high school.
- provides an opportunity for students to understand and anticipate the increased academic rigor as they move up through the grade levels.
- provides opportunities for parents to plan for post-secondary educational opportunities through our college counseling program, Destination College.

This change has resulted in increased participation and involvement at both site levels

Parent advisory group

This important stakeholder committee consists of student, parent, staff, and administrative representatives. This committee meets numerous times per year to give their feedback regarding our school's governance, including our progress towards achieving our academic goals, our school's policies, budget priorities, master schedule, etc.

State Priority: Pupil Engagement

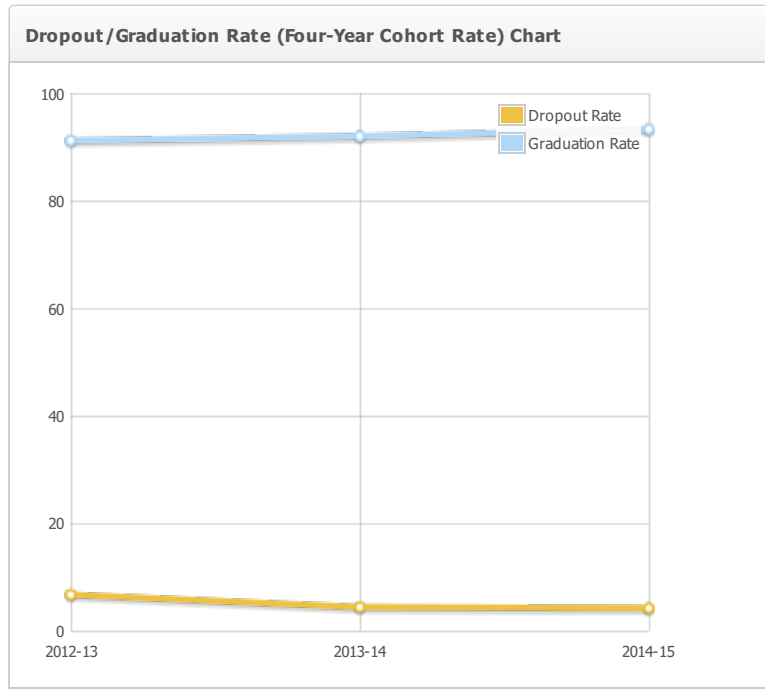
Last updated: 1/26/2017

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)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	6.7%	4.4%	4.2%	9.4%	7.1%	5.8%	11.4%	11.5%	10.7%
Graduation Rate	91.20	92.00	93.30	84.30	83.30	87.80	80.44	80.95	82.27



Last updated: 1/26/2017

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	100	100	99
Filipino	100	100	97
Hispanic or Latino	100	100	84
Native Hawaiian or Pacific Islander	100	100	85
White	100	100	87
Two or More Races	100	100	91
Socioeconomically Disadvantaged	56	57	77
English Learners	100	75	51
Students with Disabilities	100	100	68
Foster Youth	--	--	--

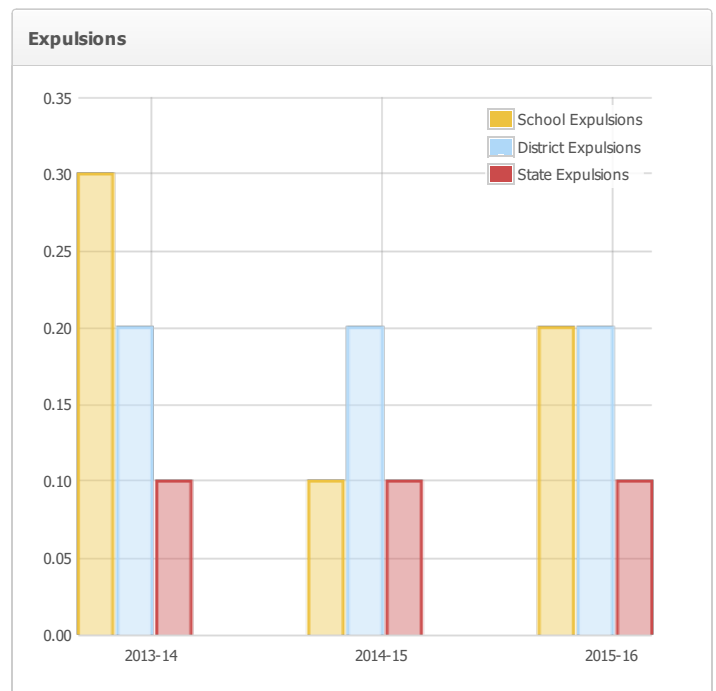
State Priority: School Climate

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	4.9	5.1	5.6	5.0	5.1	4.8	4.4	3.8	3.7
Expulsions	0.3	0.1	0.2	0.2	0.2	0.2	0.1	0.1	0.1



Last updated: 1/26/2017

School Safety Plan (School Year 2016-17)

The School Safety Plan was revised to include the Standard Response Protocol (SRP) implemented in 2015. The plan was approved by the Safety Plan Committee and reviewed (October 20, 2016) by the School Site Council and Staff to ensure a safe school environment as well as a systematic plan to respond to disasters/school emergencies. The School Site Council created objectives for the Safe School Plan in the areas of mental health support for all students and school safety as we transition through our remodel of our campus. These objectives are reviewed and revised annually by the SSC.

School Safety Committee Meetings: 10/20/2016

Last updated: 1/26/2017

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: 1/26/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	21.0	40	55	12	22.0	37	49	14	24.0	47	47	14
Mathematics	24.0	20	48	9	25.0	17	49	11	26.0	20	39	17
Science	27.0	12	22	22	27.0	10	37	11	27.0	10	26	16
Social Science	23.0	21	46	7	26.0	17	27	22	30.0	13	38	17

* 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: 1/26/2017

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	4.0	438.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	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: 1/26/2017

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	\$5164.0	\$618.0	\$4546.0	\$64867.0
District	N/A	N/A	\$7664.0	\$64610.0
Percent Difference – School Site and District	--	--	40.7%	4.0%
State	N/A	N/A	\$5677.0	\$74216.0
Percent Difference – School Site and State	--	--	20.0%	10.6%

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

Last updated: 1/26/2017

Types of Services Funded (Fiscal Year 2015-16)**Total Unrestricted Expenditures \$9,042,944.54**

Instruction \$6,148,079.31
 Instructional Administration \$17,900.75
 Library/Media/Technology \$80,096.00
 Parent Participation \$2,586.90
 School Administration \$1,039,048.90
 Guidance & Counseling Services \$560,500.93
 Attendance & Social Work Services \$111,448.74
 Health Services \$5,639.59
 Pupil Testing Services \$292.93
 School Sponsored Athletics \$66,383.51
 Utilities/Maintenance \$849,064.01
 Security \$161,902.97

Total Restricted Expenditures \$1,228,950.78

Instruction \$922,804.98
 Instructional Administration \$2,868.79
 Library/Media/Technology \$59.26
 Parent Participation \$287.30
 School Administration \$1,300.00
 Pupil Testing \$59,234.00
 Misc. \$1,991.00
 Facilities \$60.64
 Child Nutrition \$240,344.81

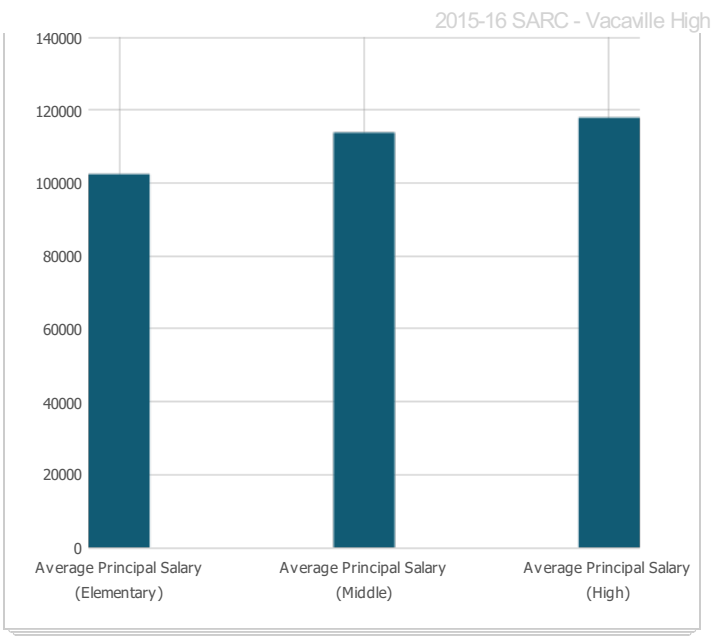
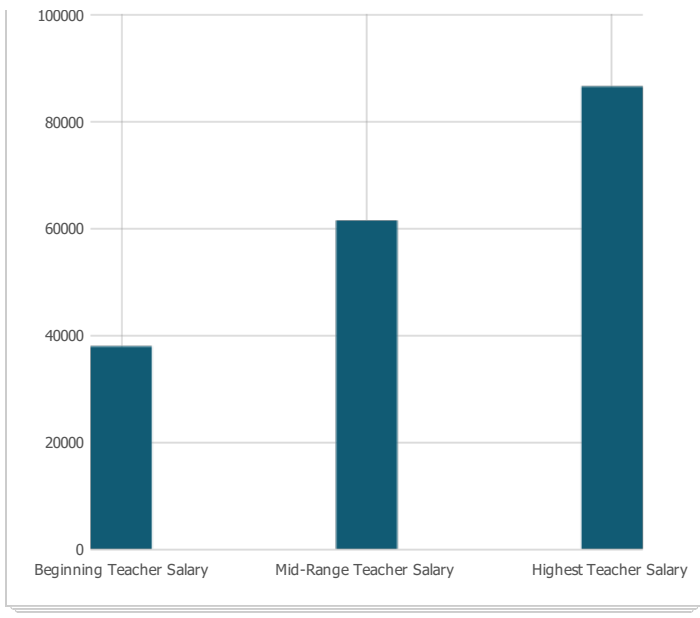
Last updated: 1/26/2017

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: 1/26/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	0	N/A
Science	4	N/A
Social Science	4	N/A
All Courses	14	38.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/26/2017

Professional Development

VHS has worked to establish itself as an engaged professional learning community. To that end, all VHS administrators and many staff members have attended workshops in order to learn the most effective methods of building this community. Frequent and effective professional development is key to building such a community. Our school and district provides staff with many opportunities for professional development. All VHS teachers meet on Wednesdays as part of our Collaborative Planning Time (CPT). During CPT, teachers share best practices with one another, in addition to analyzing formative and summative assessment data.

In the summer of 2016, Vaca High sent 31 staff members, including teachers, counselors and administrators to a Professional Learning Community Training in San Jose, California. This 3 day intensive training provided opportunities to renew our PLC model and work going forward. Grading, collaboration and teaching strategies were all discussed and our team had a great opportunity to work together on implementation for our students.

Beginning in the 2014-2015 school year, VHS introduced the AVID program for a small group of incoming ninth graders. Prior to the start of the school year, six of our staff attended AVID training. Because the program will expand each year to include an additional AVID class, it is important to offer more AVID training to our teachers. As of the start of the 2016-2017 school year, 16 of our staff had attended AVID workshops. In addition to AVID sponsored trainings, all VHS teachers have been trained in specific AVID techniques during our staff development meetings.

Last updated: 1/26/2017