

Country High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 and 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.

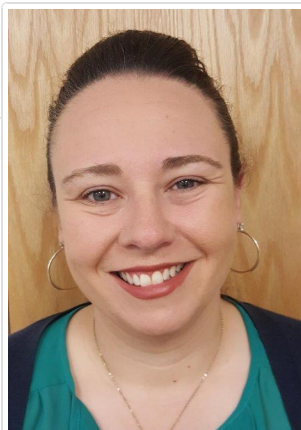
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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 at <https://dq.cde.ca.gov/dataquest/> 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.



Ami Blackstone, Principal

Principal, Country High

About Our School

I am excited to begin my third full year as Principal at Country High School. I began my career in Vacaville Unified School District in 2004 as a teacher at Country High School. After 10 years in the classroom, I spent the next 2 ½ years as the Assistant Principal at Fairmont Charter School. I came back to Country High School in the spring of 2017 as Principal. It is a privilege to work with students who have historically struggled with school and watch them succeed. I am truly blessed to work with a dedicated staff that supports both academic goals as well as social growth in the students we are about to release into adulthood. It is our mission to graduate students with the skills they need to move forward in developing productive, healthy, and independent lives.

Contact

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

Phone: 707-453-6215
Email: amib@vacavilleusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
Email Address	janes@vusd.solanocoe.k12.ca.us
Website	http://www.vacavilleusd.org

School Contact Information (School Year 2019—20)	
School Name	Country High
Street	100-B McClellan St.
City, State, Zip	Vacaville, Ca, 95688-3937
Phone Number	707-453-6215
Principal	Ami Blackstone, Principal
Email Address	amb@vacavilleusd.org
Website	http://countryhs.schoolloop.com/
County-District-School (CDS) Code	48705734833869

Last updated: 1/27/2020

School Description and Mission Statement (School Year 2019—20)

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.

Schoolwide Learner Outcomes:

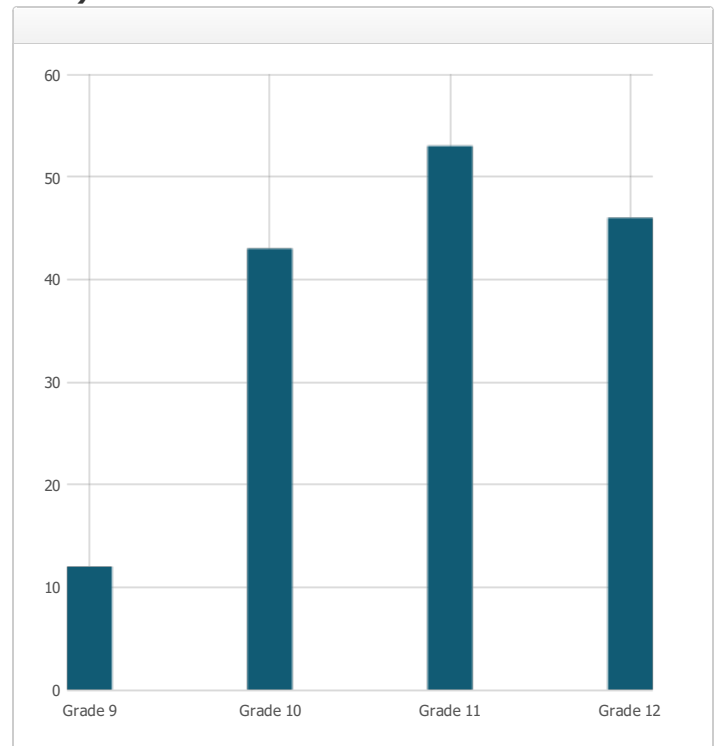
- Basic Math and Literacy skills
- Verbal and Written Communication skills
- Socialization skills that include the development of empathy, respect, and positive conflict resolution
- 21st century skills such as technology skills, basic financial skills, job skills, and work ethic/goal setting practices

Country High School is a continuation high school that focuses on credit recovery for 2nd year students and above both in general education and/or Special Education. Country High runs a 6 period day and offers variable credit so students can make up missing credit and graduate or return to a traditional school setting. Students at Country High are still required to complete the district credit expectation of 220 which allows them to be eligible for community college entrance, military entrance, trade schools, unions, and employment. Country High offers students beginning Career Technical Education exploration in the areas of Culinary Arts, Technology, Medical and Building Trades. Students at Country High can also take advantage of various social emotional supports through weekly mentorship, Youth Services Interns, and mental health clinicians.

Last updated: 1/27/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	12
Grade 10	43
Grade 11	53
Grade 12	46
Total Enrollment	154



Last updated: 1/24/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	9.70 %
American Indian or Alaska Native	1.90 %
Asian	1.90 %
Filipino	2.60 %
Hispanic or Latino	51.30 %
Native Hawaiian or Pacific Islander	0.60 %
White	27.90 %
Two or More Races	2.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.70 %
English Learners	3.20 %
Students with Disabilities	16.20 %
Foster Youth	%
Homeless	5.20 %

A. Conditions of Learning

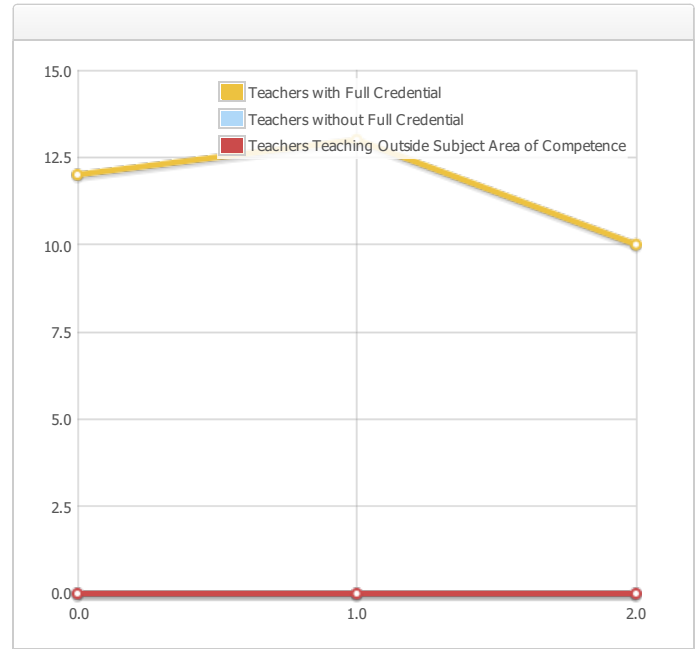
State Priority: Basic

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

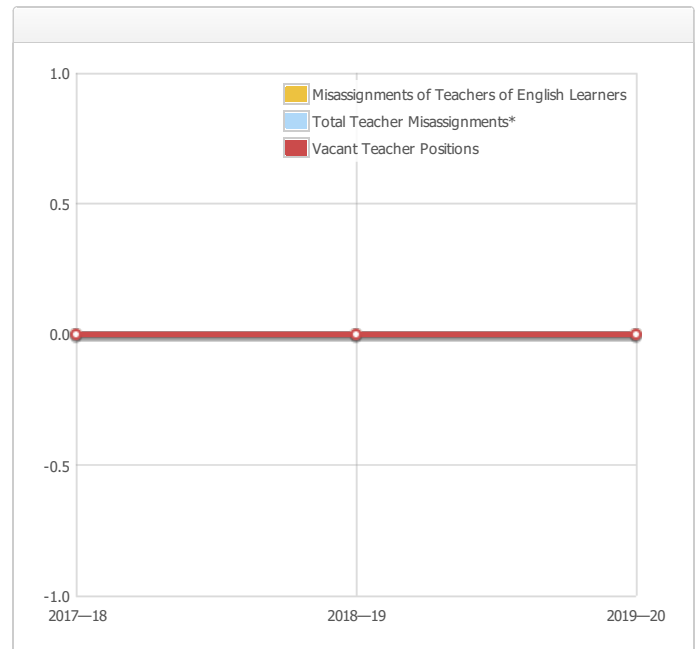
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	12	13	10	583
Without Full Credential	0	0	0	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/27/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/27/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard, CollegeBoard	Yes	0.00 %
Mathematics	Core Connections Integrated Math, CPM	Yes	0.00 %
Science	Earth Science CA Edition, Prentice Hall	Yes	0.00 %
History-Social Science	World History: Connections to Today, Prentice Hall US History: The American Vision Modern Times, Glencoe Economics Principles in Action, Prentice Hall American Government, Prentice Hall	Yes	0.00 %
Foreign Language	Avancemos 1-3, Holt-McDougal, Adopted: 2012 Discovering French 1-3, Holt-McDougal, Adopted: 2013	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			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: 1/24/2020

School Facility Conditions and Planned Improvements

- Country High school is being properly maintained and the site is in good working order and repair.
- Country High receives ongoing preventive maintenance activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled preventive maintenance services are in all divisions of maintenance including electrical, grounds, mechanical and structural.

Last updated: 1/27/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Poor	65.96% Broken, stained and/or loose ceiling tiles to be replaced. Formica tops will be repaired during upcoming renovation project.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	95.00% Items stored too high have been removed. Wasp nests have been removed.
Electrical: Electrical	Fair	80.85% Light fixtures have been repaired.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	88.80% Broken handles, leaks and flow issues have been repaired.
Safety: Fire Safety, Hazardous Materials	Good	96.81% Flammable materials have been removed. Evacuation map has been replaced.
Structural: Structural Damage, Roofs	Good	100%
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	95.00% All trip hazards have been remedied. Skylights and window blinds will be replaced during upcoming renovation project.

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Good
----------------	------

Last updated: 1/27/2020

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	22.0%	12.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	39.0%	38.0%	38.0%	39.0%

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/27/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	50	92.59%	7.41%	12.00%
Male	34	32	94.12%	5.88%	9.38%
Female	20	18	90.00%	10.00%	16.67%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	27	25	92.59%	7.41%	8.00%
Native Hawaiian or Pacific Islander					
White	12	10	83.33%	16.67%	30.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	33	31	93.94%	6.06%	12.90%
English Learners	--	--	--	--	
Students with Disabilities	12	11	91.67%	8.33%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/27/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	49	90.74%	9.26%	0.00%
Male	34	32	94.12%	5.88%	0.00%
Female	20	17	85.00%	15.00%	0.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	27	25	92.59%	7.41%	0.00%
Native Hawaiian or Pacific Islander					
White	12	10	83.33%	16.67%	0.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	33	30	90.91%	9.09%	0.00%
English Learners	--	--	--	--	
Students with Disabilities	12	11	91.67%	8.33%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/24/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/24/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Country High School is a continuation high school and therefore, does not offer any CTE pathways. Country High School supports students in career exploration by offering courses in Technology and Culinary Arts. Special community based partnerships have been established to offer students certifications in First Aid, Trauma Care, OSHA, and Hazwopper. In addition to certifications, Country High School brings in a variety of guest speakers to work with students on various career paths based on interest survey data from quarterly advisory. Classes such as World of Work and Living on Your Own give students support in developing resumes and practicing various job skills.

Country High School staff meet with all students four times a year to review transcripts and post high school plans. Within this time, students update forms that inform us what their goals are for after high school. We use this information to place students in appropriate classes as well as bringing various speakers to campus. Students that are in special populations are included in this practice. Students with IEP's are also supported by VUSD Workability Coordinators who come monthly to meet and work with students.

Country High School is continuously looking for other ways to provide broader career field exposure to students through community relations and partnerships with comprehensive high schools.

Last updated: 1/27/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	115
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/27/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	79.35%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

Country High School parents are invited to participate on campus in a variety of ways. Every parent meets with the site principal prior to student enrollment in order to begin building a positive relationship. Country High offers quarterly evening events for families to participate in that offer food and an opportunity to talk with staff in a relaxed setting. Parent/Teacher Conferences are held annually to update parents on how students are doing in class beyond just grades. Country High utilizes social media as well as a mass communication system to let parents know what is happening on campus. Country High School invites parents to be part of School Site Council. There are currently 4 parents as active members.

State Priority: Pupil Engagement

Last updated: 1/27/2020

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

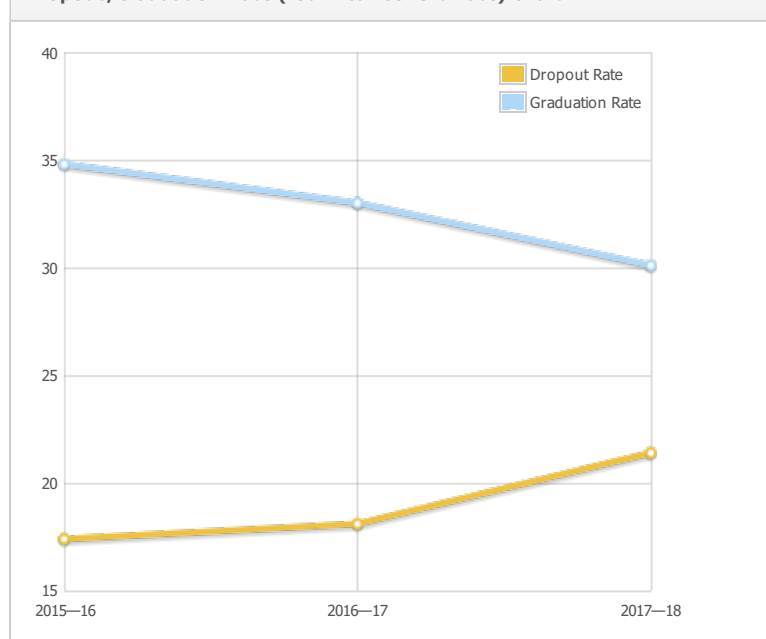
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	17.40%	5.40%	9.70%
Graduation Rate	34.80%	89.10%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	18.10%	21.40%	5.30%	6.50%	9.10%	9.60%
Graduation Rate	33.00%	30.10%	87.60%	87.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/24/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	30.50%	15.30%	12.80%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	1.10%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/24/2020

School Safety Plan (School Year 2019—20)

Country High School reviews its safety plan on an annual basis. At the start of each school year, all staff attends a review training on the various safety protocols we utilize. An annual safety plan is written and shared with parents, staff, students, and district personnel. This plan was revised in Dec 2019. CHS runs monthly drills to practice the various safety protocols that the district has established. All staff and students actively participate in these drills. CHS utilizes the Standard Response Protocol based on information/practices from the I Love You Guys foundation. This consists of 4 actions-Lockdown, Lock Out, Shelter in Place, and Evacuate. Safety information is also made available to all parents through their child's enrollment packet and can be found on the school's website.

Last updated: 1/27/2020

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	10.00	21	2	
Mathematics	9.00	11		
Science	15.00	5		
Social Science	13.00	17	2	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	9.00	25	2	
Mathematics	7.00	11	1	
Science	15.00	5		
Social Science	11.00	17	2	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	11.00	19	4	
Mathematics	7.00	11		
Science	10.00	6		
Social Science	12.00	14	4	

* 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: 1/24/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	154.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/24/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.30
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.50

*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: 1/27/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16862.18	\$963.88	\$15898.30	\$72932.04
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	57.06%	5.97%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	111.79%	-12.48%

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

Last updated: 1/27/2020

Types of Services Funded (Fiscal Year 2018—19)

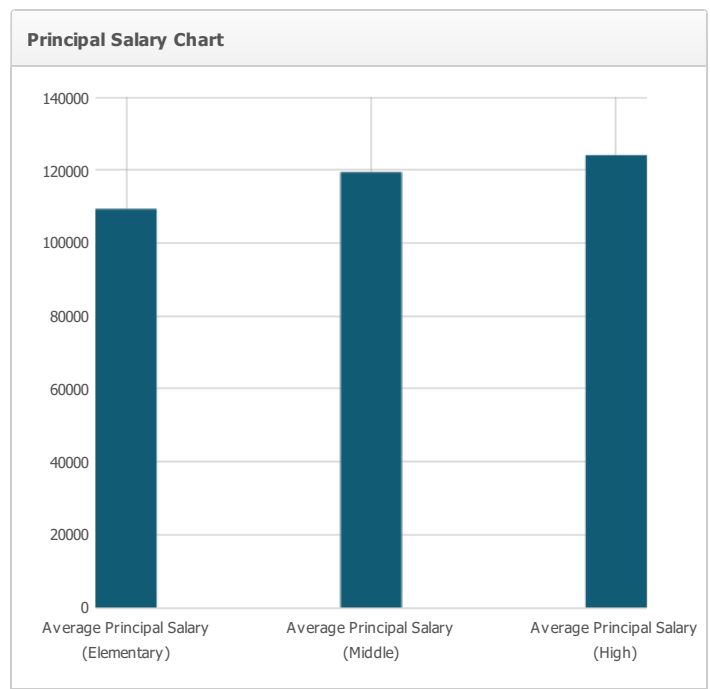
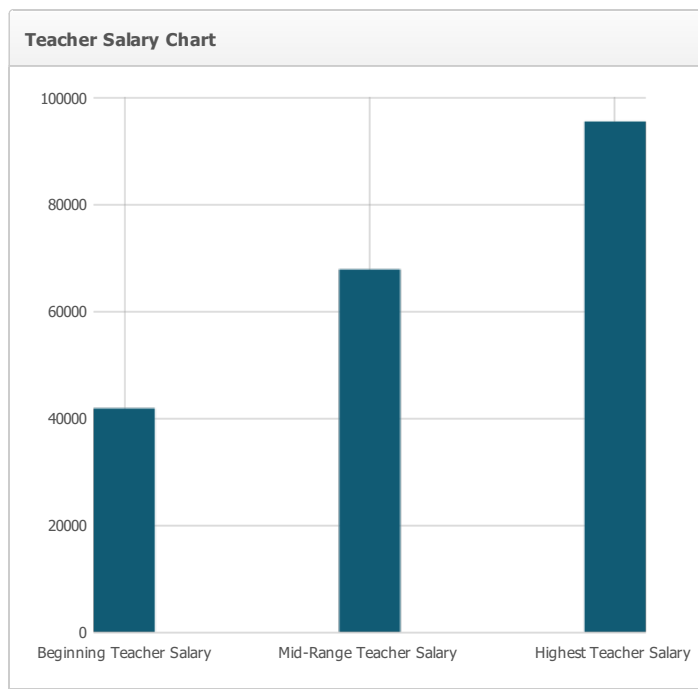
Object	Unrestricted	Restricted
1000 Certificated Salaries	1,120,205.48	46,056.41
2000 Classified Salaries	271,228.03	25,457.47
3000 Benefits	509,391.88	26,267.32
4000 Materials & Supplies	25,057.73	21,302.72
5000 Operating Expenses & Services	73,726.82	3,893.18

Last updated: 1/27/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,815	\$51,374
Mid-Range Teacher Salary	\$67,786	\$80,151
Highest Teacher Salary	\$95,445	\$100,143
Average Principal Salary (Elementary)	\$109,308	\$126,896
Average Principal Salary (Middle)	\$119,393	\$133,668
Average Principal Salary (High)	\$124,097	\$143,746
Superintendent Salary	\$197,672	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/27/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/24/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15