

Vacaville High

School Accountability Report Card Reported Using Data from the 2017—18 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.



Ron Thomas, Principal

📍 Principal, Vacaville High

About Our School

Welcome to Vacaville High School. We are incredibly excited about students back in our classrooms and hallways filling them with energy and enthusiasm for learning. It is our mission to help every student feel welcomed, connected, and a part of the Bulldog family.

As we embark on this journey we pledge to you, our students and parents, that this will be a year of engaging, meaningful and rigorous work in our classrooms, combined with special events and a plethora of extracurricular clubs and activities, performing arts groups, and athletic teams certain to encourage our Bulldogs to be involved and stay connected!

During the 2018-19 school year, we will continue to build upon and refine our proven foundation of good work, honored traditions, and continued excellence in education. Our vision remains the same. 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 systemically.
- 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.

Our staff of highly qualified professional educators and support personnel is committed to providing our students many opportunities both inside and outside of the classroom. Our teachers utilize research-based best practices and analyze academic data to determine current skill levels and to set goals for growth and improvement. We believe that all students should graduate from high school prepared for the demands of postsecondary education, meaningful careers, and effective citizenship.

Again, we welcome you to Vacaville High School. A place alive with much energy, enthusiasm, and a high standard of excellence! It is, indeed, a place where opportunities abound! Here's to an amazing 2018-2019 school year as we work together to make our school a great place to work and learn each day!

Contact

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

*Phone: 707-453-6011
E-mail: ronaldt@vacavilleusd.org*

About This School

Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) | |
|--|--|
| 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 2018—19) | |
|--|--|
| School Name | Vacaville High |
| Street | 100 Monte Vista Ave. |
| City, State, Zip | Vacaville, Ca, 95688-3829 |
| Phone Number | 707-453-6011 |
| Principal | Ron Thomas, Principal |
| E-mail Address | ronaldt@vacavilleusd.org |
| Web Site | http://vhs.schoolloop.com/ |
| County-District-School (CDS) Code | 48705734837803 |

Last updated: 1/11/2019

School Description and Mission Statement (School Year 2018—19)

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 systemically.
- That prepares students for opportunities after high school.

Vacaville High School thrives in having a strong sense of both family and history. We are very proud to have employees that are related by blood or marriage. Furthermore, we have more than thirty employees who graduated from Vacaville High School. Those employees share the oral history and carry on the historical traditions of Vacaville High School. The beauty in it all is that we continue to honor our rich traditions even as we look to the future. One of our school mottos, "Where old school values meet new world expectations," truly reflects our tradition of introspection, change, and renewal that has made the school a catalyst for innovation, while simultaneously providing continuity to a diverse and dynamic student population.

The strength of Vacaville High School lies with our staff. Knowledgeable, creative, energetic, continually seeking professional development opportunities, our teachers share the belief that all students can learn and should graduate from high school prepared for the demands of postsecondary education, meaningful careers, and effective citizenship.

In an effort to create systems of support for all students we have provided our teachers with collaboration time that is built into our schedule to focus on student mastery of essential learning outcomes as identified by their respective departmental teams. Teachers are using formative assessment data for re-teaching and re-testing opportunities. In addition, before and after school tutoring, daily PAWS periods, and quarterly Super Saturdays are all intervention and enrichment opportunities that Vacaville High School offers.

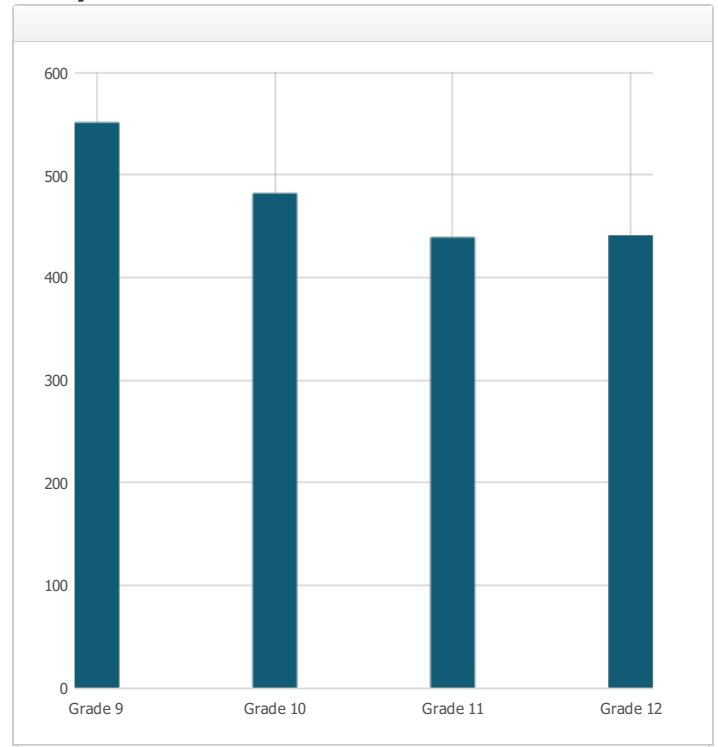
We are also very proud of the fact that we continue to expand our AP (Advanced Placement) course offerings and that the number of students taking and passing AP exams continues to rise. Last year we introduced AP Capstone. AP Capstone is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

We have also increased the number of CTE (Career Technical Education) pathways. Upon graduation students who have taken CTE classes 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, Culinary Arts, Animal Care and Services, and Building Trades/Construction Management.

Vacaville High School is committed to every student having a high quality teacher and administrator(s) who through data-driven professional development and collegial decision making engage students in powerful learning of grade level standards so each student can maximize the opportunity for mastery and graduate from Vacaville High School the best version of themselves.

Student Enrollment by Grade Level (School Year 2017–18)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 551 |
| Grade 10 | 482 |
| Grade 11 | 439 |
| Grade 12 | 441 |
| Total Enrollment | 1913 |



Last updated: 1/11/2019

Student Enrollment by Student Group (School Year 2017–18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 4.7 % |
| American Indian or Alaska Native | 0.8 % |
| Asian | 2.4 % |
| Filipino | 3.0 % |
| Hispanic or Latino | 32.1 % |
| Native Hawaiian or Pacific Islander | 0.6 % |
| White | 50.9 % |
| Two or More Races | 5.1 % |
| Other | 0.4 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 34.8 % |
| English Learners | 5.0 % |
| Students with Disabilities | 9.5 % |
| Foster Youth | 0.2 % |

A. Conditions of Learning

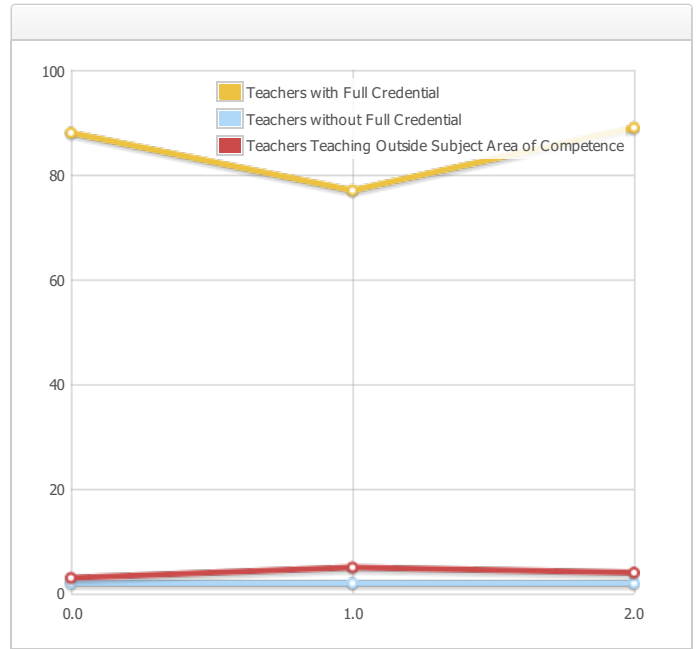
State Priority: Basic

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

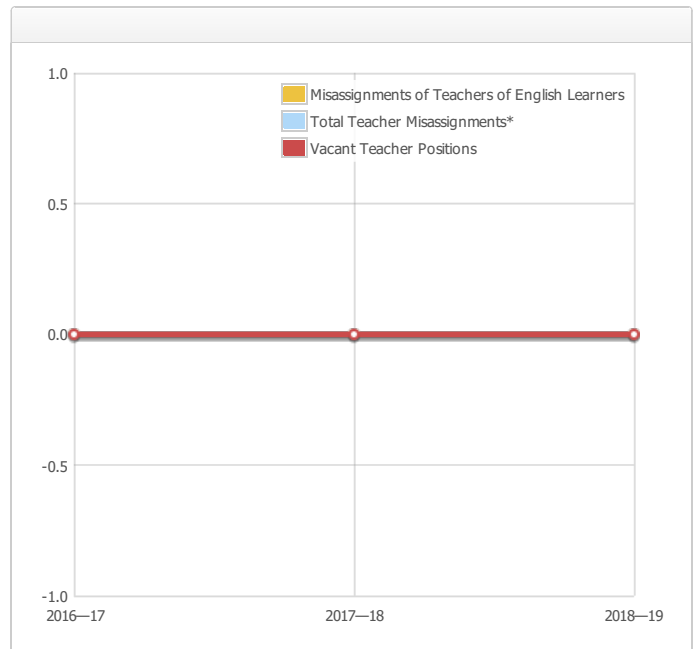
| Teachers | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 88 | 77 | 89 | 593 |
| Without Full Credential | 2 | 2 | 2 | 32 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 3 | 5 | 4 | 14 |



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016—17 | 2017—18 | 2018—19 |
|--|---------|---------|---------|
| 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: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | SpringBoard (College Board) | Yes | 0.0 % |
| Mathematics | Core Connections Integrated Math (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) | Yes | 0.0 % |
| Foreign Language | Avancemos 1-3 (Holt McDougal) Discovering French (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: 1/18/2019

School Facility Conditions and Planned Improvements

This school has a lower percentage at 89.32% but is still in good repair. There are a large number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated.
Two new classroom buildings were opened in the last year.
The bulk of the deficiencies are related to ceiling tiles, flow issues at faucets, light fixtures and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

Last updated: 1/18/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | All damaged ceiling tiles will be replaced. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Fair | All unsecured items will be either secured or removed. |
| Electrical: Electrical | Fair | All light fixtures with problems will be repaired or replaced by March 2019. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Fair | All faucet and drinking repairs will be made as soon as possible. |
| Safety: Fire Safety, Hazardous Materials | Fair | All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed. |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

| | |
|----------------|------|
| Overall Rating | Fair |
|----------------|------|

Last updated: 1/18/2019

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 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 73.0% | 64.0% | 50.0% | 52.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 44.0% | 41.0% | 38.0% | 39.0% | 37.0% | 38.0% |

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: 1/18/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 425 | 416 | 97.88% | 64.18% |
| Male | 232 | 225 | 96.98% | 61.33% |
| Female | 193 | 191 | 98.96% | 67.54% |
| Black or African American | 18 | 17 | 94.44% | 64.71% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | 14 | 14 | 100.00% | 92.86% |
| Filipino | 16 | 16 | 100.00% | 81.25% |
| Hispanic or Latino | 120 | 118 | 98.33% | 46.61% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 226 | 221 | 97.79% | 71.49% |
| Two or More Races | 21 | 21 | 100.00% | 57.14% |
| Socioeconomically Disadvantaged | 125 | 123 | 98.40% | 41.46% |
| English Learners | 27 | 26 | 96.30% | 3.85% |
| Students with Disabilities | 37 | 35 | 94.59% | 2.86% |
| Students Receiving Migrant Education Services | 13 | 13 | 100.00% | 23.08% |
| 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 (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: 1/18/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 425 | 410 | 96.47% | 40.73% |
| Male | 232 | 222 | 95.69% | 41.89% |
| Female | 193 | 188 | 97.41% | 39.36% |
| Black or African American | 18 | 17 | 94.44% | 47.06% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | 14 | 14 | 100.00% | 71.43% |
| Filipino | 16 | 16 | 100.00% | 50.00% |
| Hispanic or Latino | 120 | 118 | 98.33% | 24.58% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 226 | 216 | 95.58% | 46.30% |
| Two or More Races | 21 | 20 | 95.24% | 45.00% |
| Socioeconomically Disadvantaged | 125 | 123 | 98.40% | 25.20% |
| English Learners | 27 | 27 | 100.00% | 7.41% |
| Students with Disabilities | 37 | 35 | 94.59% | 2.86% |
| Students Receiving Migrant Education Services | 13 | 13 | 100.00% | 7.69% |
| 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 (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: 1/18/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

| Subject | School 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| 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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/18/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Vacaville High School offers a wide range of Career Technical Educational courses. The courses include: Medical Science, Biotechnology, Culinary Arts, Kinesiology, Animal Care and Services, and Building Trades/Construction Management. In all courses, students are exposed to industry professionals via guest speakers, guest teachers, 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.

Our Animal Care and Services course requires all students to participate in a supervised agricultural experience project. Students are also members of FFA (Future Farmers of America) Club, where they develop premier leadership skills, personal growth and career success.

Our Biotechnology course prepares students with all the fundamental skills necessary to work in any modern day molecular biology lab. 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, and Scales.

Our Med Science pathway prepares students with industry level career training in the medical field by offering CPR certification and multiple industry related hands-on skills and experiences.

Our Building Trades/Construction Management pathway provides students with experience in building and construction, including tools, safety, mechanical/technical drawing and architecture.

In our Culinary Arts pathway, our students are exposed to a wide variety of culinary related topics, including catering skills, entrepreneur skills, baking/pastry skills, and barista skills. All the skills learned will assist students who pursue culinary training at a post-secondary level.

The Animal Care and Services course emphasizes knowledge of the biological principles of living things. Students learn livestock and small animal care as well as the economics of animal agriculture.

All CTE teachers are highly qualified instructional leaders who attend regular professional development to ensure their familiarity with their partnered industry. The curriculum offered both onsite and outsourced is designed to meet all state and industry standards for each pathway. CTE teachers work with local colleges and industry professionals to ensure that the skills taught in each pathway correlate to industry standards. Students in all CTE pathways are assessed regularly via formative and summative assessments developed by our teachers. Additionally, all CTE pathways include assessments related to skill-based learning, including labs and production. 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.

Last updated: 1/18/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 806 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 34.0% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 25.0% |

Last updated: 1/18/2019

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.5% |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 59.3% |

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 2017–18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 9 | 17.3% | 24.3% | 35.8% |

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: 1/18/2019

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 2018—19)

VHS parents take an active role our decision-making process. We encourage our parents' involvement in various stakeholder committees including our School Site Council (SSC) and our English Learners Advisory Committee (ELAC). Parents also offer their time and expertise through various booster clubs, including our Parent Teacher Committee (PTC), Music and Athletic Boosters, Club Boosters, etc. via our self-study process, we also survey our stakeholders every few years to determine the effectiveness of our school policies, curriculum, instructional practices, etc. We have also begun to survey our community stakeholders annually, as a result of the California's Local Control and Accountability Program (LCAP). This survey asks our students, parents, and other stakeholders to rate whether or not we give our students' access to a broad and challenging curriculum, provide avenues for student and parent engagement, and offer a wide range of curricular and co-curricular activities for our students.

As part of our efforts to encourage more parental involvement, we have also sought to ensure that parental involvement is reflective of our school as a whole. To encourage more involvement from the parents of our English Learners, we have invested in translation services (in Spanish) for all communications, including letters home and via phone. We also wanted to encourage greater participation in our Parent-Teacher conferences, which traditionally had not been welcoming to the parents of our English Learners. Now we schedule one evening of conferences in the fall and one in the spring for English Learners and we provide translators for each teacher and child care.

State Priority: Pupil Engagement

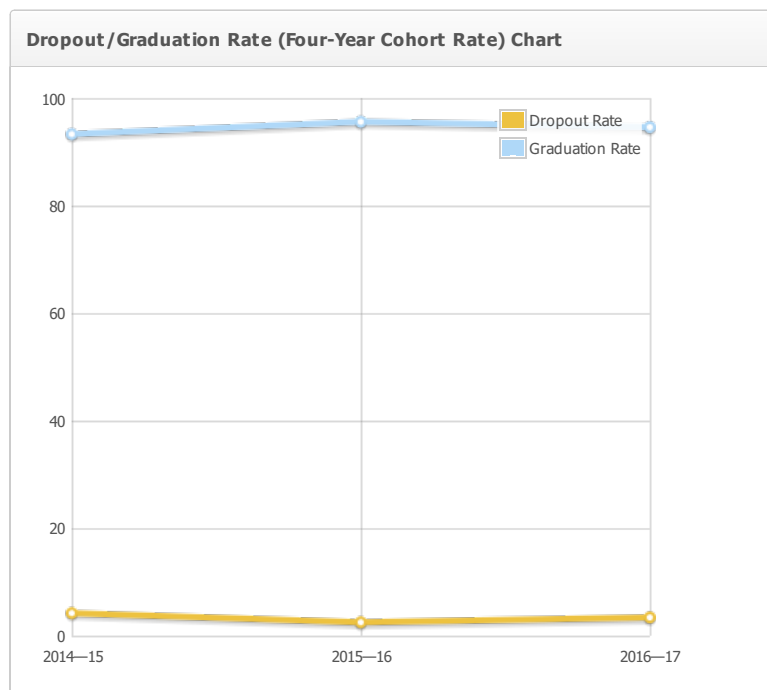
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School 2014—15 | School 2015—16 | District 2014—15 | District 2015—16 | State 2014—15 | State 2015—16 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate | 4.2% | 2.5% | 5.8% | 5.4% | 10.7% | 9.7% |
| Graduation Rate | 93.3% | 95.6% | 87.8% | 89.1% | 82.3% | 83.8% |

| Indicator | School 2016—17 | District 2016—17 | State 2016—17 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | 3.4% | 5.3% | 9.1% |
| Graduation Rate | 94.6% | 87.6% | 82.7% |



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

Last updated: 1/18/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Student Group | School | District | State |
|-------------------------------------|--------|----------|-------|
| All Students | 100.0% | 100.0% | 88.7% |
| Black or African American | 100.0% | 100.0% | 82.2% |
| American Indian or Alaska Native | 83.3% | 100.0% | 82.8% |
| Asian | 100.0% | 96.6% | 94.9% |
| Filipino | 92.3% | 100.0% | 93.5% |
| Hispanic or Latino | 100.0% | 100.0% | 86.5% |
| Native Hawaiian or Pacific Islander | 100.0% | 100.0% | 88.6% |
| White | 100.0% | 100.0% | 92.1% |
| Two or More Races | 92.9% | 100.0% | 91.2% |
| Socioeconomically Disadvantaged | 100.0% | 100.0% | 88.6% |
| English Learners | 100.0% | 100.0% | 56.7% |
| Students with Disabilities | 85.3% | 91.1% | 67.1% |
| Foster Youth | 0.0% | 100.0% | 74.1% |

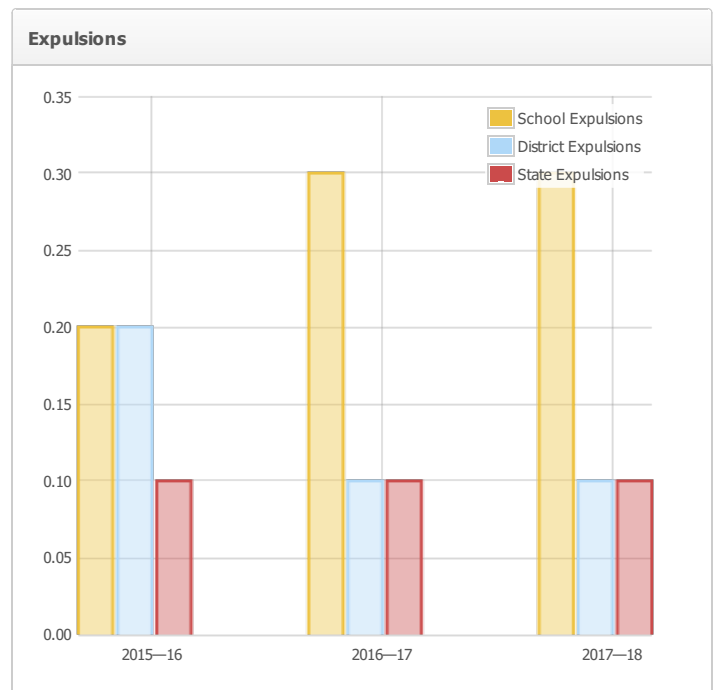
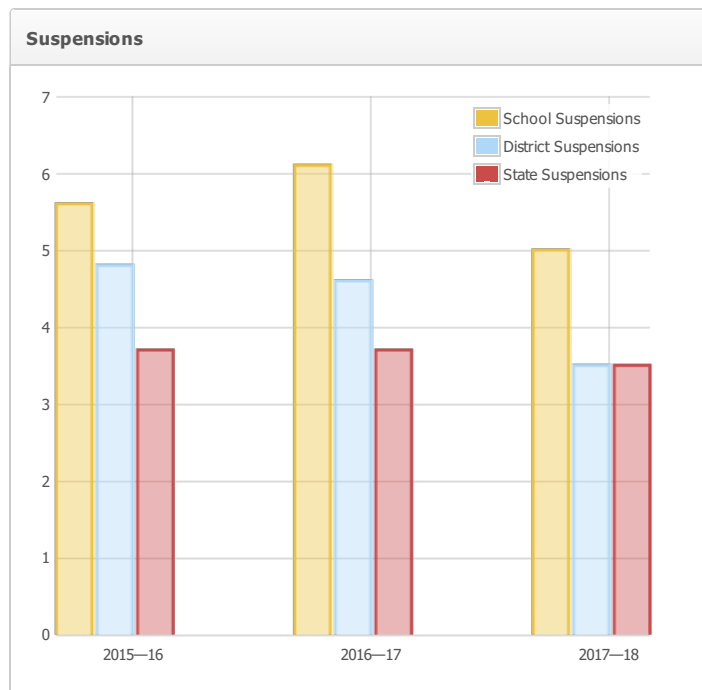
State Priority: School Climate

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

| | School | School | School | District | District | District | State | State | State |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 5.6% | 6.1% | 5.0% | 4.8% | 4.6% | 3.5% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.2% | 0.3% | 0.3% | 0.2% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% |



Last updated: 1/18/2019

School Safety Plan (School Year 2018—19)

Vacaville High School maintains a thorough Safety Plan that is reviewed for necessary changes and updated annually. Additionally, the plan is reviewed with the entire staff, students, and our parent group (PTC) each year and significant portions are practiced each year through a series of drills including a lock down drill, a fire drill, and an earthquake drill. Primary aspects of the Safety Plan are designated responsibilities for staff in the event of a school wide emergency and the regular drills to make the needed responses close to automatic. Students are also made aware of evacuation routes and assembly location in our field in the event of an emergency requiring such a regrouping. Further, we practice and plan for a scenario in which an evacuation becomes necessary between classes with students directing themselves to the assembly area. Our Safety Plan was reviewed by administration for necessary updates during the start of the school year with final revisions in January of 2019.

Last updated: 1/18/2019

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 2015—16)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 22.0 | 39 | 48 | 14 |
| Mathematics | 25.0 | 19 | 39 | 17 |
| Science | 27.0 | 12 | 24 | 16 |
| Social Science | 26.0 | 13 | 40 | 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.

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

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 24.0 | 26 | 40 | 22 |
| Mathematics | 25.0 | 18 | 40 | 13 |
| Science | 26.0 | 7 | 39 | 5 |
| Social Science | 23.0 | 18 | 41 | 11 |

* 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 * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 25.0 | 25 | 35 | 21 |
| Mathematics | 26.0 | 17 | 35 | 20 |
| Science | 26.0 | 13 | 25 | 14 |
| Social Science | 26.0 | 14 | 31 | 22 |

* 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: 1/18/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | 4.0 | 477.0 |
| 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 | 1.8 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.3 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | 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: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$6224.9 | \$607.2 | \$5617.7 | \$66824.8 |
| District | N/A | N/A | \$6718.5 | \$68635.9 |
| Percent Difference – School Site and District | N/A | N/A | -19.6% | -2.9% |
| State | N/A | N/A | \$6574.0 | \$79665.0 |
| Percent Difference – School Site and State | N/A | N/A | -15.7% | -19.2% |

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

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

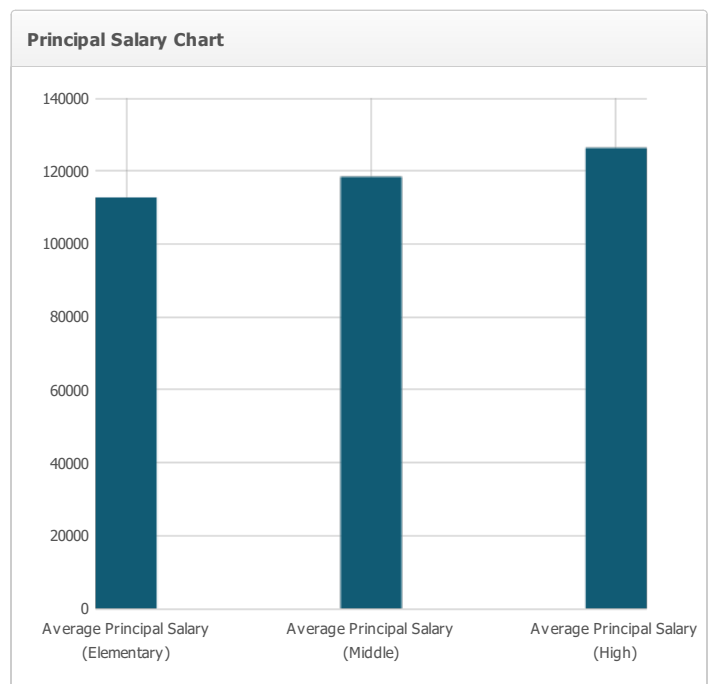
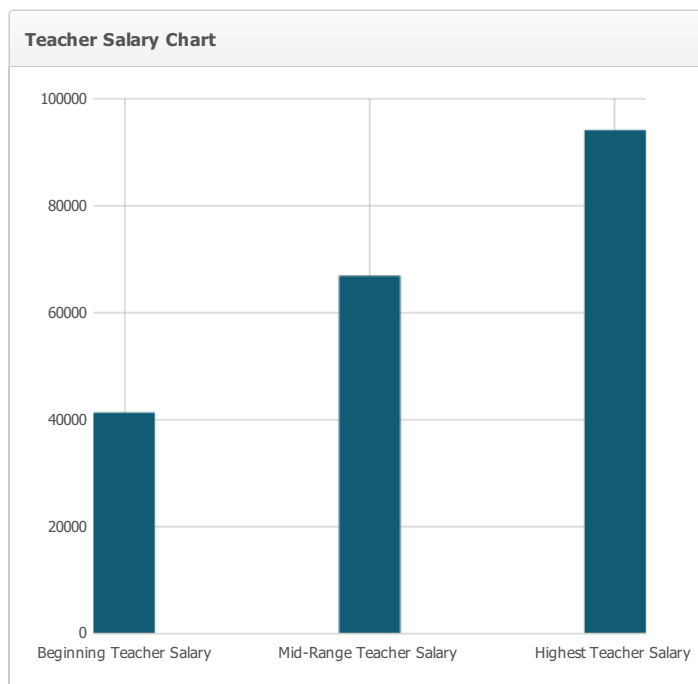
| | Unrestricted | Restricted |
|------------------------------------|---------------------|---------------------|
| 1000 Certificated Salaries | 6,067,606.67 | 725,519.10 |
| 2000 Classified Salaries | 937,863.39 | 25,500.94 |
| 3000 Benefits | 2,384,504.79 | 221,418.56 |
| 4000 Materials & Supplies | 74,817.50 | 83,338.29 |
| 5000 Operating Expenses & Services | 560,557.76 | 18,426.63 |
| Less Object 3701-3702 | (227,885.29) | (24,257.77) |
| Less Unrestricted Lottery | (82,897.32) | |
| Total | 9,714,567.50 | 1,049,945.75 |

Last updated: 1/24/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$41,197 | \$49,512 |
| Mid-Range Teacher Salary | \$66,784 | \$77,880 |
| Highest Teacher Salary | \$94,034 | \$96,387 |
| Average Principal Salary (Elementary) | \$112,765 | \$123,139 |
| Average Principal Salary (Middle) | \$118,443 | \$129,919 |
| Average Principal Salary (High) | \$126,363 | \$140,111 |
| Superintendent Salary | \$197,672 | \$238,324 |
| Percent of Budget for Teacher Salaries | 36.0% | 36.0% |
| Percent of Budget for Administrative Salaries | 6.0% | 5.0% |

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



Last updated: 1/18/2019

Advanced Placement (AP) Courses (School Year 2017—18)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 7 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 5 | N/A |
| Science | 9 | N/A |
| Social Science | 2 | N/A |
| All Courses | 30 | 24.1% |

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

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

Last updated: 1/18/2019

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. Each year, our administrative team provides professional development opportunities for staff members throughout the year. With the implementation and growth of our AVID program our staff has had the opportunity to attend 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: 1/18/2019