

Executive Summary School Accountability Report Card, 2008-09

For Vacaville High School

Address: 100 Monte Vista Ave.
Vacaville CA 95688-3829

Phone: (707) 453-6011

Principal: Ed Santopadre

Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Vacaville High School: "Where old school traditions meet new world expectations".

This is not simply a slogan for a shirt at our school. Vacaville High School celebrated its centennial more than a decade ago—this is a school steeped in tradition. And while we are all proud of our storied past, what excites us most are the challenges involved in simultaneously honoring a tradition that dates back to the 1800's while taking bold steps into the 21st century.

We are excited about the direction we are moving in as a school. Within the last few years, Vaca High has built into its bell schedule a weekly block of time for teacher collaboration. This collaborative time has allowed Vacaville High School to grow as a professional learning community and improve its approach to curriculum, instruction and assessment. It has given us an opportunity to ponder our mission and vision. Vaca High has become more systematic in its efforts to support student achievement. And while implementing systems to support our students, we have also raised our expectations of them. We have implemented support classes, pacing guides, benchmark exams, in-school tutorial time and a citizenship plan that expects the best from our students. The good news is that we are seeing the results of our efforts. Whether the measure is GPAs, exit exam passage rates, AP test results or API (STAR Test) scores, we are seeing steady improvement over time.

At Vacaville High School we are proud of our efforts to create a climate and culture where kids feel welcomed, valued and encouraged to get involved. It's long been clear that the student who finds a way to get involved outside of the classroom has a more favorable connection to school which is predictive of greater academic success. We put a great deal of energy into helping students find these connections. Our Link Crew program welcomes and orients our new bulldogs and sets them on the right path. Student Council creates ample opportunities for spirited participation. Clubs on campus offer students the chance to do everything from building robots to raising pigs. Our music and athletic programs are inclusive and award winning. More than 75% of our student body participates in some sort of extra or co-curricular program.

We take very seriously our charge to prepare students for life in the 21st century and we are proud of where we see our kids going. From community colleges to the Ivy Leagues...from Broadway stages to the NFL...from veterinary technicians to surgeons...from classroom teachers (more than a dozen of our teachers graduated from this school) to university researchers...Vacaville High School prepares its students for their futures.

When you visit Vacaville High School, we hope you will see our family atmosphere, competitive spirit and our commitment to continuous improvement. The championship banners in our gym may suggest to you that we like to win. We do like to succeed and we don't apologize for that. We believe that our competitive spirit will serve us all well as we continue our march into the 21st century.

Student Enrollment

| Group | Enrollment |
|----------------------------------|------------|
| Number of students | 2185 |
| African American | 5.03 % |
| American Indian or Alaska Native | 0.64 % |
| Asian | 3.52 % |
| Filipino | 1.83 % |
| Hispanic or Latino | 24.53 % |
| Pacific Islander | 0.50 % |
| White (not Hispanic) | 53.68 % |
| Multiple or No Response | 10.25 % |
| Socioeconomically Disadvantaged | 27.00 % |
| English Learners | 9.00 % |
| Students with Disabilities | 10.00 % |

Teachers

| Indicator | Teachers |
|------------------------------------------------------|----------|
| Teachers with full credential | 85 |
| Teachers without full credential | 8 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 8 |
| Total Teacher Misassignments | 8 |

Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|------------------------|-------------------------------------------------------------|
| English-Language Arts | 51% |
| Mathematics | 16% |
| Science | 43% |
| History-Social Science | 54% |

Academic Progress

| Indicator | Result |
|-----------------------------------------------------|--------|
| 2009 Growth API Score (from 2009 Growth API Report) | 735 |
| Statewide Rank (from 2008 Base API Report) | 6 |
| 2009-10 Program Improvement Status (PI Year) | % |

School Facilities

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, and at the Facilities Department Office at 343 Brown Street, Vacaville, CA.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed

No repairs are needed.

Corrective Actions Taken or Planned

No corrective action taken or planned.

Curriculum and Instructional Materials

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials |
|--------------------------------------------|--------------------------------------------------------------|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Visual and Performing Arts | 0% |
| Science Laboratory Equipment (grades 9-12) | 0% |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|--------------|-----------------------------------------------------------|
| School Site | \$3,997.57 |
| District | \$4,462.68 |
| State | \$5,512.00 |

School Completion

| Indicator | Result |
|------------------|---------------|
| Graduation Rate | 87.0% |

Postsecondary Preparation

| Measures | Percent |
|--------------------------------------------------------------------------------------------------------------------|----------------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | 15% |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 32% |

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

| School | | District | |
|-------------------------|-------------------------|-----------------------|--------------------------------------------------------------------|
| School Name | Vacaville High School | District Name | Vacaville Unified School District |
| Street | 100 W. Monte Vista Ave. | Phone Number | (707) 453-6100 |
| City, State, Zip | Vacaville, Ca. 95688 | Web Site | www.vacavilleusd.org |
| Phone Number | (707)453-6065 | Superintendent | John Aycock |
| Principal | Ed Santopadre | E-mail Address | JohnA@vacavilleusd.org |
| E-mail Address | Eds@vacavilleusd.org | CDS Code | 48-70573-4837803 |

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Our Mission:

At Vacaville High School, learning 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.

Expected School Wide Learning Results

- 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.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Vacaville High School desires to become increasingly more pro-active in creating partnerships with the parents and community members that make up the Vacaville school support systems. We seek to increase active parent and community participation in the decision-making process. Parents are encouraged to become involved in the educational decision-making process through Site Council and English Learners Advisory Committee (ELAC). Parent involvement can benefit our school in countless ways through membership in PTC, Music and Athletic Boosters and various other organizations. Parental input is important in the full range of educational activities, and their involvement is key in the development of literate, life-long learners and productive citizens.

English Learner Advisory Committee: 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 successfully graduate high school and plan for a successful future. Additionally, VHS is lucky to have a number of booster organizations that raise money for the school, including the Quarterback Club, Music Booster Club, and the Bulldog Fan Club.

Parent Teacher Club (PTC): The objective of the VHS PTC is to support Vacaville High School; to encourage communication between parents and staff of VHS, to raise and administer funds and provide support and volunteers at school functions. Below is a small list of PTC contributions to VHS:

- Granted \$2,900 in scholarships to 2009 graduating VHS Seniors
- Donates \$300 a year to the School Nurse for supplies
- Works and supplies Concessions at the Power Puff Football game
- Sponsors 4 seniors for Grad Night
- Provides and Serves refreshments for Winter Ball and Black & Orange Awards
- Equipment purchases: projection screen in the gym, quad lunch tables, Black & Orange Banner
- Design, order, buy and sell VHS Spirit Clothes?
- Relies solely on volunteers, membership dues, and donations?

Grad Nite: This is an organization of parents whose goal is to raise enough funds all of our graduates are able to attend a safe, sober, and fun party at a minimum cost. Their motto is "No Drugs, No Booze, No Tragedy for our Graduating Seniors..." Grad Nite offers celebrating teens an alternative to alcohol and drugs.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 631 |
| Grade 10 | 570 |
| Grade 11 | 534 |
| Grade 12 | 450 |
| Total Enrollment | 2185 |

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 5.03 % | White (not Hispanic) | 53.68 % |
| American Indian or Alaska Native | 0.64 % | Multiple or No Response | 10.25 % |
| Asian | 3.52 % | Socioeconomically Disadvantaged | 27.00 % |
| Filipino | 1.83 % | English Learners | 9.00 % |
| Hispanic or Latino | 24.53 % | Students with Disabilities | 10.00 % |
| Pacific Islander | 0.50 % | n/a | N/A |

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2006-07 | | | | 2007-08 | | | | 2008-09 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 22.8 | 53 | 33 | 12 | 22.7 | 52 | 35 | 10 | 23.4 | 44 | 31 | 13 |
| Mathematics | 27.3 | 22 | 31 | 16 | 25.6 | 29 | 30 | 14 | 26.5 | 16 | 49 | 9 |
| Science | 29.0 | 5 | 44 | 6 | 28.2 | 7 | 40 | 9 | 29.6 | 3 | 40 | 12 |
| Social Science | 30.3 | 8 | 18 | 26 | 30.1 | 4 | 36 | 13 | 30.4 | 5 | 30 | 19 |

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The safe school plan is a comprehensive document designed to prepare students, staff, and administration for extraordinary situations. The plan is continuously reviewed and rewritten as district policy is modified or changed.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Suspensions | 14.9 | 14.9 | 11.3 | 16.7 | 17.6 | 12.9 |
| Expulsions | 0.5 | 0.1 | 0.6 | 0.4 | 0.1 | 0.3 |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Age of School Buildings

Vacaville High School has 58 permanent classrooms, 33 portable classrooms, a multipurpose room, gymnasium and locker rooms, library, football stadium, swimming pool, cafeteria, 2 lunch shelters, wrestling mat room, and an administration/counseling building. The Westside (Monte Vista) campus was originally built in 1952; the main campus was built in phases in 1951, 1957, 1960, and 1962, and was modernized using State School Facilities Program funding and local Measure V general obligation funding in 2002/04. Portable classrooms have been added over the years to accommodate growth.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district follows cleaning standards for all schools in the district. A summary of these standards is available at the Maintenance Department at 353 Brown Street, Vacaville, CA, 95688. The Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008/09 school year the District exercised the option provided by the State to use all funding earmarked for Deferred Maintenance to meet General Fund obligations. The District still has an established Deferred Maintenance Fund but this fund is reserved to address emergency repairs.

Deferred Maintenance Projects (if applicable)

During the 2008/09 school year, the District approved no Deferred Maintenance projects at this school.

The district's complete deferred maintenance plan is available at the district office at 751 School Street and at the Maintenance Department Office at 353 Brown Street.

Modernization Projects (if applicable)

Vacaville High School underwent a major renovation project in 2002/04 as part of the Measure V local general obligation bond program. The scope of the work included all parts of the campus, including: Installation of heating, air conditioning and ventilation system throughout the campus; increasing the electrical service capacity; adding new outlets in classrooms; renovating existing science labs; adding new science lab classrooms; improving food service area to expand student eating areas; adding 2 outdoor eating areas; improving outdoor student areas; installing energy-efficient lighting; replacing worn-out floor tile in classrooms; adding new tackable walls and markerboards in classrooms; repairing deteriorated windows and window coverings; repairing dry rot; installing exterior lighting for safety; renovating locker rooms and gymnasium; expanding and building new student counseling area previously housed in trailer space; renovating and new front office, nurse's office and teacher support areas; renovating older restrooms for disabled accessibility; repairing aging plumbing and tile surfaces; adding storage; upgrading door handles in classrooms for student and teacher safety; installing new telephone system in classrooms for security; installing upgraded fire alarm system; installing complete security system; installing new clock and intercom system; repairing roof leaks at walkways; abating asbestos; resurfacing swimming pool; demolition of older portables and buildings. During 2007/08, a new security camera system was installed and was operational at the start of the 2007/08 school year.

The Zunino Stadium Improvements Project was started in spring, 2007 and was completed in fall, 2007. In 2007/08, improvements to the electrical switchgear system at Zunino Stadium were planned and installed. A theatre remodeling project was planned during spring, 2008 and began in summer, 2008. It is scheduled to be completed in winter, 2009.

New School Construction Projects (if applicable)

N/A

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--------------------------------------------------------|---------------|------|------|-------------------------------------------|
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | |
| Windows/Doors/Gates (interior and exterior) | X | | | |
| Interior Surfaces (walls, floors, and ceilings) | X | | | |
| Hazardous Materials (interior and exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Electrical (interior and exterior) | X | | | |
| Pest/Vermin Infestation | X | | | |

| | | | | |
|-----------------------------------------|---|--|--|--|
| Drinking Fountains (inside and outside) | X | | | |
| Restrooms | X | | | |
| Sewer | X | | | |
| Playground/School Grounds | X | | | |
| Roofs | X | | | |
| Overall Cleanliness | X | | | |

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected | Facility Condition | | | |
|-----------------|--------------------|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Summary | X | | | |

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|---------------------------------------------|---------|---------|---------|----------|
| | 2006-07 | 2007-08 | 2008-09 | 2008-09 |
| With Full Credential | 86 | 86 | 85 | 658 |
| Without Full Credential | 10 | 10 | 8 | 19 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | n/a |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

| Indicator | 2007-08 | 2008-09 | 2009-10 |
|------------------------------------------------|---------|---------|---------|
| Misassignments of Teachers of English Learners | 14 | 10 | 8 |
| Total Teacher Misassignments | 14 | 10 | 8 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|----------------------------------------------|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 85.2 | 14.8 |
| All Schools in District | 90.0 | 10.0 |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | 90.0 | 10.0 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|-------------------------------------------------|----------------------------------|---------------------------------------------------|
| Academic Counselor | 5.0 | 437 |
| Library Media Teacher (librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | 1.0 | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | | |
| Other | 5.0 | 437 |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
|--------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Reading/Language Arts | 1:1 | 0% |
| Mathematics | 1:1 | 0% |
| Science | 1:1 | 0% |
| History-Social Science | 1:1 | 0% |
| Foreign Language | 1:1 | 0% |
| Health | 1:1 | 0% |
| Visual and Performing Arts | 1:1 | 0% |
| Science Laboratory Equipment (grades 9-12) | 1:1 | 0% |

ENGLISH

| Course | Primary Text | Publisher | Copyright Date | Board Approval Date |
|----------------|----------------------------------------------------------------------------|--------------------|----------------|---------------------|
| English 9 | <u>Timeless Voices, Timeless Themes</u> (gold level) | Prentice Hall | 2002 | 5/30/2002 |
| English 10 | <u>Timeless Voices, Timeless Themes</u> (platinum level) | Prentice Hall | 2002 | 5/30/2002 |
| English 11 | <u>Timeless Voices, Timeless Themes: American Experience</u> | Prentice Hall | 2002 | 5/30/2002 |
| English 12 | <u>Timeless Voices, Timeless Themes: World Masterpieces</u> | Prentice Hall | 2003 | 5/30/2002 |
| AP Lit & Comp | <u>English and Western Literature:</u> | Scribner-Macmillan | 1984 | 1/4/1996 |
| Reading Access | <u>Language!, The Comprehensive Literacy Curriculum, 3rd Ed</u> | Sopris West | 2005 | 5/19/2006 |

MATH

| Course | Primary Text(s) | Publisher | Copyright Date | Board Approval Date |
|------------------|-------------------------------------------------------------------------------------------------------|-------------------------|----------------|---------------------|
| Pre-Algebra | <u>Passport To Algebra and Geometry</u> | McDougal Littell | 1999 | 8/3/2000 |
| Algebra I-P | <u>California Algebra I: Concepts, Skills & Problem Solving</u> | Glencoe | 2008 | 05/22/2008 |
| Geometry-P | <u>Math 2: Geometry, 2nd Edition</u> , (Text, supplement and teacher edition) (8/31/01) | CPM Educational Program | 1999-2000 | 8/31/2001 |
| Algebra II-P | Glencoe Algebra 2 Integration, Applications, Connections, Collins, Cuevas, Foster, Gordon, Rath, etc. | Glencoe-McGraw Hill | 1998 | 4/15/1999 |
| Algebra II-P-XL | <u>Algebra 2</u> , Larson-Boswell-Kanold et al (8/31/01) | McDougal Littell | 2001 | 2/2/2002 |
| Trig/Anal-P | <u>Precalculus: Enhanced with Graphing Utilities</u> , Sullivan & Sullivan | Pearson Prentice Hall | 2006 | 1/18/2007 |
| Trig/Anal-P - HP | <u>Modern Trigonometry</u> , Weeton, Beckenbach, Buchanan Jr., Dolciani | Houghton Mifflin | 1985 | 10/7/1991 |
| | <u>Analysis of Elementary Functions</u> , Beckenbach, Sorgenfrey | Houghton Mifflin | 1974 | 10/7/1991 |
| Statistics-P | <u>Elementary Statistics: A Step by Step Approach</u> , 6 th ed., Bluman | McGraw Hill | 2007 | 1/18/2007 |
| AP Statistics | <u>Limits A Transition to Calculus</u> , Buchanan | Houghton-Mifflin Co. | 1985 | 3/5/1990 |
| AP Calculus AB | <u>Calculus Single Variable</u> , Houghes-Hallett, Gleason, McCall, et al | John Wiley & Sons, Inc. | 2003 | 6/19/2003 |

SCIENCE

| Course | Primary Text | Publisher | Copyright Date | Board Approval Date |
|---------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------|----------------|---------------------|
| Life Science | <u>Science Explorer-Life Science</u> | Pearson Prentice Hall | 2005 | 07/13/2006 |
| Earth and Physical Science-P | <u>Earth Science (CA Edition)</u> | Pearson Prentice Hall | 2006 | 4/19/2007 |
| Earth and Physical Science-P-XL | <u>Earth Science (CA Edition)</u> | Pearson Prentice Hall | 2006 | 4/19/2007 |
| Biology-P | <u>Biology (CA Edition) – Prentice Hall</u> | Pearson/Prentice Hall | 2007 | 4/19/2007 |
| Biology-P-XL | <u>Biology (7th Ed)</u> | Prentice Hall | 2005 | 7/19/2007 |
| Chemistry-P | <u>Chemistry: A Modern Course</u> | Merrill | 1990 | 7/17/1989 |
| AP Chemistry | <u>Chemistry</u> | McDougal Littell | 2007 | 7/19/2007 |
| Human Anatomy and Physiology | <u>Introduction to the Human Body: The Essentials of Anatomy and Physiology</u> , Tortora and Grabowski | John Wiley & Sons, Inc. | 2004 | 5/4/2006 |
| Physics-P | <u>Physics: Principals & Practices</u> Zitzewitz et.al. | Glencoe | 2005 | 7/9/2007 |
| AP Physics B | <u>Physics: Principles with Applications (2nd & 3rd Ed)</u> | Prentice Hall | 1991 | 8/5/1991 |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|----------------------------------------------------|-----------------------------------------------|------------------------|
| School Site | \$4,811.26 | \$813.70 | \$3,997.57 | \$55,587.74 |
| District | n/a | n/a | \$4,462.68 | \$68,258.26 |
| Percent Difference – School Site and District | n/a | n/a | 11.63% | 22.79% |
| State | n/a | n/a | \$5,512.00 | \$65,808.00 |
| Percent Difference – School Site and State | n/a | n/a | 37.88% | 18.38% |

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

| Description | Resource | Services | Amount |
|----------------------------------------------|--------------|-----------------------------|------------------|
| Unrestricted General Fund | 0000 | Instruction | \$ 6,212,507.82 |
| | | Library/Technology Services | \$ 80,918.20 |
| | | School Administration | \$ 848,424.31 |
| | | Guidance/Counseling | \$ 551,631.36 |
| | | Pupil Testing | \$ 123.13 |
| | | Security Staff | \$ 94,234.32 |
| | | Operations | \$ 830,593.04 |
| Lottery | 1100 | Library Services | \$ 73,178.24 |
| | | Security Staff | \$ 71,056.06 |
| Carl Perkins | 3550 | Instruction | \$ 25,813.83 |
| Title III | 4203 | Instruction: Bilingual | \$ 2,226.19 |
| Carl Washington Safety Grant | 6405 | Guidance/Counseling | \$ 117,715.03 |
| Special Education | 6500 | Instruction | \$ 1,342,645.08 |
| Art/Music/PE | 6761 | Instruction | \$ 98,253.35 |
| Voc Ag | 7010 | Instruction | \$ 4,992.00 |
| California School garden | 7026 | Instruction | \$ 1,855.40 |
| CAHSEE Support Services | 7055 | Instruction | \$ 98,782.26 |
| CAHSEE Materials | 7056 | Instructional Materials | \$ 2,645.00 |
| Supplemental Counseling | 7080 | Guidance/Counseling | \$ 55,816.70 |
| EIA | 7091 | Instruction: Bilingual | \$ 1,289.16 |
| School Library Improvement Block Grant | 7395 | Instruction | \$ 15,948.02 |
| Site Block Grant | 7396 | Instruction | \$ 15,643.00 |
| Total | | | \$ 10,546,291.50 |
| CBED's October 2008 | 2192 | | |
| Expenditures per pupil: | \$ 4,811.26 | | |
| Unrestricted expenditures per pupil: | \$ 3,997.57 | | |
| Restricted expenditures per student: | \$ 813.70 | | |
| Average teacher salary: | \$ 55,587.74 | | |
| District average teacher salary: | \$ 68,258.26 | | |
| District unrestricted expenditure per pupil: | \$ 4,462.68 | | |
| Statewide average teacher salary: | \$ 65,808.00 | 07/08 | |

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$35,627 | \$40,786 |
| Mid-Range Teacher Salary | \$57,757 | \$65,726 |
| Highest Teacher Salary | \$78,797 | \$85,230 |
| Average Principal Salary (Elementary) | \$98,048 | \$106,548 |
| Average Principal Salary (Middle) | \$105,529 | \$112,237 |
| Average Principal Salary (High) | \$106,693 | \$121,617 |
| Superintendent Salary | \$189,282 | \$191,155 |
| Percent of Budget for Teacher Salaries | 42.00 % | 40.60 % |
| Percent of Budget for Administrative Salaries | 5.90 % | 5.30 % |

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts | 45 | 46 | 51 | 48 | 51 | 53 | 43 | 46 | 50 |
| Mathematics | 20 | 17 | 16 | 42 | 45 | 44 | 40 | 43 | 46 |
| Science | 38 | 39 | 43 | 42 | 48 | 51 | 38 | 46 | 50 |
| History-Social Science | 37 | 47 | 54 | 36 | 39 | 43 | 33 | 36 | 41 |

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|-----------------------------------------------|-------------------------------------------------------|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | 32 | 8 | 17 | 36 |
| American Indian or Alaska Native | 57 | * | * | * |
| Asian | 64 | 25 | 71 | 65 |
| Filipino | 59 | 20 | * | 64 |
| Hispanic or Latino | 31 | 8 | 22 | 31 |
| Pacific Islander | 71 | 31 | * | * |
| White (not Hispanic) | 59 | 19 | 52 | 63 |
| Male | 44 | 17 | 42 | 55 |
| Female | 57 | 16 | 43 | 52 |
| Economically Disadvantaged | 27 | 10 | 24 | 32 |
| English Learners | 5 | 2 | 0 | 6 |
| Students with Disabilities | 10 | 5 | 4 | 10 |
| Students Receiving Migrant Education Services | 3 | 0 | 7 | 15 |

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

| Subject | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts | 51.7 | 59.8 | 69 | 52.1 | 60.7 | 67 | 48.6 | 52.9 | 79 |
| Mathematics | 56.5 | 56.1 | 66 | 55.3 | 56.2 | 63 | 49.9 | 51.3 | 61 |

*Not available at time of printing.

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

| Group | English-Language Arts | | | Mathematics | | |
|----------------------------------|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 40.2 | 44.4 | 15.4 | 43.9 | 35.8 | 20.2 |
| African American | 50.2 | 41.6 | 8.2 | 41.7 | 37.9 | 20.4 |
| American Indian or Alaska Native | 31.2 | 46.9 | 21.9 | 45.9 | 34.0 | 20.1 |
| Asian | 48.0 | 48.0 | 4.0 | 65.4 | 30.8 | 3.8 |
| Filipino | * | * | * | * | * | * |
| Hispanic or Latino | 37.0 | 37.0 | 25.9 | 25.9 | 44.4 | 29.6 |
| Pacific Islander | * | * | * | * | * | * |
| White (not Hispanic) | 60.3 | 28.9 | 10.7 | 62.6 | 26.8 | 10.6 |
| Male | * | * | * | * | * | * |
| Female | 31.9 | 50.8 | 17.3 | 37.6 | 37.9 | 24.5 |

| | | | | | | |
|------------------------------------------------------|------|------|-----|------|------|-----|
| Economically Disadvantaged | 85.0 | 15.0 | 0.0 | 74.6 | 22.2 | 3.2 |
| English Learners | 65.4 | 30.8 | 3.8 | 66.7 | 27.4 | 5.9 |
| Students with Disabilities | 94.1 | 5.9 | 0.0 | 82.4 | 17.6 | 0.0 |
| Students Receiving Migrant Education Services | 89.2 | 10.8 | 0.0 | 92.7 | 7.3 | 0.0 |

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|-----------------------------------------------|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 15.1 | 28.2 | 38.6 |

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2006 | 2007 | 2008 |
|------------------------|------|------|------|
| Statewide | 7 | 7 | 6 |
| Similar Schools | 8 | 8 | 5 |

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

| Group | Actual API Change | | | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2006-07 | 2007-08 | 2008-09 | 2009 |
| All Students at the School | -8 | -4 | 6 | 735 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | -3 | 3 | 7 | 639 |
| Pacific Islander | | | | |
| White (not Hispanic) | -11 | -8 | 9 | 774 |
| Socioeconomically Disadvantaged | 9 | 6 | 13 | 636 |
| English Learners | 4 | -5 | 3 | 568 |
| Students with Disabilities | -66 | 9 | 25 | 481 |

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|--------------------------------------------|--------|----------|
| Overall | No | No |
| Participation Rate - English-Language Arts | No | Yes |
| Participation Rate - Mathematics | No | Yes |
| Percent Proficient - English-Language Arts | No | No |
| Percent Proficient - Mathematics | No | No |
| API | Yes | Yes |
| Graduation Rate | Yes | Yes |

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|-----------------------------------------------------|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2004-2005 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 3 |
| Percent of Schools Currently in Program Improvement | N/A | 17.6 |

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Dropout Rate (1-year) | 2.0 | 3.6 | 2.9 | 2.6 | 4.2 | 3.6 | 3.5 | 4.4 | 3.9 |
| Graduation Rate | 91.4 | 90.7 | 87.0 | 88.7 | 87.2 | 83.3 | 83.4 | 80.6 | 80.2 |

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

| Group | Graduating Class of 2009 | | |
|-----------------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 462 | 1057 | * |
| African American | 04% | 08% | * |
| American Indian or Alaska Native | 0 | 0 | * |
| Asian | 04% | 04% | * |
| Filipino | 03% | 03% | * |
| Hispanic or Latino | 24% | 20% | * |
| Pacific Islander | 01% | 02% | * |
| White (not Hispanic) | 61% | 62% | * |
| Socioeconomically Disadvantaged | 20% | 15% | * |
| English Learners | 03% | 08% | * |
| Students with Disabilities | 05% | 08% | * |

*Not available at time of printing.

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Vacaville High School encourages students to prepare for a variety of options upon graduation. Students are able to participate in CTE courses in Agriculture, Foods and Nutrition, Business, Drafting and Robotics, Automotives, Biotechnology and Medical Science. All of the courses are aligned to CTE industry standards and support the core academic California standards.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

| Measure | CTE Program Participation |
|----------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of pupils participating in CTE | 765 |
| Percent of pupils completing a CTE program and earning a high school diploma | 5.9% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 13% |

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| UC/CSU Course Measure | Percent |
|-------------------------------------------------------------------|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | 72.1 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 36.8 |

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 1 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | 1 | N/A |
| Science | 1 | N/A |
| Social Science | 1 | N/A |
| All courses | 4 | 3.2 |

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Vacaville Unified School District (VUSD) provides professional development opportunities for teachers at all stages of their careers. Peer Assistance and Review (PAR), Beginning Teacher Support and Assessment (BTSA), and Title II of the No Child Left Behind Act, SB 472 and AB 430 are the primary funding sources.

BTSA is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium which provides mentoring and support for all new teachers.

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. SB 472 funds have been utilized to train many VUSD teachers in the areas of reading and mathematics. Elementary principals have received training in reading due to an AB 430 grant. Other areas of professional development include: Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, and training for Special Education teachers.

Many teachers serve on district CAMP committees. These collaborative groups work together to discuss best practices, identify

essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, student achievement data, input from PAR and BTSA and staff surveys.

All teachers participate in site-based professional development via collaborative planning time once per week. This time is utilized to discuss topics related to student achievement.

Instructional assistants who work with students are invited to attend after school sessions in any subject area that applies to their job requirements. Clerical staff receives technology in-services in areas of job requirements, such as: attendance programs, library inventories, word processing and email.

For the past several years, Vacaville Unified School District used one full SBCP day for professional development. This has taken place in the fall, before school starts. Other professional development opportunities take place during summer, on release time, after school, evenings and weekends

Sites may use decentralized funds for professional development specific to their site as part of their single plan.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tq/nr/>.

For grades 4 and 8 only.