

# Vanden High School

## 2009-2010 School Accountability Report Card



2951 Markley Lane  
Fairfield, CA 94533  
707-437-7333

**Stephen P. Liles,**  
Principal

**Travis Unified  
School District**

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Superintendent

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Member

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Student Board Member

### Principal's Message

*The Vikings of Vanden High School are Scholars & Champions!*

Vanden High School is rich in academic tradition. Earning a "10" in the state's Academic Performance Index similar school ranking, Vanden High School is one of the top ranked high schools in California and is fortunate to be one of the two highest performing comprehensive high schools in Solano County with an API of 796.

Students have the opportunity to participate in a number of extra-curricular and co-curricular activities that span a wide spectrum of student interests. Activities include Championship Athletics, Career & Technical Courses (Automotive, Computer Assisted Drafting, Virtual Enterprise, Careers with Children, etc.), Visual/Performing Arts, Leadership (ASB), Music, JROTC, Robotics, and Academic Decathlon...just to name a few.

Our comprehensive classes are extensive and varied with four World Languages taught through 4 levels (including Latin) as well as AP courses in English Language Arts, Mathematics, Social Science/History and Science. We continue to refine and adjust our course offerings to meet the needs of our learning community and we will continue to serve and challenge our students to excel in the classroom and beyond.

Vanden High has also benefited from new classrooms, new and robust technology infrastructures, new instructional technology, newly installed Stadium turf, new all-weather track, and renovated athletic fields and tennis courts.

Vanden High has received the designation of "Distinguished School" in 2009 by the California Department of Education and our Robotics Program has received the 3rd "Golden Bell" award presented to Vanden High by the California School Boards Association.

The Vanden community has identified academic achievement, personal growth, community responsibility, and employability as attributes that we believe are integral learning experiences in a high school setting. Using these traits as a cornerstone in our mission statement, our educational community developed a slogan to remind us of our purpose: Vikings set the PACE!

Stephen Liles, Principal

### Mission Statement

Vanden High School is a community building personal and academic excellence, civic responsibility, and lifelong learning. Our expected school wide learning results are to develop personal growth, academic proficiency, community responsibility, and employability skills.

### Community & School Profile

Vanden High School is located in Fairfield, situated midway between San Francisco and Sacramento in northern Solano County. Formally incorporated in 1903, Fairfield is a growing community eager to service the business needs of the 21st century. As the County Seat since 1858, Fairfield represents a diverse, bustling economy in the heart of California's fastest growing county.

Vanden High School is the only comprehensive high school in Travis Unified School District, which also includes five elementary schools, one middle school, a community day school, and an education center. During the 2009-10 school year, Vanden High School had 1,527 students enrolled in grades nine through twelve.

Student Enrollment by Ethnic Group	
2009-10	
	Percentage
African American	18.9%
American Indian	0.7%
Asian	4.7%
Caucasian	39.9%
Filipino	11.1%
Hispanic or Latino	19.9%
Pacific Islander	1.6%
Multiple or No Response	3.1%

## Discipline & Climate for Learning

Students at Vanden High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Vanden High School utilizes a Progressive Discipline program. Parents and students are informed of discipline policies at the beginning of each school year through the Student Planner, orientation booklet, newsletters, and classroom presentations.

The suspensions and expulsions table illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	225	218	227	505	467	405
Suspension Rate	14.6%	14.1%	14.9%	9.5%	8.8%	7.9%
Expulsions	6	11	7	12	11	8
Expulsion Rate	0.4%	0.7%	0.5%	0.2%	0.2%	0.2%

## Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, sports, and programs include: Band, Art Club, Drama Club, Best Buddies, Exit Club, Conflict Managers, German Club, Interact Club, National Honors Society, Robotics, Latin Club, Student 2 Student Club, Foreign Language Club, Spanish Club, Track, Student Government, Tennis, Golf, Cheerleading, Basketball, Soccer, Volleyball, Wrestling, Softball, Baseball, Cross Country, Football, Junior Statesmen of America, Black Student Union, Academic Decathlon Club, Asian/Filipino Club, Spanish Club, Art Club and the Viking "Vendetta" (Spirit Group).

## Student Recognition

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Vanden High School hosts three annual assemblies, one assembly for grades nine through eleven and another Awards Night for grade twelve, in which department awards are presented. Every semester the Renaissance Program awards students for academic improvement and a special reception is held for Honor Roll Students. We also have an All-School Awards Program and Senior Awards Program during the final weeks of each school year. Our JROTC also hosts an awards night each spring. Each sports team and cheer squad has an awards program at the end of each season of play.

## Homework

Vanden High School believes homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned to students on an individual basis by their teachers. The assignments may be nightly, weekly, or for an extended period of time. Nightly homework will never be new work to be learned, but will be reinforcement of work presented in the classroom.

Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

## School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Vanden High School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Vanden High School has an auto-dialer that calls parents to notify them of their child's absences. Letters are sent home and meetings are scheduled with parents to discuss their student's attendance. Students with excessive absences are referred to the School Attendance and Review Board (SARB).

This table illustrates the enrollment trend by grade level for the past three school years.

	Enrollment Trend by Grade Level		
	2007-08	2008-09	2009-10
9th	423	424	439
10th	419	415	392
11th	357	391	353
12th	346	318	343

## Dropout & Graduation Rates

To help discourage dropouts, Vanden High School offers an Intensive Supplementary Instruction program, Intersession, and Cyber High (online classes for seniors). The table shows the number of graduates and dropouts for the past three years for which data is available.

	Graduation & Dropout Rates		
	06-07	07-08	08-09
Dropout Rate	0.50%	0.40%	1.5%
Graduation Rate	98.40%	99.10%	98.4%

## Class Size

The table shows average class size by subject, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
08	09	10	08	09	10	08	09	10	08	09	10	
English	26	30	33	22	2	1	36	50	19	-	-	26
Mathematics	27	29	31	16	4	3	36	44	18	1	-	23
Science	26	26	28	6	2	-	41	45	43	-	-	-
Social Science	30	30	32	2	1	1	44	45	17	1	1	23

## School Facilities & Safety

Vanden High School's campus was originally built in 1964 and contains 66 classrooms, one library, four full computer labs and over 20 small labs of 3-5 CPUs spread throughout the campus, two gyms, one staff room, two cafeterias, one Little Theater, tennis courts, two baseball fields, a football field, a practice football field, basketball courts, and four softball fields. The school recently added an outside stage area. Facility information is current as of December 2010.

The safety of students and staff is a primary concern of Vanden High School.

The School Site Safety plan is evaluated and revised annually in the spring by the administrators and the Safety Committee; the revisions are then shared with the entire staff. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, and the Emergency Response Team. Included within the School Site Safety Plan is a disaster preparedness plan which lays out steps that are to be taken to ensure student and staff safety during a disaster. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by four campus monitors, three administrators, and teachers. All visitors to the school must sign in and out at the main office and receive a name tag, which must be worn at all times while on campus. No student visitors are allowed.

**Cleaning Process**

Vanden High School has a cleaning team that works with the Director of Maintenance & Grounds to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The Director of Maintenance and Operations coordinates in-service training for the custodial staff. Each classroom is cleaned every other day and outside maintenance is done on a regular basis or as needed. Currently the district has no specific policy on cleaning requirements and has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment for this purpose.

**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. Facilities Master Plan Policy (BP7110) and the Environmental Safety Policy (BP 3514) guide the maintenance and repair protocols for the district.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 10/29/2010				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Gym - Dirty supply vents, temperature too low. Gym Instruction Office - Temperature too low. Girls Gym Office - Temperature too high. S3 - Repair gas jets; room needs exhaust vent. S6 - Doors needs magnet; room needs exhaust vent. S5, S7, & S8 - Repair gas jets and room needs exhaust vent. K Office - No heat. E4 - Temperature too warm. C6 - Temperature too low.
Interior			X	Gym - Loose/nicked ceiling tiles, patch wall paint, broken lockers & missing coat hook. Gym Instruction Office - Stained carpets. Gym Rear Entrance - Hole in ceiling. S Building Center - Repair ceiling tiles; reroute network wiring in ceiling. S2 - Repair ceiling tiles/holes; patch linoleum; repair gas jets; room needs exhaust vent. S8 - Needs paint & repair cabinet. S7 - Leak in ceiling through light fixture; repair partition under sink. S Storage Room, L2, & A Building Center - Repair ceiling tiles. S Storage Room, N4, P4, Q6, & R2 - Reposition/Secure CAT 5 computer network cable. A3 - Adjust air vent; junction box needs cover; repair door; corroded panel above window. A4, A6, & Z Building Main Office - Corroded panel below window. N3 - Needs audio check. N2 - Paint and repair damaged wall. F1-1 - Repair and paint holes in wall. F2-1 - Repair plastic ceiling covering; remove plastic cover on HVAC control; high doorway threshold to practice room. F2-2 - Stained carpet; remove plastic cover on HVAC. P2 - Repair hole in wall. P4 - Broken cabinet hinge. Q5 - Patch wall. R1 & R6 - Patch/paint pencil sharpener holes. R4, Z Building - Student Support, & Z Building - Main Office - Stained ceiling tiles. R2 - Mount projector; hole under sink. H2 - Stained ceiling tiles; needs paint. M1 - Repair counter top and wall. E6 - Repair floor tile. E4 - Repair hole in wall. E1 - Wall needs paint. E2 - Repair base board. E Building Center - Secure computer cables. C1 - Adjust return vent; damaged shade. C Building Center - Replace ceiling tiles. C8 - Repair carpet.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Gym Storage Room - Broken light switch. S5, S8, E4, C1, & Z Bldg - Attendance Office - Replace lights. A5 - Rewire electrical set-up for projector. Z Bldg - Counseling Office - Need electrical outlet in Registrar's Office.
Restrooms/Fountains	X			S2 - Leaking faucet. S5 - Repair faucet. Outside N Building & F2 Building - Dirty water fountains. H3 - Low water pressure in drinking faucet. Gym Foyer Restrooms - Girls restroom - ADA stall needs coat hook and paint; broken locker; boys restroom - ADA stall needs coat hook. Gym Locker Room Restrooms - Girls restroom - ADA stall missing handle; broken locker. N Bldg Restrooms - Boys restroom - remove partition; repair holes in wall. P Building Restrooms - Boys restroom - ADA stall handle loose. Z Building Restrooms - Mens restroom - needs ADA paper towel dispenser. Cafe - Girls restroom - hand dryer not working.
Safety (Fire Safety, Hazardous Materials)	X			Gym - Fire extinguisher case door missing. Gym Rear Entrance - Missing fire extinguisher.
Structural (Structural Damage, Roofs)	X			H2 - Roof has occasional leak. Outside A Building - Exterior surface needs paint. Outside S Building - Gutter needs paint. L2 - Outside - fill gap between portables L1 and L2.
External (Grounds, Windows, Doors, Gates, Fences)	X			Outside F2 Building, Outside D Cafeteria, & Outside Q Building - Gum on ground. N3 - Outside door slams. P Bldg Entrance - Adjust door latch. Q5 - Loose door latch. K2 - Replace window screen. H1 - Repair loose metal frame on outside window. E3 - Door doesnt close properly.

## Counseling & Support Staff

It is the goal of Vanden High School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems. Qualified personnel provide counseling and support services to students on an as-needed basis. Support staff are devoted to helping students deal with problems and assisting them to reach positive goals. The counselor to pupil ratio is 1:382. The table illustrates the services offered at Vanden High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Career Specialist	1	0.8
Counseling Technicians	2	2.0
Counselor	4	4.0
Health Technician	1	0.8
Librarian	1	1.0
Library Media Technician	1	0.9
Nurse	1	As Needed
Psychologist	2	1.2
Registrar	1	1.0
Resource Specialist Program (RSP) Teacher	4	4.0
RSP Aide	4	2.8
SDC Aide	2	1.4
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.5

Students who participate in the Resource Specialist Program spend up to three periods of the day receiving assistance from the RSP teachers and aides. The Special Day Class is self-enclosed, however, students are mainstreamed whenever possible.

Vanden High School offers English Language Development (ELD) classes for English Language Learners (ELL), based on the California English Language Development Test (CELDT). ELL students are placed in classes with ELL certified Teachers.

## Student Achievement and Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Vanden High School. These measure students' actual progress as well as the effectiveness of the instructional program. Students also are administered the following assessments: California High School Exit Exam (CAHSEE), Advanced Placement Exam, California English Language Development Test (CELDT), and STAR.

## Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years.

The second table displays, by student group, the most recent Growth API at the school, district, and state level.

	Growth API		
	School	District	State
All Students at the School	796	816	767
Black or African American	740	765	685
Filipino	845	865	851
Hispanic or Latino	778	788	715
Caucasian	810	829	838
Socioeconomically Disadvantaged	739	778	712

	API School Results		
	07-08	08-09	09-10
Statewide Rank	8	9	9
Similar Schools Rank	9	10	10
All Students			
Actual Growth	21	14	-9
Socioeconomically Disadvantaged			
Actual Growth	27	17	-25
African American			
Actual Growth	15	37	-19
Filipino			
Actual Growth	23	19	0
Hispanic or Latino			
Actual Growth	42	-10	17
Caucasian			
Actual Growth	15	16	-16
Students with Disabilities			
Actual Growth	-	29	-

\* Statewide and similar schools ranks are based on the first year listed. (Example the 07-08 rank is consistent with the 2007 school year.)

## Physical Fitness

In the spring of each year, Vanden High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. During the 2009-10 school year 25.7% of ninth grade students met all six fitness stanards.

## California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second 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. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	59	64	56	62	64	61	46	50	52
Mathematics	30	33	29	53	53	52	43	46	48
Science	59	65	67	63	64	66	46	50	54
History/Social Science	41	56	56	44	53	56	36	41	44

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
All Students - District	61	52	66	56
All Students - School	56	29	67	56
African American	44	23	49	44
Asian	75	41	95	65
Filipino	63	38	86	70
Hispanic or Latino	49	23	57	45
Pacific Islander	60	20	*	54
Caucasian	60	31	70	60
Males	49	30	69	60
Females	63	28	64	51
Socioeconomically Disadvantaged	44	27	57	42
English Learners	*	7	*	*
Students with Disabilities	14	15	17	19

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

## Federal Intervention Program

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 (English/language arts 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.

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English/language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver. Detailed information about the CAHSEE can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/hs/>.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/language arts section and a math section, and for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

CAHSEE By Subject									
	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English	67.0	66.0	53.0	67.0	66.0	53.0	72.0	71.0	54.0
Mathematics	61.0	60.0	51.0	61.0	60.0	51.0	63.0	62.0	53.0

The second table displays the percent of students, by group, achieving at each performance level in English/language arts and math separately for the most recent testing period.

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students - District	28.0	27.0	42.0	37.0	41.0	18.0
All Students - School	28.0	26.0	46.0	37.0	43.0	20.0
Males	31.0	29.0	40.0	31.0	45.0	24.0
Females	24.0	23.0	53.0	43.0	41.0	16.0
African American	36.4	32.5	31.2	50.6	42.9	6.5
Asian	10.0	19.0	71.0	29.0	33.0	38.0
Filipino	11.4	18.2	70.5	15.9	45.5	38.6
Hispanic or Latino	36.0	22.0	42.0	46.0	36.0	18.0
Caucasian	28.0	28.0	44.0	34.0	47.0	19.0
English Learners	63.0	38.0	-	81.0	19.0	-
Socioeconomically Disadvantaged	39.0	32.0	28.0	54.0	35.0	11.0
Students with Disabilities	70.7	19.5	9.8	73.2	24.4	2.4

## Federal Intervention Programs

Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	10.0%

## Completion of High School Graduation Requirements

	School	District	State
All Students	99.0%	98.0%	*
Socioeconomically Disadvantaged	100.0%	98.0%	*
African American	97.0%	96.0%	*
American Indian	100.0%	100.0%	*
Asian	100.0%	100.0%	*
Filipino	100.0%	98.0%	*
Hispanic or Latino	100.0%	100.0%	*
Pacific Islander	100.0%	100.0%	*
Caucasian	99.0%	98.0%	*
English Learners	50.0%	50.0%	*
Students with Disabilities	85.0%	81.0%	*

\* Data was not available at the time of publication.

## Advanced Placement Classes

Vanden High School students are encouraged to continue their education past high school. Vanden High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are 10 UC campuses statewide, and 23 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.0, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit <http://www.universityofcalifornia.edu/admissions/>. To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## UC/CSU Course Completion

Students at Vanden High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

Advanced Placement Classes		
	# of Courses	Enrollment
Fine and Performing Arts	1	3
Computer Science	-	-
English	2	144
Foreign Language	1	22
Mathematics	1	34
Music	-	-
Science	1	24
Social Science	2	128
Totals	8	355
Percent of Students in AP Courses		3.6%

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	72.9%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	38.7%

\* Duplicated Count (one student can be enrolled in several courses).

## Library & Computer Resources

The school's library is staffed by a full-time librarian and a library technician who teach students how to use the library and assist them with their book selections. The library is stocked with thousands of books that are available for students to check out, as well as magazines, videos, projectors, and 15 computers. All students visit the library with their classes and may come in before school and during lunch.

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. All classrooms have between two and four computers with Internet access. Vanden High School has 11 computer labs; one each for general use, math, foreign language, the career center, and the visual performing arts departments, as well as two labs for the business, science, and industrial technology departments. The general use computer lab contains 35 computers. Students receive training in Microsoft Office and subject-specific software programs. In 2009-2010, WiFi will be campus-wide.

## Additional Internet Access/Public Libraries

Students are encouraged to visit the numerous public libraries located in Solano County which contain numerous computer workstations for additional research materials and Internet availability. For more information please visit <http://www.solanolibrary.com>.

## Curriculum Development

All curriculum development at Vanden High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Vanden High School's curriculum is an ongoing process and is incorporated into the operations of the School Site Leadership Council (comprised of teachers, students, parents, administration, and other support staff). The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

## Instructional Materials

Travis Unified School District held a public hearing on September 14, 2010, and has not provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks. The following actions will be taken to ensure that all students have sufficient textbooks or instructional materials in all subjects within two months of the beginning of the school year.

Travis Unified School District has submitted purchase orders to the publisher to purchase instructional materials to remedy the insufficiency, these materials should be received and in students' hands by the end of the second month of the school year.

All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Textbook adoptions are uniform throughout the Travis Unified School District. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption. The most recent textbook adoptions (as of November 2010) in core curriculum areas are illustrated in the chart.

## School Leadership

Beginning in the 2008-09 school year, leadership duties were assumed by Principal Stephen P. Liles.

Leadership at Vanden School is a responsibility shared among administration, instructional staff, students, and parents. Staff members participate on the Vanden Leadership Team, Safety Committee, and the Boosters Club, as well as serve as Department Chairs. These teams make decisions regarding the priorities and direction of the educational plan and ensure instructional programs are consistent with students' needs and comply with district goals.

## Parent & Community Involvement

Parents play an important role at Vanden High School through active participation and involvement on leadership teams and the Booster Clubs. Vanden High School also benefits from partnerships with Travis Air Force Base.

## Contact Information

Parents who wish to participate in Vanden High School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 437-7333.

## Data Sources

Data within the SARC was provided by Travis Unified School District, retrieved from the 2009-10 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Language Learners (ELLs).

## Career Technical Education (CTE) Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	English/ Language Arts	Prentice Hall	2003	Yes	0.0%
9th-12th	Foreign Language	National Geographic & Hampton Brown	2004	Yes	8.0%
9th-12th	Foreign Language	EMC Paradigm	2006	Yes	8.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2007	Yes	8.0%
9th-12th	Health	Glencoe/ McGraw Hill	2006	Yes	0.0%
9th-12th	History/Social Science	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2005	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2008	Yes	0.0%
9th-12th	Science	Addison- Wesley	2007	Yes	0.0%
9th-12th	Science	McDougal Littell	2007	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%
9th-12th	Science	Thompson	2007	Yes	0.0%
9th-12th	Visual and Performing Arts	Glencoe/ McGraw Hill	2008	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/48705654838801Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/48705654838801Textbooks_1.pdf)

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	686
What percent of the school's pupils complete a CTE program and earn a high school diploma?	51.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	28.0

## Career Technical Education (CTE) Programs

Vanden High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students are exposed to a broad array of career opportunities and counselors facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Vanden High School offers Junior Reserve Officer Training Corps (JROTC). Jim Bryan is the primary contact for Travis Unified School District's Career Technical Committee.

The table lists the career preparation courses offered at Vanden High School and through the Regional Occupation Program (ROP).

CTE Programs							
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness			
Business Law	Vanden High School	<p>The purpose of the CTE department is to train students for entry level jobs in their specific field of interest (ie. Foods, Child Care, Business, Automotive, Construction, and Drafting). We teach practical skills that can be used when applying for jobs. Some of these skills are, but are not limited to: resume writing, cover letters, filling out applications, getting letters of recommendation, etc. Many of our programs require a portfolio which includes samples of student work, career development examples (resumes, etc.), and evaluations from mentor teachers. Many programs provide students the opportunity to participate in job related field trips, job shadows and internships, all of which are related to the specific field of study. We also incorporate a variety of guest speakers from local industry sector businesses. These speakers provide the students with knowledge about specific job opportunities in our local area, and provide students with business contacts if interested in applying for positions post graduation. The Business, Careers with Children and Careers in Education courses stress employability skills and require their students to call their teacher and or mentor teacher when they are going to be absent. All of the above mentioned activities help to prepare the students for entering the workforce after graduating from high school.</p>	<p>The school addresses the needs of all students in career prep first of all by offering a wide variety of courses. In our CTE department we offer over 19 courses. Our campus Career Center is available, which enables students to examine choices regarding post high school education. Guest speakers are brought in to present information to the students regarding their education post high school. All students at Vanden High School are given access to the CTE courses. Regular, nontraditional, special needs, ELL and economically disadvantaged students are made aware of the course offerings through the VHS course catalog, IEP meetings, class presentations, 8th grade CTE program flyers and 8th grade program preview meetings, along with the 10th grade counseling appointments. Many strategies are used to help all students overcome barriers for success. Some of the strategies are: hands on activities which help students to improve their academic and technical skills at the same time, meetings with the Special Education Department case managers, and the ELL program director and academic counselors help to develop individual student achievement indicators. In some classes instructional aides provide support and assist students in the classroom and support teachers in modifying curriculum and providing accommodations when necessary. In addition, CTE courses are discussed at length during IEP meetings where elective choices are considered. Individual student strengths and interest are considered during placement in CTE course. Money permitting, the CTE department tries to provide updated technology and supplies that represent what is currently being used in the local industry sectors. This provides students with accurate information and simulations that can be applied to jobs post secondary.</p>	<p>CTE courses use industry standard certification assessments to evaluate and monitor student performance and mastery of technical subjects. Hands-on lab exercises ensure that the practical and operational capabilities of the students are meeting industry standards and/or CA State Standards and Framework guidelines. Number of program completers is a good indicator of the courses effectiveness. Yearly follow-up is completed to determine how many students have entered the work force in the specific areas for which they were trained, and/or if they are continuing their education post high school in the field of study. At our yearly advisory committee meetings our industry representatives keep us abreast of the academic and technical skills that are currently required for students to succeed in their chosen professions.</p>			
Intro to Business							
Info Tec I							
Foods I							
Advanced Foods							
Consumer Life Skills							
Independent Living							
Auto Theory							
Computer Repair							
Work Experience							
Eng/Drafting I							
Eng/Arch (CADD) 2							
Construction Production							
Adv. Construction/ Production							
Arch/CADD 3							
CADD Special Problems 4							
Fundamental Web Design	ROP						
Virtual Enterprises							
Careers in Education							
Careers with Children							
Auto Mechanics							
Robotics Class	Vanden High School						
Aerospace 1-4							



## Teacher Assignment

Travis Unified School District recruits and employs only the most qualified credentialed teachers. For the 2009-10 school year, Vanden High School had 75 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	71	72	75	253
Without Full Credentials	3	2	0	0
Working Outside Subject	2	3	1	1

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

## Staff Development

Staff members are offered a variety of opportunities for professional development and improvement. Based on current governing board adopted goals, efforts to meet local, state and federal standards, as well as in supporting approved key site specific goals and priorities, available site and district funds are allocated to support staff development for district staff members.

The district dedicated a full day for the 2007-08 & 2008-09 school years to professional development. During the 2009-10 school year no full days were dedicated to professional development.

## Expenditures & Services Funded

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Travis Unified School District receives the following categorical, special education, and support programs in addition to general state funding:

- School Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Peer Assistance and Review (PAR)
- Instructional Materials
- 10th Grade Counseling
- Federal, ECIA/ESEA/IASA
- Federal, Maintenance & Operations
- Other Instructional Allowances
- Gifted and Talented Pupils
- Home-to-School Transportation
- Special Education Transportation
- Tobacco Use Prevention Education (TUPE)
- Vocational Education, Handicapped Students
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Vocational & Applied Technology Education Act

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.0%	3.0%
District	99.0%	1.0%
High-Poverty Schools in District	-	-
Low-Poverty Schools in District	98.2%	1.8%

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,540
From Restricted Sources	\$716
From Unrestricted Sources	\$4,824
District	
From Unrestricted Sources	\$3,958
Percentage of Variation between School & District	21.89%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	15.08%

## School Site Teacher Salaries

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on fiscal year 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$67,294
District	\$67,756
Percentage of Variation	0.68%
School & State	
All Unified School Districts	\$65,399
Percentage of Variation	2.90%

## Teacher & Administrative Salaries

The 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 the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2008-09		
	District	State
Beginning Teachers	\$36,698	\$41,209
Mid-Range Teachers	\$68,371	\$65,228
Highest Teachers	\$76,766	\$83,339
Elementary School Principals	\$96,719	\$103,189
Middle School Principals	\$102,703	\$108,789
High School Principals	\$112,751	\$119,247
Superintendent	\$115,736	\$179,589
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.20%	40.70%
Administrative Salaries	5.60%	5.90%



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