

Vanden High School

2011-2012 School Accountability Report Card



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Fairfield, CA 94533
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Sandi Reese,
Principal

**Travis Unified
School District**

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Superintendent

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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 the highest performing comprehensive high school in Solano County with an API of 832.

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 received the designation of "Distinguished School" in 2009 by the California Department of Education and our Robotics Program has received the third "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!

Mission Statement

Vanden High School is a community building personal and academic excellence, civic responsibility, and lifelong learning. Our expected schoolwide 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 2011-12 school year, Vanden High School had 1,635 students enrolled in grades nine through twelve.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	17.5%
American Indian	0.7%
Asian	6.2%
Filipino	11.5%
Hispanic or Latino	18.5%
Pacific Islander	1.5%
White	40.5%
Two or More	3.5%
None Reported	0.1%

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		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	227	243	188	405	568	478
Suspension Rate	14.9%	15.0%	11.5%	7.9%	10.6%	8.9%
Expulsions	7	0	0	8	0	0
Expulsion Rate	0.5%	0.0%	0.0%	0.2%	0.0%	0.0%

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 school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, sports, and programs include: Music, Art Club, Drama Club, Best Buddies, Exit Club, Conflict Managers, German Club, Spanish Club, French Club, Latin Club, Indian Student Union, Black Student Union, Asian Pacific Islanders Club, Latinos Unidos, Multicultural Diversity Club, Interact Club, National Honors Society, Robotics, Student 2 Student Club, Academic Decathlon, Chess Club, Peer Tutoring, JROTC, Virtual Enterprise, Yearbook, Student Government, Cheerleading, Track, Tennis, Golf, Basketball, Soccer, Volleyball, Wrestling, Softball, Baseball, Cross Country, and Football.

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 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. All students are expected to do independent reading for their English classes.

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		
	2009-10	2010-11	2011-12
9th	439	448	418
10th	392	443	442
11th	353	394	406
12th	343	336	369

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.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates		
	08-09	09-10	10-11
Dropout Rate	-	1.7%	1.8%
Graduation Rate	98.4%	98.0%	97.3%

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				
10	11	12	10	11	12	10	11	12	10	11	12	
By Subject Area												
English	33	30	28	1	10	13	19	11	13	26	30	29
Mathematics	31	33	31	3	6	9	18	7	9	23	32	29
Science	28	29	28	-	-	2	43	47	45	-	3	-
Social Science	32	33	30	1	3	7	17	7	12	23	28	24

School Facilities & Safety

Vanden High School's campus was originally built in 1964 and contains 74 classrooms, one library, four full computer labs and over 20 small labs of three to five CPUs spread throughout the campus, two gyms, one staff room, two cafeterias, one Little Theater, tennis courts, baseball fields, a football field, a practice football field, basketball courts, and four softball fields. Facility information is current as of December 2012.

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: 11/15/2012				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			C7- Need exhaust hood for stove.
Interior			X	N2- Repair damage to floor. N3, N4, E2- Repair stained ceiling tiles. N3, N5, Q1, Q3, R4, R5, Cafeteria, C4, E4, E5, E6, M3, S6, Subin Weight Area- Repair wall damage. N5, H3, S4 Gym Locker Room: Girls- Paint door. N5- Repair torn bulletin board. Q2- Counter next to cabinet broken. Q5- Shade torn. Q Center- Repair baseboard. Gym- Clean dirty walls, needs wall protection. R1, R6, Cafe, S4, Shubin Uniform Room- Patch holes in wall. Gym- Replace missing glass panel on fire extinguisher. Career Center, A6, L2, H1, S6, S8, Shubin, Shubin Locker Rooms: Girls, Shubin Uniform Room- Repair ceiling tiles. Main Office- Repair kick plate under window in break room. Gym Locker Rooms: Girls- Patch floor. MPR B, E2, Shubin, Shubin Locker Rooms: Boys- Repair/paint wall. R Copy Room- Replace floor tiles. E2, E4, E6, Shubin Weight Area- Replace baseboard. Gym Locker Rooms- Boys: Replace missing fence slats, paint entry wall, repair dented lockers. C8- Repair cabinet. A3- Replace missing tile at N door. A6- patch wall under lights; replace chalk board with white board. A5- Replace missing floor tile by door. A Center Outside, S8, Shubin Locker Rooms: Girls Office- Paint wall. E1- Replace light diffuser. E1, Shubin, Shubin Locker Rooms: Boys & Girls- Repair broken floor tile. L1- Repair holes in wall paper; battery low on alarm panel. E6, S6- Repair damaged desk top. M1, M2, H3- Paint room. M2, Shubin Uniform Room- Replace carpet. M3- Repair frayed carpet. S1- Install paper towel holders. S3- Repair wall below window. S6- Repair 2 gas valves, repair ceiling tile. S8- Repair goggle cabinet. S Center- Replace stained ceiling tiles. S1, S2- Repair counter laminate. S1- Repair student desks. S2, S4, S6, S8- Route IT wiring through ceiling. S3, S5, S8, S Center- Replace ceiling metal ring at eye wash station. P2- Repair torn door shade. P3- Shade chain broken. K portable- Remove gum from carpet. Auto Shop- Repair laminate on table. Computer Lab- Repair Keyboard Counter. Shubin- Clean dirty air vent, repair carpet. Shubin Locker Rooms- Boys: Clean. Girls Office: Remove tape graffiti on wall, patch holes in hall exit door. Shubin Weight Area- repair floor; repair weight benches; repair floor matting; repair cable on weight curtain. Little Theater- Improve lighting; plaster and paint back wall; replace curtains by door.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			Gym Lock Rooms- Girls: Clean dirty floors. Boys: Clean dirty walls. Cafeteria- Clean dirty wall. Cafe, R Outside- Clean dirty drinking fountain. E2- Clean dirty wall by exit door.
Electrical		X		R3- Repair loose light cover plate. Outside stage- Replace missing electrical covers. R Copy Room- Repair wall outlet. C10- Install electrical outlet in center of room under white board. E6- Replace broken outlet covers. M1- Install GFI outlets near sinks. M2- Improve lighting, light switch damaged. F2-1- Repair lights. F2-2- Repair inner drop lights. Copy Room, Shubin Locker Rooms: Girls Office- Replace outlet cover. Shubin- Replace missing light covers.
Restrooms/Fountains	X			N Wing Restrooms- Boys - patch hole behind toilet; Girls - patch hole behind toilet. Gym Locker Rooms: Boys- eplace Metasys cover for Johnson control at AHU by commodes; hinge missing on ADA stall door. MPR B Restrooms- Boys- replace lights. R Wing Restrooms- Boys - repair holes in wall; Girls - repair broken tile on wall; patch holes behind toilet; patch holes in wall; Staff - replace sink/faucet; repair wall. Shubin Locker Rooms: Girls-install ADA access for restroom. Gym Locker Rooms: Boys- drinking faucet low. Nurse's Office Hot water doesn't work. C7- Water does not work. H3- Correct water pressure in drinking fountain. S4- Sink faucet not working. S6- No water at sink. Shubin Locker Rooms: Girls- clean and unclog water fountain.
Safety (Fire Safety, Hazardous Materials)	X			Gym Locker Rooms: Boys- Replace missing fire extinguisher, glass missing. S Chemical Lab- Repair broken DVR for surveillance camera; remove metal can with chemicals.
Structural (Structural Damage, Roofs)	X			Outside Stage- Repair damaged corners. S Outside- Slab pulling away from building. K Portable- Repair outside ramp. Shubin- Repair asphalt.
External (Grounds, Windows, Doors, Gates, Fences)	X			Shubin Outside- Remove cement trip hazard. C Outside- Repair cement corner of lawn area. R Outside- Remove gum on ground. Cafeteria Outside- Repair rusty overhang; paint shelter area. MPR B- Weather strip door. S5- Repair door closure. F2-1- Repair cracked window. Copy Room- Repair door jam; weather strip outside door. Shubin- Install door kick pplate; replace crash bars on doors.

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 fall 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 five 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.

Counseling & Support Staff (School Year 2011-12)

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 1:480. The table illustrates the services offered at Vanden High School.

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.

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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.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counseling Technicians	2	2.0
Counselor	4	3.4
Health Care Specialist	1	0.8
Librarian	1	1.0
Library Media Technician	1	0.9
Nurse	1	1.0
Psychologist	1	0.9
Registrar	1	1.0
Resource Specialist Program (RSP) Teacher	4	4.0
RSP/SDC Paraeducator	7	5.7
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	0.5

API School Results

	2009	2010	2011
Statewide	9	8	9
Similar Schools	10	9	10
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	-9	37	3
Black or African American			
Actual API Change	-19	47	6
Filipino			
Actual API Change	-	21	-2
Hispanic or Latino			
Actual API Change	17	41	3
White			
Actual API Change	-16	32	4
Socioeconomically Disadvantaged			
Actual API Change	-25	57	6

2012 Growth API Comparison

	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,203	832	3,905	834	4,664,264	788
Black or African American	204	786	565	793	313,201	710
Asian	77	865	218	872	404,670	905
Filipino	136	866	414	874	124,824	869
Hispanic or Latino	227	817	795	806	2,425,230	740
Native Hawaiian/Pacific Islander	20	799	44	843	26,563	775
White	486	844	1,609	843	1,221,860	853
Two or More Races	44	828	230	860	88,428	849
Socioeconomically Disadvantaged	259	795	1,034	793	2,779,680	737
English Learners	31	651	167	732	1,530,297	716
Students with Disabilities	119	629	528	677	530,935	607

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 detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English Language Arts	56	67	69	61	64	66	52	54	56
Mathematics	29	35	39	52	52	58	48	50	51
Science	67	71	74	66	68	71	54	57	60
History/Social Science	56	62	63	56	60	61	44	48	49

*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
District	66	58	71	61
School	69	39	74	63
African American/Black	58	29	64	54
American Indian	*	*	*	*
Asian	73	44	75	66
Filipino	80	42	80	73
Hispanic or Latino	61	34	71	54
Pacific Islander	68	48	*	38
White	74	44	78	68
Males	64	45	75	66
Females	74	35	72	60
Socioeconomically Disadvantaged	56	34	69	53
English Learners	11	33	*	*
Students with Disabilities	29	19	29	33
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Federal Intervention Program (School Year 2012-13)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2012-13)	-	-
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	40.0%

Physical Fitness (School Year 2011-12)

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.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.7%	26.6%	31.1%

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

Adequate Yearly Progress (School Year 2011-12)

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	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Completion of High School Graduation Requirements - Class of 2012

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 2011-12 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 or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	99.0%	98.0%	*
Socioeconomically Disadvantaged	98.0%	95.0%	*
African American/Black	100.0%	99.0%	*
American Indian	100.0%	100.0%	*
Asian	100.0%	96.0%	*
Filipino	100.0%	100.0%	*
Hispanic or Latino	98.0%	99.0%	*
Pacific Islander	100.0%	100.0%	*
White	99.0%	98.0%	*
English Learners	0.0%	33.0%	*
Students with Disabilities	95.0%	90.0%	*
Two or More Races	100.0%	100.0%	*

* Data was not available at the time of publication.

Data Sources

Data within the SARC was provided by Travis Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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.

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 for All Grade Ten Students									
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	73.0%	71.0%	54.0%	74.0%	72.0%	59.0%	75.0%	74.0%	56.0%
Mathematics	63.0%	62.0%	54.0%	65.0%	63.0%	56.0%	62.0%	61.0%	58.0%

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 for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	26.0%	26.0%	48.0%	39.0%	43.0%	18.0%
All Students School	25.0%	26.0%	49.0%	38.0%	44.0%	18.0%
Male	29.0%	22.0%	48.0%	34.0%	44.0%	22.0%
Female	21.0%	29.0%	50.0%	41.0%	44.0%	15.0%
African American	38.0%	25.0%	37.0%	54.0%	38.0%	8.0%
Asian	22.0%	19.0%	58.0%	22.0%	53.0%	25.0%
Filipino	13.0%	33.0%	54.0%	24.0%	57.0%	20.0%
Hispanic or Latino	34.0%	28.0%	38.0%	46.0%	44.0%	10.0%
White	17.0%	24.0%	58.0%	32.0%	43.0%	25.0%
Socioeconomically Disadvantaged	34.0%	28.0%	38.0%	47.0%	41.0%	12.0%
Students with Disabilities	80.0%	10.0%	10.0%	85.0%	13.0%	3.0%

Advanced Placement Classes (School Year 2011-12)

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.

Advanced Placement Classes

	# of Courses
Fine and Performing Arts	-
Computer Science	-
English	4
Foreign Language	1
Mathematics	2
Science	1
Social Science	4
Totals	12
Percent of Students in AP Courses	18.7%

College Entrance Information

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 course 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 UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

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'.

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, 15 computers, 20 Neo's and 12 Nooks (e-readers). All students visit the library with their classes and may come in before school and during lunch.

UC/CSU Course Enrollment

	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	70.9%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	38.8%

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

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. Vanden High School also has one mobile laptop cart. Students receive training in Microsoft Office and subject-specific software programs. WiFi is available campus-wide.

Instructional Materials (School Year 2012-13)

Travis Unified School District held a public hearing on October 9, 2012, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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>.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

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.

School Leadership

Leadership at Vanden High School is a responsibility shared among administration, instructional staff, students, and parents. All stakeholders are represented on the Vanden Leadership Team Discipline Committee and the site Safety Committee. In addition, each department is represented by a Department Chairperson. 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.

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	EMC Paradigm	2006	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Foreign Language	Oxford University	2004	Yes	0.0%
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

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?	615
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?	33.3%

Career Technical Education Programs (School Year 2011-12)

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.

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 aids 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 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 Tech I				
Auto Theory				
Work Experience				
Eng/Drafting I				
Eng/Arch (CADD) 2				
Construction Production				
Adv. Construction/Production				
Arch/CADD 3				
CADD Special Problems 4				
Fundamental Web Design				
Careers in Education				
Careers with Children				
Auto Mechanics				
Robotics Class	Vanden High School			
Aerospace 1-4				



Teacher Assignments

Travis Unified School District recruits and employs only the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	75	73	75	236
Without Full Credentials	0	0	0	0
Working Outside Subject	1	1	0	0

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.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

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.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	94.7%	5.3%
District	97.0%	3.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	94.7%	5.3%

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. Since the 2009-10 school year, no full days were dedicated to professional development.

During the 2012-13 school year, Vanden High School has a Memorandum of Understanding that allows for eight common days that can be used for staff development.

District Expenditures (Fiscal Year 2010-11)

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.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,021
From Supplemental/Restricted Sources	\$847
From Basic/Unrestricted Sources	\$4,174
District	
From Basic/Unrestricted Sources	\$6,186
Percentage of Variation between School & District	-32.5%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-23.5%

District Revenue Sources (Fiscal Year 2011-12)

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

Teacher & Administrative Salaries (Fiscal Year 2010-11)

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 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 web site, www.cde.ca.gov.

School Site Teacher Salaries (Fiscal Year 2010-11)

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and the state.

Average Teacher Salaries	
School & District	
School	\$68,050
District	\$68,920
Percentage of Variation	-1.3%
School & State	
All Unified School Districts	\$66,336
Percentage of Variation	2.6%

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$35,964	\$40,656
Mid-Range Teachers	\$67,004	\$64,181
Highest Teachers	\$75,250	\$82,486
Elementary School Principals	\$96,469	\$102,165
Middle School Principals	\$105,098	\$108,480
High School Principals	\$110,084	\$117,845
Superintendent	\$155,736	\$181,081
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.1%	40.0%
Administrative Salaries	5.4%	5.8%



Home of the Vikings!