

Vanden High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Vanden High School
Street	2951 Markley Lane
City, State, Zip	Fairfield, CA 94533
Phone Number	707-437-7333
Principal	Kristin Shields
Email Address	kshields@travisusd.org
School Website	www.travisusd.org/domain/14
County-District-School (CDS) Code	48-70565-483881

2023-24 District Contact Information

District Name	Travis Unified School District
Phone Number	(707) 437-4604
Superintendent	Conklin, Pam
Email Address	pconklin@travisusd.org
District Website	www.travisusd.org

2023-24 School Description and Mission Statement

Vanden High School provides an exceptional educational experience for students, from the safety of the campus to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing students with the skills they need to be successful learners and become prepared for college, career, military, trade school, etc.

Vanden High School is proud of its strong academic tradition and continues to strive for academic success for all students. Vanden offers a wide range of academic courses to meet the needs of all learners, including over twenty AP and Honors courses, and classes for those needing academic support.

Vanden has a high rate of student participation in our extracurricular programs including: Academic Decathlon, Athletics, Drama, Music, Jazz Band, Marching Band, Color Gard, Drum Line, Robotics, JROTC, Leadership, Link Crew, Anchored 4 Life, and over forty student clubs.

Our staff, students and parents work together to achieve the goal of promoting a positive environment where staff and students feel safe and respected. We promote and recognize our students who demonstrate our core values: having self-control, owning their actions, showing up on time, and building strong relationships.

Vanden High School is located in Fairfield, California, near the interstate I-80 corridor, approximately halfway between San Francisco and Sacramento. The city of Fairfield centered has a population of approximately 117,000. Travis Unified School District, which serves approximately 5,279 students, operates five elementary schools: two in the Vacaville attendance area, two on Travis Air Force Base, and one in the Fairfield attendance area. There is one middle school, Golden West, and a continuation high school, The Travis Education Center, for students who may be behind in credits or who choose an alternative program. Travis Community Day School is an adjunct to Solano County's Community Court School and TUSD also maintains an Independent Study School for students with medical issues.

Established in 1964 to serve students living on Travis Air Force Base (TAFB) and the surrounding rural area, Vanden High School continues to be strongly influenced by its military population, though the military student population has sharply declined over the past twenty years.

2023-24 School Description and Mission Statement

Vanden High School is the only comprehensive high school in the Travis Unified School District. It is unique in that it serves approximately 1,620 students from three distinct communities: Fairfield, Vacaville, and Travis Air Force Base. In addition to students living within its attendance boundaries, we have students who attend through Inter-District Agreements.

In addition to strong and varied curricular offerings and student-centered scheduling, Vanden High School provides extensive extra and co-curricular programs including athletics, clubs, fine arts, performing arts, vocational and academic competitions, and volunteer opportunities within the community. These activities foster student and staff involvement and interaction outside the classroom. Vanden is the school of choice for students in surrounding districts due to its small size, excellent academic reputation, and standardized test scores.

Vision Statement:

Vanden High School offers multiple pathways to success in an inclusive environment that encourages academic achievement and cultural awareness, supports student wellness, and promotes continual growth.

Mission Statement:

Vanden High School is a dynamic learning community. We strive for academic excellence by fostering integrity, imagination, and collaboration. By developing critical thinking, communication and digital skills, we empower our students as positive citizens of a global society.

Student Learning Outcomes:

- Solve problems creatively
- Recognize and appreciate diverse points of view
- Think critically and independently using a wide variety of resources
- Practice strategies that develop personal well-being
- Demonstrate proficiency and growth in curricular knowledge and essential academic skills

PLEASE NOTE: During the 2023-2024 school year, we will be updating this school website location to <http://vanden.travisusd.org/>

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	398
Grade 10	476
Grade 11	385
Grade 12	381
Total Enrollment	1,640

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	51.9%
American Indian or Alaska Native	0.1%
Asian	5.3%
Black or African American	15.9%
Filipino	12.7%
Hispanic or Latino	26.5%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	13.4%
White	23.7%
English Learners	1.8%
Foster Youth	0.1%
Homeless	0.4%
Migrant	0.1%
Socioeconomically Disadvantaged	41.8%
Students with Disabilities	8.2%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.40	89.88	224.80	88.90	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.39	3.00	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	1.85	1.90	0.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	1.81	9.60	3.80	12115.80	4.41
Unknown	3.60	5.05	13.40	5.32	18854.30	6.86
Total Teaching Positions	71.70	100.00	252.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.20	86.03	227.40	90.44	234405.20	84.00
Intern Credential Holders Properly Assigned	1.10	1.66	2.10	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	1.55	3.00	1.22	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.26	6.40	2.56	11953.10	4.28
Unknown	6.50	9.45	12.30	4.91	15831.90	5.67
Total Teaching Positions	68.80	100.00	251.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.20	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.30	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.30	0.10
Local Assignment Options	0.00	0.60
Total Out-of-Field Teachers	1.30	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Travis Unified School District held a public hearing on September 26, 2023 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.

Year and month in which the data were collected	January 2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Houghton Mifflin Harcourt, California Collections ©2017 Board Adopted 2016</p> <p>Bedford, Language of Composition Reading, Writing, and Rhetoric ©2008 Board Adopted 2012</p> <p>Wadsworth, Perrine's Literature Structure, Sound, and Sense ©2009 Board Adopted: 2012</p>	Yes	0
Mathematics	<p>Pearson Education, Pre Calculus with Limits: © 2012 Board Adopted 2014</p> <p>Pearson Education, California Algebra 1, 2, and Geometry Common Core Edition ©2015 Board Adopted 2014</p> <p>Pearson Education, Statistics: The Art & Sciences of Learning from Data ©2013 Board Adopted 2014</p> <p>Pearson Education, Calculus Early Transcendentals ©2014 Board Adopted 2014</p> <p>South-Western/Cengage Learning, Business Math Using Excel ©2011 Board Adopted 2014</p>	Yes	0
Science	<p>Freeman, Environmental Science ©2018 Board Adopted 2020</p> <p>McGraw-Hill, Explorations: An Introduction to Astronomy ©2020 Board Adopted 2020</p> <p>Cengage Learning, Forensic Science ©2020 Board Adopted 2020</p> <p>Cengage Learning, Introduction to Medical Terminology, 3rd Edition ©2015 Board Adopted 2015</p> <p>Cengage Learning, Health Science ©2017 Board Adopted 2015</p> <p>Brills, Biotechnology: Science for the New Millennium ©2011 Board Adopted 2016</p> <p>Brills, Biotechnology: A Laboratory Skills Course ©2011 Board Adopted 2016</p> <p>Pearson Education, Campbell Biology Tenth Edition ©2014 Board Adopted 2015</p> <p>Scott Foresman, Conceptual Physics ©1999</p>	Yes	0

	<p>Board Adopted 2007</p> <p>Holt, Rinehart & Winston, World of Chemistry ©2007 Board Adopted 2007</p> <p>Brooks Cole, College Physics ©2006 Board Adopted 2006:</p> <p>Prentice Hall, Physical Science: Concepts in Action with Earth and Space Science ©2006 Board Adopted 2006</p>		
History-Social Science	<p>Worth Publishing Co., Thinking About Psychology ©2013 Board Adopted 2016</p> <p>Prentice Hall, World Civilizations The Global Experience ©2007 Board Adopted 2010</p> <p>Pearson Education, World History The Modern Era ©2014 Board Adopted 2017</p> <p>McGrawHill, United States History and Geography Continuity (CA) ©2019 Board Adopted 2018</p> <p>McGrawHill, Understanding Economics ©2016 Board Adopted 2016</p> <p>McGrawHill, Economics, 15th Edition ©2002 Board Adopted 2006</p> <p>Prentice Hall, American Government ©2006 Board Adopted 2006</p>	Yes	0
Foreign Language	<p>Vista Higher Learning, Senderos 1, 2, 3, 4 ©2018 Board Adopted 2020</p> <p>Vista Higher Learning, Temas © 2020 Board Adopted 2020</p> <p>Vista Higher Learning, D'accord Level 1, 2, 3 ©2019 Board Adopted 2020</p> <p>Vista Higher Learning, Galeria 1, 2 ©2019 Board Adopted 2020</p> <p>Bolchazy-Carducci, Latin for the NewMillenium 1, 2 ©2017 Board Adopted 2020</p> <p>EMC / Paradigm Publishing, Deutsch Aktuell 1, 2 ©2017 Board Adopted 2020</p>	Yes	0
Health	<p>Glencoe/McGraw Hill, Glencoe Teen Health ©2007 Board Adopted 2006</p>	Yes	0
Visual and Performing Arts	<p>Glencoe, Experiencing Choral Music ©2005 Board Adopted 2008</p> <p>McGraw-Hill, Tonal Harmony © 2013</p>	Yes	0

Board Adopted 2015

NORT, Manual for Ear Training & Sight Singing ©2007
Board Adopted 2015

McGraw-Hill, Stage and the School, 9th Edition ©2005
Board Adopted 2017

School Facility Conditions and Planned Improvements

Vanden High School's campus was originally built in 1964 and has 74 classrooms, one library, two full computer labs, a video production lab, two gyms, one staff room, two cafeterias, a student common area, one theater, tennis courts, baseball fields, a football field and stadium, a practice football field, basketball courts, and four softball fields.

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 daily and maintenance is done as needed. Custodial staff follow the CASBO Custodial Handbook.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. 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.

Year and month of the most recent FIT report

August, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bldg R – R4: 2: (D) There is inadequate air supply to the area. A/C not generating enough cool air to cool the room. Unit getting scheduled for replacement. (Unit was replaced in September 2023)
Interior: Interior Surfaces		X		Bldg. A – A1: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break) Bldg. A – A3: 4: (D) Walls appear to have paint peeling. (Work order created. Awaiting repair) Bldg. A – A6: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Replacement of ceiling tiles scheduled for February Break) Bldg C -C1: 4: (D) Hole in the wall. (Work order created. Awaiting repair) Bldg C – C3: 4: (D) Wall panel under window starting to rust. (Work order created. Awaiting repair) Bldg C -C8:

School Facility Conditions and Planned Improvements

4: (D) Ceiling tiles are missing. (Replacement of ceiling tiles scheduled for February Break)
Bldg D – Kitchen Staff Office:
4: (D) Ceiling tiles are missing. (Replacement of ceiling tiles scheduled for February Break)
Bldg E – Center Area:
4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Replacement of ceiling tiles scheduled for February Break)
Bldg E – E1:
4: (D) Ceiling tiles are missing. (Replacement of ceiling tiles scheduled for February Break)
BldgH – H2:
4: (D) Ceiling tiles are missing. (Replacement of ceiling tiles scheduled for February Break)
Bldg H – H3:
4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Replacement of ceiling tiles scheduled for February Break)
4: (D) Ceiling tiles are missing. (Replacement of ceiling tiles scheduled for February Break)
Bldg K – K2:
4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Replacement of ceiling tiles scheduled for February Break)
Bldg M – M1:
4: (D) Hole in the back wall. (Work order created. Awaiting repair)
Bldg M – M3:
4: (D) Hole in wall in the back of the classroom. (Work order created. Awaiting repair)
Bldg N – N3:
4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) (Replacement of ceiling tiles scheduled for February Break)
Bldg N – N6:
4: (D) Walls have cracking. (Work order created. Awaiting repair)
Bldg Q – Q4:
4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Replacement of ceiling tiles scheduled for February Break)
Bldg R – R1:
4: (D) Cracks appearing in wall. (Work order created. Awaiting repair)
Bldg R – R4:
4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Replacement of ceiling tiles scheduled for February Break)
Bldg S – S4:
4: (D) Holes appear in the flooring. (Deferred maintenance, awaiting contractor repair. Time TBD)
Bldg S – S6:

School Facility Conditions and Planned Improvements

			<p>4: (D) Holes appear in the flooring. (Deferred maintenance, awaiting contractor repair. Time TBD) Bldg Z – F4 Vice Principal Office: 4: (D) Hole in the wall. (Work order created. Awaiting repair) Bldg Z – Main Office Area: 4: (D) Hole in the wall by the front exit door. (Work order created. Awaiting repair) Gym – Boys Locker Room: 4: (D) Epoxy floor cracked and pieces missing. (Deferred maintenance, awaiting contractor repair. Time TBD) Gym -Boys restroom: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) paint peeling. (Work order created. Awaiting repair) Gym – Girls Locker Room: 4: (D) Epoxy floor cracking and breaking apart. (Deferred maintenance, awaiting contractor repair. Time TBD) Gym – Girls Restroom: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Replacement of ceiling tiles scheduled for February Break) Gym – Main Floor: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Replacement of ceiling tiles scheduled for February Break) Shubin – Main Floor: 4: (D) Missing floor tiles by back door. (Work order created. Awaiting repair) 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Replacement of ceiling tiles scheduled for February Break)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		
<p>Electrical</p>	<p>X</p>		<p>Bldg E -E4: 7: (D) Light out by back door (Work order created. Awaiting repair) Bldg F – F2-2: 7: (D) Light fixtures are not working properly. Multiple lights out. Track lighting not working. (Work order created. Awaiting repair) Bldg H – H3: 7: (D) Fewer than five percent of the bulbs have burned out. Lights out in center room between H1 and H2. (Work order created. Awaiting repair) Bldg K – K2: 7: (D) Fewer than five percent of the bulbs have burned out. (Work order created. Awaiting repair) Bldg M-M2: 7: (D) Fewer than five percent of the bulbs have burned out. Located in the center of the room. (Work order created. Awaiting repair)</p>

School Facility Conditions and Planned Improvements

			Student Commons – Computer Lab: 7: (D) Fewer than five percent of the bulbs have burned out. Light out near the front of the classroom. (Work order created. Awaiting repair)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Bldg D – D Boys Restroom: 8: (D) Restrooms are NOT fully operational. Urinal not draining. (Work order created. Awaiting repair) Bldg C – C9: 9: (D) Sink faucet missing handle.(Work order created. Awaiting repair) Bldg K – Auto Shop Area: 9: (D) Drinking fountain water pressure is inadequate. (Work order created. Awaiting repair)
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Bldg E – E5: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD) Bldg P – P2: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found. Located on the step on the outdoor stage. (Deferred maintenance, awaiting contractor repair. Time TBD) Bldg Z – Counseling Office: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD) Shubin – Main Floor: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD) Student Commons – Computer Lab: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	72	53	52	48	47	46
Mathematics (grades 3-8 and 11)	30	32	35	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	359	98.63	1.37	52.65
Female	173	170	98.27	1.73	57.06
Male	188	186	98.94	1.06	48.39
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	66.67
Black or African American	49	48	97.96	2.04	31.25
Filipino	54	54	100.00	0.00	70.37
Hispanic or Latino	99	97	97.98	2.02	41.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	53	98.15	1.85	49.06
White	87	86	98.85	1.15	65.12
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	42	42	100.00	0.00	57.14
Socioeconomically Disadvantaged	174	173	99.43	0.57	47.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	21.43

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	358	98.35	1.65	31.56
Female	173	170	98.27	1.73	28.82
Male	188	185	98.40	1.60	34.05
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	61.11
Black or African American	49	48	97.96	2.04	12.50
Filipino	54	54	100.00	0.00	51.85
Hispanic or Latino	99	97	97.98	2.02	26.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	53	98.15	1.85	24.53
White	87	85	97.70	2.30	32.94
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	42	42	100.00	0.00	33.33
Socioeconomically Disadvantaged	174	173	99.43	0.57	23.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	3.70

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.02	36.49	33.62	36.19	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	737	731	99.19	0.81	36.66
Female	357	355	99.44	0.56	36.06
Male	375	372	99.20	0.80	36.83
American Indian or Alaska Native	--	--	--	--	--
Asian	40	40	100.00	0.00	52.50
Black or African American	96	95	98.96	1.04	17.89
Filipino	110	110	100.00	0.00	50.91
Hispanic or Latino	193	192	99.48	0.52	28.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	112	110	98.21	1.79	33.64
White	180	178	98.89	1.11	45.51
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	88	88	100.00	0.00	44.32
Socioeconomically Disadvantaged	320	316	98.75	1.25	30.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	8.89

2022-23 Career Technical Education Programs

The Career and Technical Education department at Vanden High School is focused on helping students prepare for careers after high school. A career path is a series of courses that directly relate to a specific area of concentration or career. Students interested in developing skills, which transfer into advanced placement jobs or future educational opportunities are encouraged to follow the sequence of courses described in each career path.

Career pathways at Vanden are aligned with the California Model Curriculum Standards and Framework in accordance with California Education Code Section 51226. Vanden offers a variety of pathways from the following Industry Sectors: Arts, Media and Entertainment, Engineering and Architecture, Business and Finance, Health Science and Medical Technology, and Transportation.

Vanden High School also offers a four-year Air Force Junior Reserve Officer Training Corps (JROTC).

AUTOMOTIVE:

Auto Theory (9-12)

Auto Mechanics A1 (10-12) Auto Mechanics A2 (11-12)

BUSINESS:

Business I: Exploring Business and Careers (9-12)

Virtual Enterprise (11-12)

MEDIA ARTS/ TECHNOLOGY:

Video Production (9-12)

Advanced Video Production (10-12)

MEDICAL SCIENCE:

Medical Science I (11-12)

Medical Science II (11-12)

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	580
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	95.8

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.88
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	56.03

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98%	98%	98%	98%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents play an important role at Vanden High School through active participation and involvement on Leadership Team/School Site Council, Athletics, Music, Robotics, and Drama Booster Clubs. We also welcome parent volunteers on campus, for example, to help in the Library. 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 Team/School Site Council, school committees, school activities, or become a volunteer may contact the school at (707) 437-7333. Volunteer information, application, and screening procedures can be found at: <https://www.travisusd.org/Domain/57>.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	0	0	0.7	1.2	0.4	9.4	7.8	8.2
Graduation Rate	97.9	98.2	99.7	95.7	96.7	98.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	385	384	99.7
Female	191	191	100.0
Male	192	191	99.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	22	22	100.0
Black or African American	53	53	100.0
Filipino	55	55	100.0
Hispanic or Latino	99	99	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	53	53	100.0
White	96	95	99.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	208	208	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	25	25	100.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1717	1681	365	21.7
Female	817	801	194	24.2
Male	892	872	168	19.3
Non-Binary	8	8	3	37.5
American Indian or Alaska Native	2	2	1	50.0
Asian	89	88	10	11.4
Black or African American	279	268	63	23.5
Filipino	214	212	19	9.0
Hispanic or Latino	457	445	110	24.7
Native Hawaiian or Pacific Islander	15	15	6	40.0
Two or More Races	229	225	55	24.4
White	405	399	94	23.6
English Learners	38	37	8	21.6
Foster Youth	3	3	0	0.0
Homeless	7	7	7	100.0
Socioeconomically Disadvantaged	740	727	195	26.8
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	159	149	37	24.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.64	5.59	0.02	2.41	3.95	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.59	0
Female	3.92	0
Male	7.17	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.25	0
Black or African American	9.32	0
Filipino	2.34	0
Hispanic or Latino	3.94	0
Native Hawaiian or Pacific Islander	13.33	0
Two or More Races	6.11	0
White	6.67	0
English Learners	5.26	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.49	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.81	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Vanden High School. The School Site Safety plan is evaluated and revised annually by administrators and the School Site Council/Leadership Team, site Safety Committee, and district Safety Committee. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, mental health Crisis Response Team, and the Emergency Response Team. The school follows the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lockdown, and disaster drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by four campus monitors, four administrators, two student support specialists, and teachers. All visitors to the school must sign in and out at the main office and wear a visitor's pass, which must be worn at all times while on campus. Staff members are provided with and wear ID badges. Vanden High School is a closed campus. All visitors must check in at the front office and wear a visitor badge while they remain on campus. Individuals who do not belong on campus are reported to the administration immediately. The school has an extensive video surveillance system and has a School Resource Officer (SRO) on site. Vanden and TUSD use the anonymous STOPIt app for students, staff and the community members to report bullying or other concerns.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	121		
Mathematics	7	113		
Science	5	134		
Social Science	8	108		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	11	20	31
Mathematics	34	6	18	27
Science	18	45	30	
Social Science	31	5	17	27

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	15	16	31
Mathematics	30	3	24	22
Science	26	8	42	0
Social Science	31	7	16	29

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	546.67

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7202	816	6386	80370
District	N/A	N/A	6460	\$80,025
Percent Difference - School Site and District	N/A	N/A	0.9	-4.9
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-10.4	-9.2

Fiscal Year 2022-23 Types of Services Funded

Travis Unified receives Local Control Funding Formula (LCFF) funding from the state. Part of this funding is Supplemental Grant Funding (SGF) which is used to meet the needs of low-income students, English learners, foster youth, and homeless children. In addition, we receive Title I funding, which is used at the middle school to provide targeted instruction and other support for struggling students. Title I funding is also used for professional development. We receive Title II funding for professional development, and Title III funding to support English learners. We also receive some funding for Special Education.

With LCFF, districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) and LCFF Budget Overview for Parents. The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific student subgroups.

The eight state priority areas are student achievement, implementation of state standards, student engagement (attendance and dropout rates), school climate, parent involvement, basic services, course access, and other locally determined student outcomes.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,303	\$50,875
Mid-Range Teacher Salary	\$82,273	\$79,761
Highest Teacher Salary	\$91,199	\$103,045
Average Principal Salary (Elementary)	\$122,244	\$128,154
Average Principal Salary (Middle)	\$136,158	\$131,774
Average Principal Salary (High)	\$142,537	\$142,676
Superintendent Salary	\$255,258	\$211,462
Percent of Budget for Teacher Salaries	35.07%	30.11%
Percent of Budget for Administrative Salaries	5.68%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	19
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	5
Fine and Performing Arts	1
Foreign Language	2
Mathematics	2
Science	3
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	22

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1	0	0