

Vallejo Senior 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	Vallejo Senior High School
Street	840 Nebraska St.
City, State, Zip	Vallejo, CA 94590-3368
Phone Number	(707) 556-1700
Principal	Chris Waldron
Email Address	cwaldron@vcusd.org
School Website	vcusd.org/domain/27
County-District-School (CDS) Code	48705814838504

2023-24 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	William Spalding
Email Address	wspalding@vcusd.org
District Website	vcusd.org

2023-24 School Description and Mission Statement

Vallejo High School, established in 1869, is one of two comprehensive high schools in the Vallejo City Unified School District. We have a diverse student population of approximately 1500 students, many of whom are the second or third generation of their families attending our school. Vallejo High School has a variety of career pathway choices. We use Rigor, Relationships and Relevance as our guiding principles at Vallejo High School. Our small learning communities provide educational experiences within courses that are created to meet the educational needs of students with an interest in themed based pathways. Students have opportunities to receive certifications within our pathway programs that are aligned to college and career. Vallejo High School students will graduate college and career ready. Vallejo High School students will participate in work-based-learning. Work-based-learning focuses on career industry pathway curriculum linked to our pathway experiences ranging from internships, job shadowing, guest speakers and mock interviews. Work-based learning experiences create the nexus between high school, college and training for the careers of the future.

VHS Mission Statement

The mission of Vallejo High School is to prepare all students for college and career through a well-defined purpose in our instructional model, improved environment in the classroom and common areas, increased student engagement, rigorous content related tasks, and providing students with multiple opportunities to demonstrate concepts.

VHS Statement of Purpose

Vallejo High School's purpose is to cultivate critical thinking lifelong learners by providing a rigorous and engaging experience where the learning opportunities generate the desire to learn, the need to achieve, and the vision to embrace the cultural diversity that unites our school, home, and community.

VHS Student Learning Outcomes (SLO)

Vallejo High School shall cultivate students who are:

- Complex thinkers who solve problems logically using evidence.
- Effective communicators who are technologically capable writers, listeners, and speakers.
- Academic achievers who set personal goals that actualize a pathway to academic and vocational success.
- Effective citizens who take personal responsibility to be involved in and supportive of their community.
- Culturally empowered and informed about their own and other cultures.

2023-24 School Description and Mission Statement

Graduate Profile

The VCUSD Graduate Profile was created as a collaborative effort that included school staff, community, business, and postsecondary partners in being able to describe the qualities of the academy/pathway graduates.

The VCUSD Graduate is a(n):

Effective Communicator: Demonstrates mastery of the skills essential to communication and learning (reading, writing, analyzing, listening and speaking); articulates and presents ideas and information clearly and effectively, both verbally and in written form; uses research and evidence to support thinking; uses appropriate language, tact and diplomacy in professional environment; adapts to audience, task and purpose; listens to feedback and applies it to future settings.

Skilled Collaborator: Builds effective working relationships; is able to work with diverse individuals, teams and perspectives; contributes appropriately to the team effort; negotiates and manages conflict with professionalism; demonstrates commitment to colleagues and leaders.

Critical and Innovative Thinker: Creative problem solvers; exercises sound reasoning and analytic thinking; respects other points of view; integrates knowledge across different disciplines; adapts and applies creativity to enhance perspective and thinking; makes judgments and explains perspectives based on evidence.

Responsible Professional: Manages time effectively; is punctual; takes responsibility; takes initiative; brings tasks and projects to completion; demonstrates integrity and ethical behavior; acts responsibly with others in mind; fulfills team role; understands workplace culture, etiquette and practices.

Effective User of Digital Media and Technology: Selects and ethically uses appropriate technology to accomplish tasks; applies technology skills to problem solving; digitally proficient; is able to quickly access information from reliable sources online.

Global Learner and Contributor: Speaks multiple languages; participates with a multicultural understanding; aware of own biases and prejudices; maintains a positive outlook and vision; applies appropriate learning and understanding of situations on an individual, local, national and international level.

LCAP GOALS 2023-2024

Goal 1: Vallejo City Unified will increase parent and community engagement in improving student outcomes.

Goal 2: Vallejo City Unified will create safe, supportive, and engaging learning environments for students and staff.

Goal 3: Vallejo City Unified will increase the number of students graduating college and career ready.

VCUSD Strategic Plan 2023-2024

Pillar 1 - Equitable Opportunities, Equitable Outcomes

Pillar 2 - Safe and Supportive Learning Environments

Pillar 3 - Vibrant Culture of Teaching and Learning

Pillar 4 - Community Centered-Education

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	324
Grade 10	345
Grade 11	361
Grade 12	305
Total Enrollment	1,335

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8%
Male	53.2%
American Indian or Alaska Native	0.2%
Asian	2.3%
Black or African American	23.4%
Filipino	10.4%
Hispanic or Latino	54.5%
Native Hawaiian or Pacific Islander	1.7%
Two or More Races	2.2%
White	4.6%
English Learners	26.9%
Foster Youth	0.4%
Homeless	1.6%
Socioeconomically Disadvantaged	84.3%
Students with Disabilities	13.4%

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)	41.60	74.07	341.50	65.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	19.20	3.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.60	11.91	61.10	11.74	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.70	6.66	16.70	3.21	12115.80	4.41
Unknown	4.10	7.34	82.00	15.75	18854.30	6.86
Total Teaching Positions	56.10	100.00	520.70	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)	44.90	74.29	378.20	71.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	22.40	4.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.90	8.09	64.60	12.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.70	12.77	29.90	5.64	11953.10	4.28
Unknown	2.90	4.82	35.40	6.69	15831.90	5.67
Total Teaching Positions	60.50	100.00	530.70	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	3.00	2.80
Misassignments	3.60	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.60	4.90

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	1.90	4.10
Local Assignment Options	1.80	3.50
Total Out-of-Field Teachers	3.70	7.70

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)	16.6	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.4	3.7

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

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Collections/2017 Hampton Brown Edge Reading, Writing, and Language Fundamentals/2008	Yes	0
Mathematics	Carnegie Learning HSMS Integrated Math I 4e/2022 Carnegie Learning HSMS Integrated Math 2 4e/2022 Carnegie Learning HSMS Integrated Math 3 4e/2022 Pearson-Prentice Hall Pre-Calculus: Common Core/2015 Pearson-Prentice Hall Calculus /2012 W.H. Freeman & Co. The Practice of Statistics, 5th Edition /2014	Yes	0
Science	Prentice Hall Biology-California Edition/2007 Prentice Hall Biology 7th Ed. By Campbell Reece/2005 Prentice Hall Biology 8th Ed. By Campbell Reece/2008 McDougal Littell World of Chemistry/2007 McDougal Littell Chemistry-Zumdahl 7th Edition /2007 Pearson Prentice Hall Conceptual Physics /2009 Pearson Prentice Hall Physics: Principles with Applications /2009 & 2005 Cord Communications Physics in Context/2008 Houghton Mifflin Harourt Cengage Living in the Environment 17th edition (Miller) /2012 Paradigm Publishing, Inc. (EMC Corp.) Biotechnology – Science for the new millennium /2007	Yes	0
History-Social Science	Houghton Mifflin Harcourt Modern World History /2019 Houghton Mifflin Harcourt World History: the global experience, AP edition /2011 Houghton Mifflin Harcourt American History /2019 Houghton Mifflin Harcourt U.S. Government /2018 Houghton Mifflin Harcourt A.P. American Government 10th edition /2006 Houghton Mifflin Harcourt Economics /2018 McGraw Hill Understanding Psychology /2014	Yes	0
Foreign Language	Holt McDougall Discovering French Today Level /2013 Heinle & Heinle Quant a Moi/2013 Pearson-Prentice Hall Realidades/2014 Prentice Hall Sendas /2005 Prentice Hall Abriendo paso: Temas y lecturas /2014 Prentice Hall Abriendo paso: Gramatica /2014 University of Hawaii Press Conversational Tagalog /2002 University of Hawaii Press Intermediate Tagalog /2002 Pearson Learning American Sign Language (Humphries and Padden) /2013	Yes	0

School Facility Conditions and Planned Improvements

Vallejo High School comprises what were once two campuses: the original Vallejo High School campus and the former Vallejo Middle School Campus across the street. The permanent buildings were constructed between 1939 and the mid-1970s. As recently as 2008 additional portable classrooms were erected to support the expansion of smaller class sizes. These rooms comply with all state and local codes.

As a result of the Measure A bond, completed in 2004, a majority of the buildings and grounds were modernized to support technology access and create a 21st Century learning environment for students and teachers. Vallejo High School has wireless internet access across the campus. Teachers and students are able to access the internet to enhance learning and conduct research, which does support our 1:1 iPad for all students at Vallejo High School.

Providing the personnel and resources for students and staff to engage in a safe, clean and orderly learning environment is a school site and District commitment. Grounds and landscaping are aesthetically pleasing and complement the rich history and architecture of the school. The grounds have been designed to provide space for students to socialize and be protected from the elements. During the summer of 2017, VHS received six covered areas across campus with new picnic tables.

In November 2018, the Vallejo Community passed Bond Measure S, a \$194 million Facilities Bond that will be designated to upgrade our WiFi capacity, replace the heating and air conditioning units along with several other structural upgrades.

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			Work Order submitted - Repairs completed
Interior: Interior Surfaces	X			Work Order submitted - Repairs completed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Work Order submitted - Repairs completed
Electrical	X			Work Order submitted - Repairs completed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work Order submitted - Repairs completed
Safety: Fire Safety, Hazardous Materials	X			Work Order submitted - Repairs completed
Structural: Structural Damage, Roofs	X			Work Order submitted - Repairs completed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order submitted - Repairs completed

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)	22	28	28	27	47	46
Mathematics (grades 3-8 and 11)	11	12	18	17	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	356	282	79.21	20.79	27.54
Female	161	138	85.71	14.29	34.33
Male	195	144	73.85	26.15	21.13
American Indian or Alaska Native	0	0	0	0	0
Asian	15	14	93.33	6.67	50.00
Black or African American	77	53	68.83	31.17	18.87
Filipino	32	30	93.75	6.25	50.00
Hispanic or Latino	204	162	79.41	20.59	23.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	30.00
White	--	--	--	--	--
English Learners	105	72	68.57	31.43	4.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	306	243	79.41	20.59	25.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	32	69.57	30.43	3.23

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	354	276	77.97	22.03	11.99
Female	161	138	85.71	14.29	14.07
Male	193	138	71.50	28.50	9.85
American Indian or Alaska Native	0	0	0	0	0
Asian	15	14	93.33	6.67	35.71
Black or African American	75	50	66.67	33.33	2.00
Filipino	32	30	93.75	6.25	36.67
Hispanic or Latino	204	160	78.43	21.57	7.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	20.00
White	--	--	--	--	--
English Learners	105	72	68.57	31.43	1.47
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	305	237	77.70	22.30	11.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	30	68.18	31.82	0.00

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)	8.30	7.80	14.49	13.35	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	619	228	36.83	63.17	7.80
Female	283	113	39.93	60.07	10.19
Male	336	115	34.23	65.77	5.45
American Indian or Alaska Native	0	0	0	0	0
Asian	18	3	16.67	83.33	--
Black or African American	134	49	36.57	63.43	2.22
Filipino	69	37	53.62	46.38	20.59
Hispanic or Latino	349	120	34.38	65.62	5.13
Native Hawaiian or Pacific Islander	14	5	35.71	64.29	--
Two or More Races	18	7	38.89	61.11	--
White	17	7	41.18	58.82	--
English Learners	164	41	25.00	75.00	0.00
Foster Youth	--	--	--	--	--
Homeless	11	4	36.36	63.64	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	533	194	36.40	63.60	6.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	10	16.67	83.33	--

2022-23 Career Technical Education Programs

Vallejo High School is home to the following academy and pathway programs: Biotechnology, Health Sciences, Hospitality and Tourism, Engineering, Multimedia and Construction Technologies. These programs are small learning communities that are built around college and career readiness. These pathways involve a sequence of A-G courses leading to a career, community college, or four year university. These program courses are connected with college preparatory core courses that provide all students with skills to be college and career ready upon graduation.

The academy and pathway structure consists of each academy having an assigned administrator, academic counselor, academy lead teacher and core teachers connected to the thematic program. Each program has developed an Advisory Board that consists of business, community and postsecondary partners. Vallejo High School has numerous CTE classes with local college articulation agreements.

The academy and pathway structure provides all students the opportunity to leave Vallejo High School college and career ready. Students take academy or pathway themed courses as part of their larger program of study. The academies partner with industry professionals to guide the planning of projects that relate to the real-world and introduce students to industry standards. Students will demonstrate mastery of these outcomes through completion of senior projects in each academy.

The academies and pathways are small learning communities that are driven by student choice. This design provides students with a cohort of teachers that work with them throughout their high school career.

The four Academy Elements are:

- (1) Academy Structure and Developments
- (2) Curriculum and Instruction
- (3) Work-based Learning
- (4) Advisory Boards

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	544
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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	98.36
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	27.52

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	74.7	72.8	33.3	75.6	77.2

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

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school. We encourage parents to take an active role in Parent-Teacher Organization (Parent Network), School Site Council, English Learners Advisory Council, and our site Leadership Team. We also invite parents to volunteer their time at our Engineering and Biotech Advisory Board Meetings. Vallejo High School Leadership Committee meets monthly and includes parents, students, teachers and other staff; all interested parents are welcome to attend. Our School Site Council makes all decisions regarding programs and expenditures focused on categorically funded programs. Vallejo High School facilitates attendance meetings for students and parents two to three times a month on Thursdays. The attendance meetings also focus on the following areas:

- Linking all students to the Parent/Student Portal, which allows immediate access to grades
- Understanding the High School System
- Identifying the Classes That Form Part of the A-G Requirements
- Recognizing the Importance of the Grade Point Average (GPA)
- Reviewing Other Important Requirements and Programs
- Discussing Higher Education Options
- Identifying the Different Financial Aid Options
- Principal's Dialog

Vallejo High School also offers the below parent meetings:

- Network meetings that provide information related to student academic achievement
- Orientation Days; Back to School Night
- Band and Choir Concerts
- Academic Achievement Assemblies; Academy Awards Night
- Community Schools Nights

Counseling meetings with students and parent/guardian

2023-24 Opportunities for Parental Involvement

- Sporting Events
- College and Financial Aid Information Nights
- Student Success Teams (SST) support sessions
- Individual Educational Plans (IEPs) support sessions
- Bilingual and Parent Liaisons available

English Learner Advisory Committee (ELAC)

School Site Council

Parent Institute for a Quality Education (PIQE)

Please contact the school at (707) 556-1700 for information regarding organized opportunities for parental involvement.

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	23.8	20.1	29	19.3	18.4	17.4	9.4	7.8	8.2
Graduation Rate	71.6	78.8	70.1	73.8	78.9	80.2	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	335	235	70.1
Female	151	116	76.8
Male	184	119	64.7
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	76	51	67.1
Filipino	42	37	88.1
Hispanic or Latino	184	123	66.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	100	50	50.0
Foster Youth	--	--	--
Homeless	16	10	62.5
Socioeconomically Disadvantaged	304	216	71.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	28	11	39.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1531	1453	808	55.6
Female	715	674	382	56.7
Male	815	778	425	54.6
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	3	3	2	66.7
Asian	32	32	14	43.8
Black or African American	378	349	217	62.2
Filipino	146	141	50	35.5
Hispanic or Latino	829	791	445	56.3
Native Hawaiian or Pacific Islander	24	24	13	54.2
Two or More Races	40	39	26	66.7
White	71	67	37	55.2
English Learners	434	416	248	59.6
Foster Youth	13	12	6	50.0
Homeless	38	35	26	74.3
Socioeconomically Disadvantaged	1334	1278	726	56.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	202	196	125	63.8

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	0.06	11.21	11.23	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.07	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.23	0.07
Female	10.63	0
Male	11.78	0.12
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	14.29	0.26
Filipino	4.79	0
Hispanic or Latino	11.1	0
Native Hawaiian or Pacific Islander	8.33	0
Two or More Races	20	0
White	11.27	0
English Learners	11.06	0
Foster Youth	38.46	0
Homeless	5.26	0
Socioeconomically Disadvantaged	11.92	0.07
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.84	0

2023-24 School Safety Plan

Vallejo High School has a comprehensive safety plan.

On a day to day basis our school grounds are supervised by our administrators, teachers, and eleven Site Safety Supervisors from 7:00 a.m. to 4:30 p.m. Additional Safety Supervisors monitor the after school program from 3:30 p.m. to 6:00 p.m. The campus is equipped with 24-hour video surveillance cameras to ensure safety of the campus buildings and all school stakeholders. The campus has fencing around the entire school. There is a registered nurse on campus who responds when there are students and staff with special medical needs or in emergencies.

Vallejo High School completes the annual update of its Comprehensive School Safety Plan (CSSP) by every year. The plan focus is on campus wide safety for students and staff in emergency situations. The plan is reviewed with the faculty regularly at staff meetings. During the 2019-2020 school year, two fire drills and one emergency/disaster drill will be held to ensure emergency readiness by staff and students. During the 2020-2021 school year, these drills were not possible due to COVID-19, and all of our offices followed safety protocols to ensure social distancing was maintained and there was zero in person contact.

The VHS administration developed and distributed an emergency/disaster information folder to each teacher, staff member and each room and office. It is updated annually and outlines how students and staff should respond in different emergency situations including: fire/evacuation, shelter-in-place, duck and cover, and intruder/active shooter. Evacuation routes and assembly locations are marked on maps that are included in the folders and are also posted in each room on campus.

The most recent Comprehensive Safety Plan was updated on September 12, 2023 by the VHS Safety Committee and was approved by the School Site Council on October 3, 2023.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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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	21	31	38	15
Mathematics	24	17	25	17
Science	23	14	15	11
Social Science	19	33	23	17

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	21	34	37	13
Mathematics	20	27	23	13
Science	23	14	14	8
Social Science	18	38	24	13

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	19	38	30	10
Mathematics	22	28	18	17
Science	19	19	6	12
Social Science	17	43	20	11

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	333.75

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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	4808	1368	3440	73514
District	N/A	N/A	10669	\$77,192
Percent Difference - School Site and District	N/A	N/A	-102.5	-0.04
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-62.9	-18.3

Fiscal Year 2022-23 Types of Services Funded

To support students Vallejo High School offers extended learning time. Students who are credit deficient have the opportunity to attend 0 and 7th period credit recovery programming. Free after school tutoring is also available through a variety of programs including California Scholarship Federation students, Upward Bound, the Willie B. Adkins Project, East Bay Consortium and the After School Program. Vallejo High School teachers work with students outside of class (before, during and after school) to provide support to students who want assistance. Vallejo High also used Sylvan Tutoring services in 22/23 primarily for our ELD population and has signed up Sylvan Tutoring for 23/24 school year as well as in the works of signing up Carnegie Tutoring services for our math students with a focus on ELL students. Carnegie is the publisher of our math textbooks and the Carnegie tutoring will focus on classroom lessons in a one-to-one or small group setting.

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	\$51,665	\$54,190
Mid-Range Teacher Salary	\$73,323	\$85,111
Highest Teacher Salary	\$93,101	\$104,999
Average Principal Salary (Elementary)	\$109,303	\$132,492
Average Principal Salary (Middle)	\$113,675	\$140,987
Average Principal Salary (High)	\$122,908	\$153,884
Superintendent Salary	\$248,000	\$255,503
Percent of Budget for Teacher Salaries	25.54%	32.09%
Percent of Budget for Administrative Salaries	4.89%	5.25%

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	15.1
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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	1
English	3
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	2
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

Professional Development

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

Wednesday Staff Professional Development

Each Wednesday is a minimum day. Certificated and classified staff are provided with time to participate in school wide

Professional Development

professional development and planning.

Professional Development is generally done weekly during Wednesday Professional Learning Community (PLC) Meetings.

Usually these meetings are 60 minute long, but during Distance Learning the time has been increased to 90 minutes.

There are a team of District Wide Teacher Leaders for Secondary Education that support each of the high schools, and Vallejo High School is included in the work they are doing.

For the 2021-20222 school year, VHS has broken the PD into focus areas on SEL/MTSS, Data, Restorative Practices and PLC Network Meetings with all VCUSD High Schools.

The PD offered for the last three years has included training on the NWEA reading and math assessments, use of the learning paths in Odysseyware and Edgenuity as well as many different workshops that have covered high leverage instructional strategies centered around student engagement and literacy.

Collaborative planning time was embedded in each session. Providing collaborative planning time was important because it gave all staff an opportunity to meet with the departments, vice principal and counselors with additional support providers that focus on social emotional learning, NWEA assessment and alignment, Project Based Learning (PBL) and culturally relevant instructional practices. These collaborative planning sessions focused on lesson planning, implementation of strategies, and improvement of student achievement.

Additional training and professional development are offered through after school workshops and professional conferences. Additional support is available to Vallejo High teachers that includes: academy lead teachers who worked together with teams of teachers on common planning time focused on insuring elements rigor, relevance and relationships are being implemented, department chairs who provide content specific support, site administrators who provide monitoring and feedback regarding instruction, and District instructional staff who provide additional coaching and content support in the area of Common Core State Standards.

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	37	43	43