

Vanden High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Vanden High School
Street	2951 Markeley Lane
City, State, Zip	Fairfield, CA 94533
Phone Number	707-437-7333
Principal	Kristin Shields
Email Address	kshields@travisusd.org
School Website	https://vanden.travisusd.org/
Grade Span	9-12
County-District-School (CDS) Code	48-70565-483881

2024-25 District Contact Information

District Name	Travis Unified School District
Phone Number	(707) 437- 4604
Superintendent	Tiffany Benson
Email Address	tbenson@travisusd.org
District Website	www.travisusd.org

2024-25 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.

2024-25 School Description and Mission Statement

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.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	414
Grade 10	388
Grade 11	448
Grade 12	369
Total Enrollment	1,619

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52
Non-Binary	0.5
American Indian or Alaska Native	0.2
Asian	5.6
Black or African American	16.1
Filipino	13.7
Hispanic or Latino	25.8
Native Hawaiian or Pacific Islander	0.8
Two or More Races	14.1
White	21.8
English Learners	1.9
Foster Youth	0.1
Homeless	0.6
Migrant	0.1
Socioeconomically Disadvantaged	41
Students with Disabilities	9.7

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	67.00	92.12	227.80	90.70	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	0.78	3.60	1.44	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	1.26	4.40	1.76	11746.90	4.23
Unknown/Incomplete/NA	4.20	5.81	13.40	5.35	14303.80	5.15
Total Teaching Positions	72.80	100.00	251.20	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.20	1.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.30	1.00	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.30	0.10	0
Local Assignment Options	0.00	0.60	0.9
Total Out-of-Field Teachers	1.30	0.80	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.6	1.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.00	0	0

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

2024-25 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 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, California Collections ©2017 Board Adopted 2016 Bedford, Language of Composition Reading, Writing, and Rhetoric ©2008 Board Adopted 2012 Wadsworth, Perrine's Literature Structure, Sound, and Sense ©2009 Board Adopted: 2012	Yes	0
Mathematics	Pearson Education, Pre Calculus with Limits: © 2012 Board Adopted 2014 Pearson Education, California Algebra 1, 2, and Geometry Common Core Edition ©2015 Board Adopted 2014 Pearson Education, Statistics: The Art & Sciences of Learning from Data ©2013 Board Adopted 2014 Pearson Education, Calculus Early Transcendentals ©2014 Board Adopted 2014	Yes	0

	South-Western/Cengage Learning, Business Math Using Excel ©2011 Board Adopted 2014		
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 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>	Yes	0
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</p>	Yes	0

	Board Adopted 2016 McGrawHill, Economics, 15th Edition ©2002 Board Adopted 2006 Prentice Hall, American Government ©2006 Board Adopted 2006		
Foreign Language	Vista Higher Learning, Senderos 1, 2, 3, 4 ©2018 Board Adopted 2020 Vista Higher Learning, Temas © 2020 Board Adopted 2020 Vista Higher Learning, D'accord Level 1, 2, 3 ©2019 Board Adopted 2020 Vista Higher Learning, Galeria 1, 2 ©2019 Board Adopted 2020 Bolchazy-Carducci, Latin for the NewMillenium 1, 2 ©2017 Board Adopted 2020 EMC / Paradigm Publishing, Deutsch Aktuell 1, 2 ©2017 Board Adopted 2020	Yes	0
Health	Glencoe/McGraw Hill, Glencoe Teen Health ©2007 Board Adopted 2006	Yes	0
Visual and Performing Arts	Glencoe, Experiencing Choral Music ©2005 Board Adopted 2008 McGraw-Hill, Tonal Harmony © 2013 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	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Vanden High School's campus was originally built in 1964 and has 74 classrooms, one library, a computer lab, a video production lab with sound booths, 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, a practice field for band, basketball courts, and three 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.

School Facility Conditions and Planned Improvements

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, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			<p>Bldg E – Center Area: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Roof repair/replacement planned for summer 2025)</p> <p>Bldg E – E5: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc). (Roof repair/replacement planned for summer 2025)</p> <p>Bldg H – H3: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Roof repair/replacement planned for summer 2025)</p> <p>4: (D) Ceiling tiles are missing. (Work order created. Awaiting repair)</p> <p>Bldg K – K2: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Roof repair/seal planned for summer 2025)</p> <p>Bldg N – N4: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) (Roof repair/seal planned for summer 2025)</p> <p>Bldg Q – Q4: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Roof repair/seal planned for summer 2025)</p> <p>Bldg S – S4: 4: (D) Holes appear in the flooring. (Deferred maintenance, awaiting contractor repair. Time TBD)</p> <p>Bldg S – S6: 4: (D) Holes appear in the flooring. (Deferred maintenance, awaiting contractor repair. Time TBD)</p> <p>Bldg Z – Main Office Area: 4: (D) Carpet is torn in spots and is starting to wrinkle creating a trip hazard. (Carpet replaced October 2024)</p> <p>Gym – Girls Restroom: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral</p>

School Facility Conditions and Planned Improvements

			<p>deposits, etc). Paint peeling. (Roof repair/seal planned for summer 2025)</p> <p>Gym – Main Floor:</p> <p>4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Roof repair/seal planned for summer 2025)</p> <p>4: (D) Ceiling tiles are missing. (Work order created. Awaiting repair)</p> <p>4: (D) Paint peeling on walls. (Work order created. Awaiting repair)</p> <p>Shubin – Main Floor:</p> <p>4: (D) Missing floor tiles by back door. (Work order created. Awaiting repair)</p> <p>4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits, etc) (Roof repair/seal planned for summer 2025)</p> <p>Student Commons - Computer Lab:</p> <p>4. (D) Evidence of water damage. Ceiling tiles loose. (Work order created. Awaiting repair)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>	X		<p>Bldg A - A5:</p> <p>7. (D) Lights out above windows. (Work order created. Awaiting repair)</p> <p>Bldg B - Kitchen:</p> <p>7. (D) 3 lights burnt out. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg C - C4:</p> <p>7. (D) Lights out in back area of classroom. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg E – Center Area:</p> <p>7. (D) Several lights not working. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg E -E4:</p> <p>7: (D) Light out by back door (Work order created. Awaiting repair)</p> <p>Bldg E - Teacher Break Out Room:</p> <p>7. (D) Light not working. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg F – F1-2:</p> <p>7. (D) Storage room light not working. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg F – F2 Boys Restroom:</p> <p>7. (D) Light not working (Work/repair completed. No longer a discrepancy)</p> <p>Bldg F - F2-1</p> <p>7. (D) Light not working in hallway by practice room 3. (Work order created. Awaiting repair)</p> <p>Bldg F - F2-1 Storage Room 4:</p> <p>7. (D) Light not working. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg H – H3:</p> <p>7. (D) Two lights burned out. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg K – K2:</p>

School Facility Conditions and Planned Improvements

			<p>7: (D) Fewer than five percent of the bulbs have burned out. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg L – L1:</p> <p>7: (D) Fewer than five percent of the bulbs have burned out. (Work order created. Awaiting repair)</p> <p>Bldg M - M2:</p> <p>7: (D) Fewer than five percent of the bulbs have burned out. Located in the center of the room. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg N - N5:</p> <p>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> <p>Bldg R - R3:</p> <p>7: (D) Fewer than five percent of the bulbs have burned out. Located in the center of the room. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg S - Chemical Storage:</p> <p>7: (D) Fewer than five percent of the bulbs have burned out. Located in the center of the room. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg S - Staff Work Area:</p> <p>7: (D) Fewer than five percent of the bulbs have burned out. Located in the center of the room. (Work/repair completed. No longer a discrepancy)</p> <p>Student Commons – Computer Lab:</p> <p>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)</p> <p>Gym - Concessions Room:</p> <p>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)</p> <p>Library - Girls Restroom:</p> <p>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)</p> <p>Shubin – Main Floor:</p> <p>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)</p> <p>Student Commons - Computer Lab:</p> <p>7: (D) Fewer than five percent of the bulbs have burned out. Light out near the front of the classroom. (Work/repair completed. No longer a discrepancy)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>Bldg B - Girls Restroom:</p> <p>8. (D) Right sink run time needs adjustment. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg F – F2 Girls Restroom:</p> <p>8. (D) Sink runtimes needs to be adjusted</p> <p>Bldg P - Boys Restroom:</p> <p>8. (D) Left sink hard to actuate. (Work/repair completed. No longer a discrepancy)</p> <p>Bldg P - Girls Restroom:</p> <p>8. (D) All sinks need water timing adjusted. (Work order created. Awaiting repair)</p> <p>Bldg R - Boys Restroom:</p>

School Facility Conditions and Planned Improvements

				<p>8. (D) Sinks need water runtime adjusted. (Work order created. Awaiting repair)</p> <p>Gym - Boys Locker Room:</p> <p>8. (D) Left sink not working. (Work/repair completed. No longer a discrepancy)</p> <p>Library - Boys Restroom:</p> <p>8. (D) Handicap stall door hinge broken. (Work/repair completed. No longer a discrepancy)</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			<p>Bldg P – P2:</p> <p>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)</p> <p>Bldg Z – Main Office:</p> <p>14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD)</p> <p>Shubin – Main Floor:</p> <p>14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD)</p> <p>Student Commons – Computer Lab:</p> <p>14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD)</p>

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	53	56	48	47	46	47
Mathematics (grades 3-8 and 11)	32	28	36	34	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	430	426	99.07	0.93	56.00
Female	200	199	99.50	0.50	66.67
Male	227	224	98.68	1.32	46.88
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	63.64
Black or African American	74	73	98.65	1.35	39.73
Filipino	67	67	100.00	0.00	71.64
Hispanic or Latino	103	103	100.00	0.00	48.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	67	100.00	0.00	54.55
White	91	89	97.80	2.20	66.29
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	65	64	98.46	1.54	54.69
Socioeconomically Disadvantaged	163	161	98.77	1.23	46.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	2.70

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	431	428	99.30	0.70	27.80
Female	200	200	100.00	0.00	30.50
Male	228	225	98.68	1.32	25.33
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	21.74
Black or African American	74	74	100.00	0.00	10.81
Filipino	67	67	100.00	0.00	50.75
Hispanic or Latino	103	103	100.00	0.00	22.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	67	100.00	0.00	26.87
White	91	89	97.80	2.20	33.71
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	65	65	100	0	35.94
Socioeconomically Disadvantaged	163	162	99.39	0.61	21.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	36.49	37.23	36.19	33.41	30.29	30.73

2023-24 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	802	798	99.50	0.50	37.47
Female	378	377	99.74	0.26	35.54
Male	419	416	99.28	0.72	39.18
American Indian or Alaska Native	--	--	--	--	--
Asian	42	42	100.00	0.00	45.24
Black or African American	125	125	100.00	0.00	16.80
Filipino	121	121	100.00	0.00	57.02
Hispanic or Latino	204	204	100.00	0.00	31.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	122	121	99.18	0.82	31.40
White	179	177	98.88	1.12	49.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	64	64	100	0	37.5
Socioeconomically Disadvantaged	235	233	99.15	0.85	28.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	63	95.45	4.55	4.76

2023-24 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:

2023-24 Career Technical Education Programs

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)

CTE Advisory Committee:

Lori Pederson, Capitol Flim Arts Alliance
Michaela Davis (Kaiser)
Ardagh Group (Engineering/Manufacturing)
Kimberly Lane (Solano County Office of Education)
Joe Nguyen TUSD Director of Curriculum & Instruction
Vanden CTE Department Teaching staff

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	612
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	70
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	91.67

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.81
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	50

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.

2023-24 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 requires only participation results 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	98.8	98.5	99.2	98.2	100

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.

2024-25 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. 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/departments/humanresources/volunteer>

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.00	0.0	0.3	1.20	0.4	0.5	7.8	8.2	8.9
Graduation Rate	98.20	99.7	99.2	96.70	98.9	98.6	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	370	367	99.2
Female	185	185	100.0
Male	183	180	98.4
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	18	17	94.4
Black or African American	51	51	100.0
Filipino	57	57	100.0
Hispanic or Latino	100	100	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	53	53	100.0
White	86	85	98.8
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	230	227	98.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	36	33	91.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1693	1658	327	19.7
Female	801	787	178	22.6
Male	883	862	144	16.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	92	91	11	12.1
Black or African American	279	268	58	21.6
Filipino	227	227	17	7.5
Hispanic or Latino	445	437	111	25.4
Native Hawaiian or Pacific Islander	13	12	5	41.7
Two or More Races	236	232	52	22.4
White	365	357	68	19.0
English Learners	38	37	7	18.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	742	720	198	27.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	176	165	54	32.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.64	5.59	4.73	2.41	3.95	3.77	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.06	0.05	0	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.73	0.06
Female	3.87	0.00
Male	5.55	0.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.32	0.00
Filipino	0.88	0.00
Hispanic or Latino	5.62	0.22
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.08	0.00
White	3.29	0.00
English Learners	2.63	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.47	0.13
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.95	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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,

2024-25 School Safety Plan

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. Evacuation, 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. 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.

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	
Social Science	31	7	16	29

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	28	13	8	39
Mathematics	30	5	15	28
Science	26	3	49	
Social Science	29	5	22	20

2023-24 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	404.75

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.94
Psychologist	1
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.75

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	8305	1134	7171	89262
District	N/A	N/A	7283	\$89,381
Percent Difference - School Site and District	N/A	N/A	-1.5	-0.1
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-40.1	-5.9

Fiscal Year 2023-24 Types of Services Funded

Travis Unified receives funding through the Local Control Funding Formula (LCFF), including Supplemental Grant Funding (SGF), which is designated to support high-needs student populations such as English learners, foster youth, and homeless students. Additionally, the district receives federal Title I funds, which are allocated to qualifying school sites per the methods described by the California Department of Education. These funds are used to provide targeted instruction, support struggling students, and fund professional development. Title II funds are allocated for professional development across the district, while Title III funds focus on services and programs for English learners. Some funding is also allocated to support Special Education programs.

As part of LCFF, districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) along with an LCFF Budget Overview for Parents. These documents outline how the district uses its resources to address the eight state priority areas, ensuring improved outcomes for all students, including specific subgroups.

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$58,011	\$58,855
Mid-Range Teacher Salary	\$89,541	\$92,519
Highest Teacher Salary	\$111,197	\$114,665
Average Principal Salary (Elementary)	\$142,585	\$142,791
Average Principal Salary (Middle)	\$156,679	\$151,078
Average Principal Salary (High)	\$159,025	\$167,094
Superintendent Salary	\$286,147	\$281,086
Percent of Budget for Teacher Salaries	34.87	30.99
Percent of Budget for Administrative Salaries	6.04	5.37

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	22.6
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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	0
Foreign Language	1
Mathematics	2
Science	4
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

Professional Development

12.3 days = 2 full days + 10.3 (sum of partial days)

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

Subject	2022-23	2023-24	2024-25
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	0	0	12.3
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