

Vallejo Senior High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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	Beyonka Marshall
Email Address	bmarshall@vcusd.org
School Website	vcusd.org/domain/27
Grade Span	
County-District-School (CDS) Code	48705814838504

2025-26 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	vcusd.org

2025-26 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 1050 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.

2025-26 School Description and Mission Statement

- Culturally empowered and informed about their own and other cultures.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 9	303
Grade 10	276
Grade 11	293
Grade 12	273
Total Enrollment	1,146

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	48.3
Non-Binary	0.2
American Indian or Alaska Native	0.1
Asian	1.8
Black or African American	21.5
Filipino	9
Hispanic or Latino	56.3
Native Hawaiian or Pacific Islander	1.1
Two or More Races	1.6
White	4.2
English Learners	26.9
Foster Youth	0.6
Homeless	4.9
Socioeconomically Disadvantaged	82.4
Students with Disabilities	14.4

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.

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)	44.9	74.29	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	0	0	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.9	8.09	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.7	12.77	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	2.9	4.82	35.4	6.69	15831.9	5.67
Total Teaching Positions	60.5	100	530.7	100	279044.8	100

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)	42.9	65.96	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.53	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.3	14.38	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.6	11.7	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	4.1	6.39	43.4	8.2	14303.8	5.15
Total Teaching Positions	65.1	100	529.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	2.80	5.7	
Misassignments	2.00	3.6	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	4.90	9.3	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	4.10	3.8	
Local Assignment Options	3.50	3.7	
Total Out-of-Field Teachers	7.70	7.6	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.2	7.6	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.7	0.7	0.7

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

2025-26 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

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Collections/2017	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 Statistics and Probability with Applications 2021	0
Science	HMH Dimensions: Living Earth (Biology) 2020 HMH Dimensions: Chemistry in the Earth System 2020 HMH Dimensions: Physics in the Universe 2020	0
History-Social Science	Houghton Mifflin Harcourt Modern World History 2019 Houghton Mifflin Harcourt American History 2019 Houghton Mifflin Harcourt U.S. Government 2018 Houghton Mifflin Harcourt Economics 2018 McGraw Hill Understanding Psychology 2014	0
Foreign Language	Klett World Languages Reporters francophones 2024 Savvas Auténtico 2018 Tuttle Tagalog for beginners 2011 Tuttle Elementary Tagalog 2015 Tuttle Intermediate Tagalog 2015 Dawn Publishing Signing Naturally 2008/2014	0

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

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

September 2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	26	27	27	47	48
Mathematics (grades 3-8 and 11)	18	28	19	20	35	37

2024-25 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	287	264	91.99	8.01	25.76
Female	158	147	93.04	6.96	29.93
Male	129	117	90.70	9.30	20.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	73	69	94.52	5.48	14.49
Filipino	31	29	93.55	6.45	58.62
Hispanic or Latino	149	136	91.28	8.72	25.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	11	78.57	21.43	36.36
English Learners	73	64	87.67	12.33	4.69
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	251	230	91.63	8.37	24.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	33	73.33	26.67	9.09

2024-25 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	287	261	90.94	9.06	28.35
Female	158	146	92.41	7.59	30.82
Male	129	115	89.15	10.85	25.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	73	67	91.78	8.22	29.85
Filipino	31	29	93.55	6.45	41.38
Hispanic or Latino	149	134	89.93	10.07	26.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	16.67
English Learners	73	62	84.93	15.07	25.81
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	28.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	251	228	90.84	9.16	27.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	33	73.33	26.67	18.18

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.62	14.57	13.92	15.11	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	542	502	92.62	7.38	14.57
Female	280	265	94.64	5.36	17.80
Male	262	237	90.46	9.54	10.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	127	118	92.91	7.09	7.63
Filipino	61	57	93.44	6.56	29.82
Hispanic or Latino	298	275	92.28	7.72	14.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	7.69
White	26	23	88.46	11.54	21.74
English Learners	141	126	89.36	10.64	4.80
Foster Youth	--	--	--	--	--
Homeless	32	29	90.63	9.37	6.90
Military	--	--	--	--	--
Socioeconomically Disadvantaged	471	436	92.57	7.43	14.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	59	75.64	24.36	3.39

2024-25 Career Technical Education Programs

Vallejo High School is home to the following academy and pathway programs: Engineering Academy, Health Careers Pathway, Hospitality and Tourism Pathway, Multimedia Pathway and Construction Technologies Pathway. These programs are small learning communities that are built around college and career readiness. These academy/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.

2024-25 Career Technical Education Programs

The four Academy Elements are:

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

2024-25 Career Technical Education (CTE) Participation

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

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2024-25 California Physical Fitness Test Participation Rates

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	77.7	87.4	30.9	86.7	85.6

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.

2025-26 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

- 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	29	31.5		17.4	19.4		8.2	8.9	
Graduation Rate	70.1	67.1		80.2	78.9		86.2	86.4	

2024-25 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			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
11.23%	8.66%		7.67%	6.2%		3.6%	3.28%	

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.07%	0%		0.05%	0.05%		0.08%	0.07%	

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

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.

2025-26 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 2025-2026 school year, two fire drills and one emergency/disaster drill will be held to ensure emergency readiness by staff and students.

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, 2024 by the VHS Safety Committee and was approved by the School Site Council on December 17, 2024. The Comprehensive Safety Plan for 25/26 will be approved on Tuesday December 9, 2025 during our School Site Council Meeting.

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

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	18	35	33	3
Mathematics	19	27	26	5
Science	17	23	15	5
Social Science	18	32	22	9

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				
Mathematics				
Science				
Social Science				

2024-25 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	

2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$9,530.57	\$1,806.44	\$7,724.13	\$86,468.92
District	N/A	N/A	12426	\$85,560
Percent Difference - School Site and District	N/A	N/A	-46.7	2.7
State	N/A	N/A	\$11,146	\$101,084
Percent Difference - School Site and State	N/A	N/A	-32.9	-9.1

Fiscal Year 2024-25 Types of Services Funded

To support students Vallejo High School offers extended learning time which includes tutoring four days a week for every content area. 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 23/24 and 24/25 primarily for our ELD population. For grade recoupment in English and Math, a 8 week program will be put in place for students to raise a grade of an "F" earned in the previous semester. This program will be run by Vallejo High School teachers.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,813	\$62,145
Mid-Range Teacher Salary	\$85,679	\$97,088
Highest Teacher Salary	\$111,308	\$120,436
Average Principal Salary (Elementary)	\$140,845	\$151,343
Average Principal Salary (Middle)	\$142,764	\$159,514
Average Principal Salary (High)	\$157,447	\$177,261
Superintendent Salary	\$306,368	\$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

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 and district wide professional development and planning.

Professional Development is generally done weekly on Wednesdays with each week having a different focus.

These meetings are 60 minute long.

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 2025/2026 school year, VHS has broken the PD into focus areas on SEL/MTSS, Data, and Instructional Priorities with all VCUSD High Schools.

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

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 Structured Student Talk, NWEA assessment and alignment, Project Based Learning (PBL), culturally relevant instructional practices, and the implementation of writing across all content areas. 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. In addition, each content area is receiving Professional Development through partnerships with LTL360, CORE, and specific personnel who specialize in identified strategies that are needed at Vallejo High School to improve

Professional Development

outcomes for students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	43	43	40