

# Vanden 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.

### 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/>.

## 2025-26 School Contact Information

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

## 2025-26 District Contact Information

<b>District Name</b>	Travis Unified School District
<b>Phone Number</b>	(707) 437- 4604
<b>Superintendent</b>	Tiffany Benson
<b>Email Address</b>	tbenson@travisusd.org
<b>District Website</b>	<a href="http://www.travisusd.org">www.travisusd.org</a>

## 2025-26 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.

## 2025-26 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 Guard, 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 1565 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

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	415
Grade 10	430
Grade 11	367
Grade 12	419
<b>Total Enrollment</b>	<b>1,631</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	51.5
Non-Binary	0.6
American Indian or Alaska Native	0.4
Asian	4.8
Black or African American	16.9
Filipino	14.5
Hispanic or Latino	27.5
Native Hawaiian or Pacific Islander	0.9
Two or More Races	14.3
White	19.1
English Learners	1.5
Foster Youth	0.2
Homeless	0.9
Migrant	0.1
Socioeconomically Disadvantaged	41.4
Students with Disabilities	10.6

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	59.2	86.03	227.4	90.44	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1.1	1.66	2.1	0.85	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	1.55	3	1.22	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.8	1.26	6.4	2.56	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	6.5	9.45	12.3	4.91	15831.9	5.67
<b>Total Teaching Positions</b>	68.8	100	251.4	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	67	92.12	227.8	90.7	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.8	0.74	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.5	0.78	3.6	1.44	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.9	1.26	4.4	1.76	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	4.2	5.81	13.4	5.35	14303.8	5.15
<b>Total Teaching Positions</b>	72.8	100	251.2	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	60.4	86.62	227.3	88.69	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	5	1.95	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.8	4.1	5.3	2.09	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3	4.36	10.4	4.07	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3.4	4.9	8.2	3.2	13705.8	4.91
<b>Total Teaching Positions</b>	69.8	100	256.3	100	278927.1	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.

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	1
<b>Misassignments</b>	1.00	0.5	1.8
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0.5	2.8

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.10	0	1.3
<b>Local Assignment Options</b>	0.60	0.9	1.6
<b>Total Out-of-Field Teachers</b>	0.80	0.9	3

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6	1.5	2.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Travis Unified School District held a public hearing on September 5, 2025 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 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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	0
<b>Mathematics</b>	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  South-Western/Cengage Learning, Business Math Using Excel ©2011	0

	Board Adopted 2014	
<b>Science</b>	<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 &amp; 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>	0
<b>History-Social Science</b>	<p>Worth Publishing Co., Thinking About Psychology ©2013 Board Adopted 2016</p> <p>Prentice Hall, World Civilizations The Global Experience ©2007 Board Adopted 2010</p> <p>Pearson Education, World History The Modern Era ©2014 Board Adopted 2017</p> <p>McGrawHill, United States History and Geography Continuity (CA) ©2019 Board Adopted 2018</p> <p>McGrawHill, Understanding Economics ©2016 Board Adopted 2016</p> <p>McGrawHill, Economics, 15th Edition ©2002 Board Adopted 2006</p> <p>Prentice Hall, American Government ©2006 Board Adopted 2006</p>	0

<b>Foreign Language</b>	Vista Higher Learning, Senderos 1, 2, 3, 4 ©2018 Board Adopted 2020	0
	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	
<b>Health</b>	Glencoe/McGraw Hill, Glencoe Teen Health ©2007 Board Adopted 2006	0
<b>Visual and Performing Arts</b>	Glencoe, Experiencing Choral Music ©2005 Board Adopted 2008	0
	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	
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	

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 softball fields.

### Cleaning Process

Vanden High School has a cleaning team that works with the Director of Maintenance & Grounds to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The Director of Maintenance and Operations coordinates in-service training for the custodial staff. Each classroom is cleaned daily and maintenance is done as needed. Custodial staff follow the CASBO Custodial Handbook.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Facilities Master Plan Policy (BP7110) and the Environmental Safety Policy (BP 3514) guide the maintenance and repair protocols for the district.

# School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

January, 2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Bldg A - A4: 4: (D) Wall covering peeling. (Work order created. Awaiting repair) Bldg E – Center Area: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement planned for summer 2026) Bldg E – E4: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement planned for summer 2026) Bldg E – E5: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement planned for summer 2026) Bldg H – H3: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement planned for summer 2026) Bldg K – K2: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement planned for summer 2026) Bldg N – N4: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement planned for summer 2026) Bldg P – P3: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement planned for summer 2026) Bldg Q – Q4: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement planned for summer 2026) Bldg R - Break Out Area: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement planned for summer 2026) Bldg S – S4: 4: (D) Holes appear in the flooring. (Deferred maintenance, awaiting contractor repair. Time TBD) Bldg S – S6: 4: (D) Holes appear in the flooring. (Deferred maintenance, awaiting contractor repair. Time TBD) Gym – Girls Restroom: 4: (D) Evidence of water damage (Paint peeling) (Roof repair/replacement planned for summer 2026) Gym – Main Floor:

## School Facility Conditions and Planned Improvements

				<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) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement planned for summer 2026)</p> <p>4: (D) Ceiling tiles are missing. (Work order created. Awaiting repair)</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X			<p>Baseball/Softball Fields:</p> <p>6: (D) There are holes caused by gophers and ground squirrels. (Grounds will continue to monitor, fill holes, and treat for pest)</p> <p>Football Stadium/Track:</p> <p>6: (D) There are holes caused by gophers and ground squirrels in the shot put/discuss areas. (Grounds will continue to monitor, fill holes, and treat for pest)</p>
<p><b>Electrical</b></p>	X			<p>Bldg A - A1:</p> <p>7: (D) Light section not working. (Work order created. Awaiting repair)</p> <p>Bldg A - A2:</p> <p>7: (D) Light section not working. (Work order created. Awaiting repair)</p> <p>Bldg F - F2-1 Storage Room 4:</p> <p>7: (D) Light not working. (Work order created. Awaiting repair)</p> <p>Bldg L - L1:</p> <p>7: (D) Light section not working. (Work order created. Awaiting repair)</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X			
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X			
<p><b>Structural:</b> Structural Damage, Roofs</p>	X			
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X			<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 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	56	63	47	47	47	48
<b>Mathematics</b> (grades 3-8 and 11)	28	28	34	35	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
<b>All Students</b>	352	349	99.15	0.85	63.04
<b>Female</b>	172	170	98.84	1.16	71.76
<b>Male</b>	180	179	99.44	0.56	54.75
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	22	22	100.00	0.00	86.36
<b>Black or African American</b>	60	58	96.67	3.33	50.00
<b>Filipino</b>	43	43	100.00	0.00	86.05
<b>Hispanic or Latino</b>	106	106	100.00	0.00	57.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	56	55	98.21	1.79	54.55
<b>White</b>	62	62	100.00	0.00	69.35
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	147	144	97.96	2.04	56.94
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	44	43	97.73	2.27	25.58

## 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	351	348	99.15	0.85	27.87
Female	172	170	98.84	1.16	22.94
Male	179	178	99.44	0.56	32.58
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	63.64
Black or African American	59	57	96.61	3.39	8.77
Filipino	43	43	100.00	0.00	48.84
Hispanic or Latino	106	106	100.00	0.00	20.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	55	98.21	1.79	18.18
White	62	62	100.00	0.00	40.32
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	146	143	97.95	2.05	20.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	43	97.73	2.27	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	37.23	37.95	33.41	34.38	30.73	32.52

## 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
<b>All Students</b>	782	777	99.36	0.64	36.94
<b>Female</b>	371	368	99.19	0.81	39.13
<b>Male</b>	407	405	99.51	0.49	35.06
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	43	43	100.00	0.00	53.49
<b>Black or African American</b>	137	136	99.27	0.73	16.18
<b>Filipino</b>	111	111	100.00	0.00	56.76
<b>Hispanic or Latino</b>	215	214	99.53	0.47	29.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	121	120	99.17	0.83	31.67
<b>White</b>	146	145	99.32	0.68	53.79
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	218	214	98.17	1.83	25.70
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	82	80	97.56	2.44	7.50

## 2024-25 Career Technical Education Programs

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

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

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

### AUTOMOTIVE:

Auto Theory (9-12)

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

### BUSINESS:

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

## 2024-25 Career Technical Education Programs

Virtual Enterprise (11-12)

**ENGINEERING:**

Foundation to Mechatronics (9-12)

**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 Film 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

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	549
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	27.3

## 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	99.88
Graduates Who Completed All Courses Required for UC/CSU Admission	49.18

## 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 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	98.3	98.6	99	97.1	99.3

## 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

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 on 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 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	0	0.3	0	0.4	0.5	0.2	8.2	8.9	8
Graduation Rate	99.7	99.2	99.5	98.9	98.6	98.5	86.2	86.4	87.5

#### 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	425	423	99.5
Female	195	194	99.5
Male	226	225	99.6
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	22	22	100.0
Black or African American	79	78	98.7
Filipino	68	68	100.0
Hispanic or Latino	98	98	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	61	61	100.0
White	85	84	98.8
English Learners	11	11	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	238	237	99.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	38	37	97.4

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	1697	1676	355	21.2
Female	811	798	196	24.6
Male	877	869	156	18.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	81	81	9	11.1
Black or African American	291	286	72	25.2
Filipino	239	239	30	12.6
Hispanic or Latino	466	460	111	24.1
Native Hawaiian or Pacific Islander	15	13	3	23.1
Two or More Races	245	242	61	25.2
White	326	321	64	19.9
English Learners	30	30	4	13.3
Foster Youth	--	--	--	--
Homeless	15	15	8	53.3
Socioeconomically Disadvantaged	742	729	201	27.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	190	184	60	32.6

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
5.59	4.73	2.59	3.95	3.77	2.55	3.6	3.28	2.94

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	0.06	0.06	0	0.04	0.03	0.08	0.07	0.06

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	2.59	0.06
Female	2.47	0.00
Male	2.74	0.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.23	0.00
Black or African American	4.47	0.00
Filipino	0.84	0.00
Hispanic or Latino	3.22	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.86	0.00
White	0.92	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.04	0.13
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.37	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.

## 2025-26 School Safety Plan

The safety of students and staff is a primary concern of Vanden High School. The School Site Safety plan is evaluated and revised annually by administrators and the School Site Council/Leadership Team, site Safety Committee, and district Safety Committee. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, mental health Crisis Response Team, and the Emergency Response Team. The school follows the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Hold, Secure, Lockdown, Evacuate and Shelter drills are conducted during October and on a regular basis throughout the school year. Vanden and TUSD use Catapult Emergency Notification System. 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.

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

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

## 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

## 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	29	11	14	34
Mathematics	31	5	13	28
Science	28	3	43	
Social Science	32	4	9	35

## 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	404.75

## 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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.4
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	9016	1174	7842	94639
District	N/A	N/A	8068	\$96,250
Percent Difference - School Site and District	N/A	N/A	-2.8	-1.7
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-34.8	-5.6

## Fiscal Year 2024-25 Types of Services Funded

Travis Unified School District receives funding from a variety of state and federal sources to provide a comprehensive educational program that meets the needs of all students.

### State Funding & Local Control

The primary source of funding is the Local Control Funding Formula (LCFF), which includes Base Grants for general operations and Supplemental and Concentration Grants specifically targeted to support high-needs student populations. These populations include English learners, foster youth, and students from low-income households. These funds are utilized to implement the district's Local Control and Accountability Plan (LCAP), focusing on state priorities such as student achievement, school climate, and parent engagement. Specific services at our site include [Example: intervention teachers, counseling services, or after-school programs].

### Federal Funding & Targeted Support

In addition to state funds, the school receives federal categorical funding to support specific student outcomes:

Title I, Part A: These funds are used to provide supplemental services to help students meet state academic standards, including [Example: reading specialists or instructional aides].

Title II: Allocated for professional development to improve teacher and principal quality.

Title III: Designated to support English Learners in gaining English proficiency and meeting academic standards.

Special Education: Funding is also provided to support the unique needs of students with disabilities, ensuring access to a Free Appropriate Public Education (FAPE).

### Federal Impact Aid Funding

As a military-connected district, Travis Unified School District receives Federal Impact Aid to support its general operations.

## 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	\$62,119	\$62,145
Mid-Range Teacher Salary	\$95,880	\$97,088
Highest Teacher Salary	\$119,070	\$120,436
Average Principal Salary (Elementary)	\$155,546	\$151,343
Average Principal Salary (Middle)	\$167,987	\$159,514
Average Principal Salary (High)	\$177,860	\$177,261
Superintendent Salary	\$315,600	\$294,805
Percent of Budget for Teacher Salaries	34.62%	29.95%
Percent of Budget for Administrative Salaries	6.38%	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	23.4
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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	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	5
Social Science	6
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	22

## 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	0	12.3	30.5