

VANDEN HIGH SCHOOL





VANDEN HIGH SCHOOL

SELF-STUDY REPORT

March 19-23, 2023

ACS WASC/CDE Focus on Learning Accreditation Manual

2019 Edition

Visiting Committee Members

Dr. Jean Swenk, Chair, Semi-Retired/Consultant/Online Professor

Jaymi Marie A. Phillips, Teacher Librarian, Westmoor High School

Nicole Evans, WASC Coordinator, Modesto City Schools

Janice Rose, Teacher, Woodland High School

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Preface

WASC Criteria:

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

- 1. The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement**
- 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards**
- 3. The analysis of the California Dashboard indicators and additional data about students and student achievement**
- 4. The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
- 5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

WASC is a complex multifaceted process that creates an opportunity for all Vanden stakeholders to evaluate and reflect upon our practices and the extent to which they are effective, for the purpose of improving student learning, achievement, and wellbeing. While we strive to continuously reflect on and adjust our practices at Vanden High School, our [official WASC Self-study process began in 2020](#).

The self-study process was led by Julie Kumler, Vanden's school librarian with the assistance of Principal Kristin Shields, Assistant Principals Diane Johnson, Sheila McCumber, and Bill Sarty, as well as the Vanden Site Council Leadership Team, Department Chairs, and staff members.

The Foundations

Involvement and collaboration of all staff and stakeholders:

Most collaboration occurred twice monthly common planning day meetings and in after school Leadership Team meetings. The common planning day meetings take place in the morning on days when students arrive at a later time than usual. This gives the staff about an hour and a half to work on schoolwide and curriculum issues.

- Vanden staff utilized file sharing with Google Docs and Google Classroom as a workspace in the development of the self-study, allowing all stakeholders to compose, revise, review, view, and comment on the document throughout its development.
- Students participating were recruited through our student government organization (ASB).
- All students were surveyed in fall 2022 to gather input on topics specific to our self study.
- Staff, students, and families are surveyed annually as part of LCAP input gathering.

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Gathering and Analyzing Student Data:

The analysis of student data forms the basis for school improvement at Vanden and was the focus for this study. It takes place annually and is reviewed by administration, Leadership Team, Department Chairs, and departments (home groups).

Assessment of the entire school program and its impact on student learning:

Assessment resides with several groups on campus. These include the Leadership Team, departments (Home Groups), and Focus Groups.

Development of a long range action plan:

- The Leadership Team reviewed, and continuously reviews the action plan as part of its regular evaluative work.
- As part of the self-study process, areas of strength, growth, and next steps were defined by each Focus Group.
- The Leadership Team and Vanden staff determined major items to include in the action plan. The team approved the action plan in February, 2023.



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Ivery Hood, Board Member

Zenobia, "Z" Muhammad, Board Clerk

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Mary Peacock, Transportation Supervisor

Tracey Canady, Maintenance and Operations Supervisor

**Vanden High School
Leadership Team**

Kristin Shields-Principal Diane Johnson - Assistant Principal Sheila McCumber - Assistant Principal Bill Sarty - Assistant Principal	
Renee Brasher, Special Education Shauna Carr, Math Sylvia Crowder-Social Worker (retired) Katy Green, Science Ashly Henry, Counseling Marleen Hurst, Secretary Michael Lopez, Social Science Brent Manuel, CTE Jim Marianno, Activities Director Lisa McFadden, CTE Sean Murphy, Athletic Director	Carrie Nast, Science Anna Paivinen, English Heather Post, MFLC Tracy Rech, Classified Catherine Rivera, World Languages Julie Russo Kumler, Librarian Jensen West, P.E. Katrinia Jones, William Wade, Parents Raiya Dennis-12th, Ky Tran-11th Kaitlyn Kang-10th, Amani Hodgman-9th Bonika Gudeta-Student Board Rep., Students

Vanden High School ACS WASC/CDE Self-Study Report

Staff List by Department

ADMINISTRATORS

Kris Shields, Principal
Diane Johnson, A.P.
Sheila McCumber A.P.
Bill Sarty, A.P.

SCHOOL SOCIAL WORKER

Sylvia Crowder (retired Dec 2022)
Rafael Gavidia (Feb 2023)

ACTIVITIES DIRECTOR

James Marianno

ATHLETIC DIRECTOR

Sean Murphy

LIBRARIAN

Julie Russo Kumler

COUNSELORS

Ashly Henry (A-Dr)
Caitlin Joske (Du-Lon)(Co-Chair)
Jennie Escobedo (Lop-Rob)(Co-Chair)
Zachary Nules (Roc-Z)

PSYCHOLOGIST

Sabrina Menart
Ashley Gonzalez (Mon)

CAREERS/TECHNOLOGY/EDUCATION

Jay Brookman (JROTC)
Mariah Castillo (Med Sci)
Hollis Huvar (JROTC)
Denise Johnson-Kaul
Brent Manuel (Chair)
Sherman Martinez
Lisa McFadden

ENGLISH

Chris Benoit (Chair)
Catherine Golub (11th Grade Advisor)
Anne Marie Isachsen Fraser
Adam Lundy (English/Latin)
Anna Paivinen (11th Grade Advisor)
Mary 'Rose' Parsons
Hilary Spence
Hannah Tyndall
Andrew Wren
Mindy Yu (English/Yearbook)

PHYSICAL EDUCATION

Michael Balthazor
Norm DePonte (Chair)
Allison Johnson (Health)(9th Grade Advisor)
Kevin Ratterman
Jensen West

SCIENCE

Jennifer Ault
Denise D'Andrea
Katy Green (Co-Chair)
Michael Howell
Marilyn Lewis (Co-Chair)
Anthony Mueller
Carrie Nast
Jennifer Prince
Darcy Pritchard
Sarah Szczepanski
Theresa Altares (student teacher)

SOCIAL SCIENCE

Kenya Chavez
Michael Fohrman (12th Grade Advisor)
Aron Hale (Co-Chair)
David Kenyon (12th Grade Advisor)
April Koon
Stan Lewis
Michael Lopez
James Marianno (Activities Director)
Andrew Miller (Co-Chair)
Jacqueline Miller
Sean Murphy (9th Grade Advisor)
Nathan Samson
Andrea Terry

SPECIAL EDUCATION

Ryan Adams
Cheryl Berg (Co-Chair) (10th Grade Advisor)
Renee Brasher (10th Grade Advisor)
Mary King (Co-Chair)
Wendy Seres
Balvinder Singh
Samuel Soba

SPEECH THERAPIST-VANDEN

Kate Harvey
Kristie Pappas (M/Th)

FINE ARTS

Jerald Bolden
Amanda Emmons
Brendan Liston
Melissa Muzio (Chair)
Troy Symington

MATH

Shauna Carr
Natalie DeBritz (Chair)
Amy Hernandez
Holden Hix
Julie Kane
Jason Ott
Jennifer Potter
Mary McIntyre
Richard Vaiuso

CAFETERIA/CHILD NUTRITION

Malorey Arness
Amanda Caldaronello
Harmony Goley
Christina Grenert-Lead
Connie Nichols
Kristen Nichols
Cathy Summy

CAMPUS MONITORS

Tif Morgan
Rob Robertson
Michael Serra
Luci Vanderlaan

CLASSIFIED OFFICE STAFF

Tracy Adan, Secretary
Sandy Brown, Secretary
Charlene Chandler ASB Clerk
Tonya Dismuke, Student Support Specialist
Tyrrell Espy, Student Support Specialist
Ravon Evans, Nurse
Marleen Hurst, Secretary
Tracy Rech, Counseling Tech
Theresa Travaglini, Registrar
Lena White, Library Tech
Emily Wilson, Secretary
Vacancy, Attendance

WORLD LANGUAGES

Chris Kuchinski
Galvin Lam
Adam Lundy (Co-Chair)
Catherine Rivera
Elizabeth Ruvalcaba (9th Grade Advisor) (Co-Chair)
Jorge Salas
Jaria "Jia" Thompson

CUSTODIANS

Anthony Adan
Kristalyn Brambley
Angela Edwards (Lead)
Judy Fernandez
Il Ho
David Smith
Solomon Wilson
Vacancy

PARA EDUCATORS

Joyce Baltazar
Rashell Cacdac
Simone Clemenz
Maritza Guzman (EL Instructional Aide)
Maria Fierro Ortiz
Ashley Peppers-Watts
Nalani Ross

WORKABILITY COORDINATOR/JOB COACH

Sara Holliday

ADAPTIVE PE-SCOE

Todd Dierking – FSUSD (M/TF 12:30 - 1:30)

MILITARY & FAMILY LIFE COUNSELOR

Heather Post

BEHAVIOR SUPPORT STAFF

Jill Bonetti (Behaviorist)
Donna Lopez (Behavior Assistant)

MENTAL HEALTH COORDINATORS E-Bldg

Tessa Searles (M,T,W,F)
Kathryn Sawtelle (T/Th)
Joyce Hodgman (W)

A BETTER WAY THERAPIST

DiAndria Donaldson (Tue/F)

SCHOOL RESOURCE OFFICER

Officer Ryan Moran

WASC Focus Group Leaders and Members Self Study Work Guide WASC Mid Cycle Report Site Action Plan 2019-2020				
Category A	Category B	Category C	Category D	Category E
Focus: School Organization	Focus: Curriculum	Focus: Learning & Teaching	Focus: Assessment & Accountability	Focus: Student Culture & Support for Student Personal, Social-emotional and Academic Growth
Co-leaders: Shauna Carr & Aron Hale & Lisa McFadden	Co-leaders: Brent Manuel & Katy Green	Co-leaders: Anna Paivinen & Michael Lopez	Co-leaders: Natalie DeBritz & Andrew Wren	Co-leaders: Elizabeth Ruvalcaba & Michael Fohrman
Kristin Shields Zach Nules Jorge Salas Michael Balthazor Jennifer Potter Stan Lewis Denise D'Andrea Brendan Liston Anthony Mueller Sherman Martinez Sabrina Menart Mindy Yu Anne Marie Isachsen Fraser Marleen Hurst Luci Vanderlaan Ravon Evans Angie Edwards Simone Clemenz Ryan Moran	David Kenyon Adam Lundy Sheila McCumber Caitlin Joske Mary King Jia Thompson Kevin Ratterman Denise Johnson Kaul Julie Kane Carrie Nast April Koon Amy Hernandez Amanda Emmons Chris Benoit Michael Serra Emily Wilson Tracy Adan Lena White Nalani Ross	Diane Johnson Sara Holliday Wendy Seres Sam Soba Chris Kuchinski Allison Johnson Jason Ott Mary McIntyre Jennifer Ault Darcy Pritchard Sean Murphy Jerald Bolden Hollis Huvar Rose Parsons Tif Morgan Tonya Dismuke Joyce Baltazar Maria Fierro Ortiz	Bill Sarty Jenny Escobar Renee Brasher Hannah Tyndall Balvinder Singh Catherine Rivera Jim Marianno Norm Deponte Holden Hix Sarah Szczepanski Andrew Miller Michael Howell Melissa Muzio Jay Brookman Sandy Brown Theresa Travaglini Ashley Peppars Watts Tessa Searles	Marilyn Lewis Julie Kumler Ashly Henry Ryan Adams Cheryl Berg Galvin Lam Jensen West Jennifer Prince Jacqueline Miller Rick Vaiuso Andrea Terry Troy Symington Mariah Castillo Cathy Golub Sylvia Crowder Rob Robertson Charlene Chandler Heather Post Tracy Rech Rashell Cacdac Maritza Guzman

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The Analysis of the California Dashboard indicators and additional data about students and student achievement:

Vanden uses CAASPP scores, AP data, A-G Progress, NWEA MAP data to track student progress. Expectations of student learning are aligned to adopted standards, including Common Core State Standards and the Next Generation Science Standards. The CAASPP assessments were not given in spring 2020 or spring 2021. NWEA MAP testing in ELA and math was given to all 9th, 10th and 11th graders as an alternative.

The assessment of the entire school program and its impact on the learning for all students in relation to the SLOs/academic standards/WASC:

The WASC process has given the opportunity for reflection and inquiry. We feel confident that our schoolwide action plan reflects the best thinking of the Vanden community as a whole and will serve as a clear, evidence-based guide for ensuring Vanden students will graduate having met our SLOs, and prepared to navigate the complex challenges presented by an ever changing world. The Implementation of the schoolwide action plan will support all Vanden students in their learning, nurture their well-being, and will be all the more effective given the strenuous efforts we've made to align the schoolwide action plan with the efforts already underway at the district level through the LCAP. Ultimately, we believe this alignment will ensure that we have the proper capacity and resources, as laid out in the schoolwide action plan, to support all Vanden students in their learning and well-being.

Chapter I: Progress Report

WASC Criteria:

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**
- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated all schoolwide critical areas for follow-up (growth areas for continuous improvement) from the last full self-study and all intervening visits.**
- **Comment on the original critical areas for follow-up (growth areas for continuous improvement) not in the current schoolwide action plan/SPSA.**

Significant Developments

Over the last six years the following changes have had an impact on our Action Plan progress and school community:

Administration Changes:

Changes in administration occurred at both the site level and the district level. At the site level:

- 2018: Two new APs, Julie Duffy and Nancy Vielhauer, replace outgoing APs Gerald Salcido and Kurt Parrott
- 2019: Kristin Shields moves from AP to Principal. Bill Sarty moves to Principal of feeder middle school Golden West. New AP Daniel Mikkola joins Vanden
- 2020: Bill Sarty returns to Vanden as AP, replacing Daniel Mikkola
- 2022: Two new APs, Sheila McCumber and Diane Johnson replace Julie Duffy and Nancy Vielhauer

In addition to the administrative changes, other significant changes have been made across the staff. New staff members joined the Vanden team during the 2020-21 school year including several new teachers, and new support staff. With almost the entire school year spent on Distance Learning, relationships were challenging to build between new and existing staff. Teacher leaders (department chairs) and Induction mentors were instrumental in keeping new teachers connected and supported throughout the year.

The district librarian teacher and library technician resigned at the end of the 2020-21 school year, and our school secretary retired. In their stead, the attendance clerk was promoted to school secretary, an English teacher moved into the district librarian position, and a district employee transferred to Vanden to fill the library technician position. A second student support specialist, one new campus monitor, and six new teachers also joined our staff for the 2022-23 school year. Several new office staff members also joined Vanden in 2022-2023.

COVID:

Vanden High School closed on March 13, 2020 due to the COVID pandemic. The school closures and shelter in place orders had a severe impact on all of our stakeholders: students, teachers, administrators and support staff. Concern for students' mental health grew. Our mental health team, under the leadership of School Social Worker Isabel Ott, reached out via email and phone to students identified as needing support. Instruction was provided through synchronous (zoom/Google Meet) and asynchronous lessons and assignments. Teachers communicated to parents and students via email and the Google Classroom Learning Management System. All extra-curricular activities also came to a halt. Site and district administration made the decision to change to a Pass/ No Pass grading system for all students for semester two.

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Site and district administration worked to create a viable learning plan for the 2020-2021 school year. Approximately twenty Vanden staff and administrators worked together as part of a “Working Group” to discuss and plan logistics for fall 2020. Vanden, along with the entire Travis Unified School District, implemented a Distance Learning schedule for all students. The schedule was a modified block schedule where students only took three classes at a time. The adoption of Google Classroom was a significant change that greatly improved organization for teachers and students during Distance Learning. The plans and logistics developed allowed for a return to the letter grade grading system for all students.

Before the Full Return to School:

- March, 2021 Hybrid Teaching: students choose between returning to campus in a 50% hybrid schedule or remain on Distance Learning.
- Classrooms were equipped with PPE and set up for approximately 50% capacity.
- Just under 40% of students elected to return which resulted in approximately 250 students on campus.
- Teachers began teaching their students in the physical classroom at the same time as their students at home.
- While Solano County remained in the Red Tier, athletics were allowed to restart per CIF direction, resulting in over 600 Vanden students participating in sports in the spring of 2021.
- Extra curricular activities found ways to continue virtually and several groups were able to begin meeting again on campus.
- Fall of 2022: athletics resumed and a new Athletic Director was put into place.
- over 900 laptops were loaned out to students and staff and by the Fall of 2021, the number of laptop Carts supplied to each department has nearly doubled. The campus also houses three computer labs which are widely available for teacher/classroom use. Vanden’s newly expanded laptop inventory allows those students without access to a home computer to check-out laptops for home use for the duration of the school year.
- Vanden received ongoing support from district IT, administration, and site staff to help ensure the best instructional results possible for students.
- Accommodations were made for a few teachers to remain teaching from home due to medical needs.

Bell Schedule/Addition to Class Instructional Minutes:

In 2022-2023 Vaden adjusted the school start time to 8:45 am. The new start time is one hour later than previous years and adds 7 instructional minutes to all class periods. As a result, the school dismissal time has moved from 2:13 pm to 3:40 pm. This start time has resulted in some students being more engaged and on task in the mornings. However, the later bell schedule also increases student check outs later in the day for athletics, employment, or personal issues. The extended bell schedule required an adjustment for both staff and students, while also instigating a new bargaining session between our teachers’ union and the district’s human resources office. An agreement was reached in October, 2022, and the teachers’ duty day hours were contractually extended by 15 minutes.

In 2022-2023, Vanden’s library daily hours were extended by an hour and a half, Monday through Thursday, to provide students with additional access to study spaces, books, computers, printers, and the teacher librarian. New tutoring services are also offered by teachers and students in the library after school for math, English, and Spanish, from 4:00 p.m. to 5:15 p.m., Monday through Wednesday.

Equity/Social Emotional Learning (SEL) Curriculum:

Equity training began in the 2017-18 school year and continued again throughout 2020-21. The training provided an opportunity for certificated staff to participate in [Mindful Allyship](#). A district-wide focus on equity resulted in a revamping of the English Department core novels and the addition of a variety of literature circle novels for every grade level. District funds were used to purchase new core novels and a variety of literature circle offerings with the purpose of ensuring all students at Vanden experience the same inclusive curriculum.

Towards the end of the 2021-22 school year, a Social-Emotional Learning [SEL] committee was formed to plan a SEL curriculum for the 2022-23 school year. At the start of the 2022-23 school year, the new SEL lessons have been implemented campus-wide each month, during an extended 3rd period. To complement the SEL offerings, certificated and classified staff members participated in Social Emotional Academic Learning [SEAL] training focused on a climate of wellness that enhances learning.

Wellness Center:

In tandem with the school-wide SEL and SEAL teaching and learning, a new Wellness Center, staffed by two Student Support Specialists, opened in the Fall of 2022. The Wellness Center provides students with opportunities to promote self-regulation and overall wellness in a safe, calm physical space. Efforts are being made to destigmatize mental health and normalize help-seeking behaviors. The Wellness Center additionally allows for greater opportunities to identify mental health concerns that may be disguised as something else.

New Course Offerings:

In 22-23, two new courses, Guidance and Adulting 101, were added to support an identified group of students in such things as working toward A-G completion and developing solid habits that will put them on a trajectory of success both at Vanden and beyond. In addition, Vanden expanded its elective offerings to include Ethnic Studies, Astronomy, Forensics and Genre Studies. In 2022-23, the English as a Second Language program was restructured to include two tiered levels, rather than one, with the lower tier receiving focused English Language support.

Implementing and Monitoring of the Schoolwide Action Plan/SPSA and alignment with LCAP Goals:

Leadership teams work with the admin team to provide guidance with respect to the implementation and monitoring of the Schoolwide Action Plan and its alignment with the SPSA. Each school year the Leadership Team (LT) reviews student performance and data and examines the effectiveness of strategies that have been implemented. There is continual ongoing refinement of this process and work toward monitoring and analyzing data.

- [Vanden Schoolwide Action Plan 2016-17 \(Updated May 2021\)](#)
- [Vanden High School April 2-5, 2017 Self Study Visiting Committee Report](#)

Schoolwide Growth Areas for Continuous Improvement:

The following schoolwide critical areas were identified in the last full self-study.

During Vanden's Mid-Cycle review, the visiting team identified four growth areas for continuous improvement with two refinements of growth areas and no new areas of concern:

Growth Areas for Continuous Improvement:

1. Development of tools and techniques to collect and analyze data
2. Continue internal alignment and creation of benchmark assessments
3. Continue efforts to close the achievement gap between groups
4. Align Professional Development with Action Plan

Refinement of growth areas for the continuous improvement identified by the visit:

1. Identify specific data to establish benchmarks and measure progress
2. Increase the range of the action plan to the end of the accreditation term.

Ongoing Follow-up Process:

The Vanden Leadership team plays a significant role in reviewing, analyzing information (surveys, data review, etc.) developing, finalizing, and monitoring the schoolwide action plan. The WASC process brings even deeper review and development to the entire campus. Other regular sources of implementation and monitoring are through department chair meetings, department meetings, review of LCAP survey data, district administrative meetings, counseling meetings, PBIS meetings, and LCAP goals and progress reviews. Through this collaborative process, the following progress has been made:

Growth Areas/Follow up taken for Continuous Improvement Vanden Progress

Growth Area 1 (Development of tools and techniques to collect and analyze data):

Implementation of MAP assessments with data examined and analyzed by Leadership teams and Department teams.

- Site Data Team began Fall 2021
 - Examining PBIS data
 - Identifying ways to analyze D/F rate data.
- State of the School Report compiled and disseminated in Fall 2021

Growth Area 2/Follow up taken (Continue internal alignment and creation of benchmark assessments) Progress:

- This work took a new direction during COVID with all departments working together to identify effective instruction and assessment strategies.
- Post COVID: Department alignment with the intent of ensuring all students move forward and learning is addressed equitably.

Refinement Tasks:

- Task 1: Establish benchmarks and measure progress is not yet completed but remains part of our Action Plan.

Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Schoolwide Action Plan/SPSA Goals:

Reflection of schoolwide action plan progress is continually happening through Vanden's regular whole staff meetings, department meetings, and Leadership Team meetings. Focus groups meetings began in the Spring of 2022 and continued into the Fall of the 2022-2023 school year. Stakeholders in each focus group were able to begin examining the effectiveness of the entire school program and its impact on student learning in relation to Student Learner Outcomes (SLOs), academic standards, and WASC criteria. In order to facilitate further analysis, group

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members were asked to serve as conduits between their Focus Groups and department members in terms of communicating questions and needs for additional data. The WASC Coordinator created a Self Study Google Classroom to which all staff members were added as students; this platform was used to share data, complete 'assignments' and upload needed artifacts, such as Course Outlines, Unit Plans, examples of student work, and survey results. Focus Groups began to solidify preliminary areas of strengths and areas for growth within their indicators to inform development and refinement of SLOs, vision and mission statements, and suggested next steps that could inform the action plan.

It is the goal of the Vanden administration to continue our WASC work in common planning days as we move forward. The SPSA and the schoolwide action plan are carefully aligned and information is provided to, and reviewed with, the staff and stakeholders regularly so that progress can be reviewed and feedback may be provided on suggested areas of improvement

Growth Areas for Continuous Improvement (formerly Critical Areas for Follow-up) Not Currently in the Schoolwide Action Plan/SPSA:

Each year the administrative team and Leadership Team monitors and reviews the progress of the schoolwide action plan through the evaluation of student data. The current action plan, with the additional column to reflect review/notes from this spring, is below.

- [Vanden Schoolwide Action Plan 2016-17 \(Updated May 2021\)](#)

Critical areas for follow up were incorporated into the current action plan.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- *California School Dashboard Performance Overview* and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

History and Background of Vanden High School

The student body at Vanden High School is culturally and ethnically diverse. We are part of Solano County, one of the most diverse counties in the United States. Since the last full WASC visit in spring of 2017, we have experienced a decrease in the number of white, non-Hispanic students and an increase in our Hispanic population and those identifying as two or more races. There is an increase in the number of socioeconomically disadvantaged students and students with disabilities. The number of English learners has remained relatively low, less than 2%. ([VHS Ed Data](#))

Vanden High School will celebrate 59 years of service to our community in 2023. The school opened in 1964 to serve students living on Travis Air Force Base and the surrounding rural area. Vanden continues to be influenced by the transfer and deployment of military personnel, changes in base housing, and the uncertainties of Federal Impact Aid. Military dependent students comprise 22 percent of Vanden's overall student population. District enrollment has been steady over the past four years with nearby new housing not yet generating school age children to impact enrollment. The school now serves approximately 1645 9th-12th grade students from three distinct communities: Fairfield, Vacaville, and Travis Air Force Base. In addition to those living within Travis Unified attendance boundaries, students attend through Inter-District Agreements (IDAs). Vanden is the only comprehensive high school in the Travis Unified School District (TUSD), which serves approximately 5,400 students. With new housing communities in construction within the district boundary, TUSD and Vanden High School enrollment is predicted to increase in three to five years.

Travis Air Force Base employs over 14,000 civilian and military personnel. Other major employers are the California State Prison and the California Medical Facility, as well as Genentech and Kaiser Permanente. The local median household income in the areas surrounding our district is \$77,133 and the median sale price for a home in 2018 was \$450,000; 23% of adults have a high school diploma only, 28.7% report having some college but no degree, 10% have an Associate's degree, 17.9% report having Bachelor's degree and 7.7% have attained a graduate degree ([Demographics | Solano EDC](#)).

Parent Organizations:

Vanden High School benefits from strong support and active involvement of parents and has several active parent booster organizations that support student programs. These groups include:

- The VHS Athletic boosters raise money to equip athletes and provide supplemental support for costs to athletic programs.
- Band Booster parents/guardians support opportunities for student musicians.
- Robotics Boosters raise money for materials and equipment.
- Drama Boosters support opportunities for student-performers.
- Academic Decathlon Boosters fund raise, support, and promote the group to the community.

Parents/guardians play an integral part of our shared decision making process by serving on the Vanden Leadership team, participating in WASC focus groups, and participating in ELAC (English Learner Advisory Committee). Upon returning to in-person learning post-COVID, a Sober Grad Night parent/guardian committee has restarted for the class of 2023. Parents/guardians have additionally supported students by volunteering in the school library during and after school hours.

Community Organizations:

The counseling organization called [A Better Way, Inc.](#) has partnered with Vanden High School and provides an on-site clinician for students two days a week. [A Better Way, Inc.](#) strives to provide families and students with support in the areas of: social, emotional, and economical well-being.

Vanden provides all students access to free breakfast and lunches. For students with food insecurity, the breakfast program helps to decrease the amount of time in-between meals for students with low-food access. Offering school breakfast has been shown to increase attendance, decrease tardiness, and provide quality nutrition to students who may not have eaten since lunch the day before. Additionally, Vanden counselors work with students and families/guardians and local food bank programs to provide food insecurity resources.

Community Foundation Programs:

Vanden athletics partners with local youth sports. Vanden coaches and student athletics work with the youth teams and our facilities are used regularly for youth practices and contests. In addition, for decades, Vanden has been part of a local scholarships organization, [Assist-A-Grad](#), providing numerous scholarships, funds, and resources to graduating seniors. The [Assist-A-Grad](#) non-profit foundation began in 1967 by a group of volunteers whose goal was to assist students in finding funding for higher education.

School Business-Community Relationships:

School/business relationships exist in several curricular areas.

Special Education Department (SpEd.):

- The Vanden SpEd Department. has developed a WorkAbility program that provides secondary students who have an Individualized Education Plan (IEP) with an understanding of job seeking and job keeping skills. The WorkAbility program has set up business partnerships throughout the Vacaville, Fairfield, and Travis Air Force Base communities. The WorkAbility program offers students the opportunity to obtain marketable job skills.

Career Technical Education (CTE):

- CTE teachers organize a job fair where potential employers in the local area meet and interview Vanden students, resulting in holiday and summer employment. On pause during Covid, the job fair will return in spring 2023.
- The Vanden Skills USA Chapter focuses on individual success at home, the classroom, the community, and the workplace.
- The Robotics team works closely with community members to teach students about the design, construction, operation, and application of robotic technology through such programs as FIRST Lego League, Vex Robotics, and California Department of Migrant Services STEM camp.

Other Partnerships:

- The Vanden science department partners with Genentech to provide tours for our biotechnology students.
- Through the Solano County Office of Education and Travis Air Force Base and others, we have guest speakers including Major General Michael J. Talley (Vanden Alum), Rear Admiral Leonard C. "Butch" Dollaga, and CA State Treasurer Fiona Ma in April 2023. Local business community members are regularly invited to be guest speakers in classes included Business, Medical Science, and Vocational Prep.

Vanden Staff

Staff Demographics:

Vanden staff member includes 1 principal, 3 assistant principals, 1 school psychologists, 4 guidance counselors, 71 classroom teachers, 1 School Social worker, 1 librarian, 1 athletic director, 2 part time mental health coordinators, and part time special education services providers (Speech, OT, PT, ADPE). There are 43 classified staff members that include 1 Military Family Life Counselor (MFLC), 4 campus monitors, 12 clerical/office support, 6 paraeducators, 1 workability coach, 1 instructional assistant, 8 food service workers, 8 custodians and 1 school resource officer.

Certificated Staff:

In the 2022-23 school year 82 certificated staff members serve the Vanden High School students. Prior years data can be found at [DataQuest](#).

Gender	
Male	32
Female	50

Race and Ethnicity				
Hispanic	Asian	Filipino	African American	Caucasian
7	5	2	5	62

Classified Staff:

In the 2022-23 school year 41 classified staff members serve the Vanden High School students.

Gender	
Male	9
Female	32

Race and Ethnicity (reported)				
Hispanic	Asian	Filipino	African American	Caucasian
3	1	1	7	29

The classified staff members at Vanden provide a wide array of support services that range from clerical support to classroom instructional aides. The classified staff at Vanden can be divided into the following categories: (1) Support for students (2) Support for the administrative functions of the school

Classified Student Support:

- Instructional Aides: Instructional Aides at Vanden assist in providing instructional support one-on-one/small group to students who are English Learners
- Para-Educators: Para-educators at Vanden assist in providing instructional support one-on-one/small group to students with an IEP.

Classified Administrative Support:

The classified staff at Vanden keep the school running in so many ways. Their responsibilities include providing:

- Clerical support for administrators and teachers
- Clerical support for the maintenance of student records and data
- Maintenance and operations of the campus
- Campus security
- Registrar

School Purpose and ACS WASC Accreditation History:

During the 2021-22 school year and fall of 2022, Vanden's Vision, Mission and Expected Schoolwide Learning Outcomes (SLOs) were updated. This work primarily took place in the [Leadership Team](#) with input from all staff members in fall of 2022.

Vanden's core values were reviewed and updated in the 2017-2018 school year and continue to represent school wide behavior expectations for our students. At Vanden High School all staff members have posters of the [Vanden Core Values](#) posted in classrooms.

Mission Statement, Vision Statement, Schoolwide Learner Outcomes

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.

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.

Expected Schoolwide Learning Outcomes (SLOs):

Vanden High School students:

- 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 in the curricular knowledge and essential academic skills for success in college or career

PBIS Core Values:

Vanden Vikings...

- Have self control
- Own their action
- Show up on time
- Build Strong Relationships

ACS WASC Accreditation History

Year	Accreditation
1993	6 year accreditation with the third year review
1999	6 year accreditation with the third year review
2005	6 year accreditation
2011	6 year accreditation with the third year review
2016	6 year accreditation with a two-day mid-cycle visit.
2019	accreditation reaffirmed with Progress Report due in one year

LCAP Identified Needs and Description of Goals, Actions, and Services that Apply to the School

Parent/ Community Input:

Pre-Covid, parent and community input for [LCAP](#) came primarily from community meetings.

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Vanden participated and held meetings on campus in the evenings. Since Covid, TUSD has switched to a survey model and families, staff and students provided input as part of developing the [LCAP](#). Additionally, district administrators met with Vanden student focus groups to gather input.

TUSD's 2022-23 [LCAP](#) is designed to close the achievement gap and identifies the following significant needs and goals that involve Vanden High School (metrics for measuring progress towards the goal are in parentheses)

LCAP Identified Needs	LCAP Goals and Actions to Address Identified Needs	LCAP Measures /Metrics for measuring progress.
<u>Goal 1:</u> Academic Achievement	Improve English Language Development instruction Focus on math instruction Improve data availability for staff to improve instructional decision-making Improve support for A-G college entrance requirement completion	<ul style="list-style-type: none"> • Spring 2022 CAASPP data, • ELPAC data, • A-G completion rates, • CTE articulation data, • AP Exam pass rate, • AP course enrollment, • Special Ed Least Restrictive Environment data, • Algebra 1 pass rate, Algebra 2 enrollment data
<u>Goal 2:</u> Socio-Emotional Wellness	Expand social emotional learning (SEL) Refine implementation of PBIS (Positive Behavioral Interventions & Supports) Improve implementation of Check in-Check out (CICO) support for struggling students Implement Wellness Center at Vanden Develop and implement Digital Citizenship lessons	<ul style="list-style-type: none"> • attendance rates • chronic absenteeism • Graduation and dropout rates • suspension/expulsion data • school climate survey results
<u>Goal 3:</u> Family Engagement	Continue the work of the Equity Action Team Re-establish parent volunteer opportunities at school Develop a Parent University	<ul style="list-style-type: none"> • Parent participation in committees and education nights • Aeries portal usage

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<u>Goal 4:</u> Basic Services	Improve school HVAC (heating, ventilation, air conditioning) systems Improve school facilities	<ul style="list-style-type: none">• Teacher alignment and vacancies data• Williams inspection data
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School Program Data: Description of Programs

Preparing Students for Postsecondary College/Careers:

Courses offered at Vanden High School present students with a wide selection of opportunities to achieve at the highest level. Vanden High School students are enrolled in a comprehensive education program that meets the needs and challenges of all students. The majority of Vanden classes meet UC A-G requirements and courses are grounded in the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Graduation requirements meet the entrance requirements for California State University and University of California systems. The academic program includes a six-period (240 minute) day with a small number of classes meeting during zero period.

Vanden offers 27 Advanced Placement courses: AB Calculus, Statistics, Biology, Environmental Science, Physics 1, Computer Science, Computer Science Principles, Economics - Micro and Macro, English - Literature and Composition, English - Language and Composition, US History, American Government, World History, Spanish Language and Culture, Latin and Studio Art. Additionally, Vanden offers seven honors courses.

Vanden students can choose between a wide variety of elective classes including Adulting, Ethnic Studies, Video Production, Business, Marketing, Auto, Astronomy, Forensics, Biotechnology, Genre Studies, German, French, Spanish, Drama, band, and piano.

Summary of Programs

Career Technical Education (CTE):

CTE pathways currently offered are Automotive Mechanics, Business and Finance, Medical Science, Video Production, and Marketing. We also have an Engineering pathway that has not been available to students for the past two years. Pending staffing, Engineering classes will be offered for fall of 2023. Many of our CTE classes are articulated with the local community college and students are receiving college credit upon completion of the class with a B or above.

AFJROTC:

Vanden has an award winning Air Force JROTC program with approximately 100 students in grades 9-12. This four year program builds citizens of character dedicated to serving their nation and community. JROTC is a cadet-run program with guidance and mentorship from our instructors. Students learn about military tradition, aviation history, aerospace science, geography, space, communication, finance and college planning. JROTC fulfills either an elective or physical education requirement depending on grade level.

Guidance:

Developed in spring of 2022 and implemented in fall of 2022, this program is for 9th graders with a history of academic struggles in middle school. With the goal of being A-G qualified, the students in Guidance curriculum includes peer tutoring, Social Emotional Learning lessons, and study skills. Students have daily check-in from their instructor. There are three sections of Guidance which meet during 6th period. Also meeting 6th period is the Link Crew class program which works closely with Guidance students to provide tutoring and lessons.

Check-in-Check-out (CICO):

Vanden has two Student Support Specialists (SSS) who provide Check-in-Check-out for struggling students. Working with admin and counselors, the SSS's, have a caseload and provide 1:1 check ins for academic and behavioral support.

Anchored for Life:

Vanden was selected as one of four high schools in the US to pilot the military funded Anchored for Life program. While not a course, the 24 students in Anchored for Life work closely with staff advisors and our Military Family Life Counselor (MFLC) to support students entering and leaving Vanden.

Social Emotional Learning:

Tier 1 SEL lessons are provided to all students twice a month during 3rd period class. The SEL lessons are written and planned by a SEL team which includes teachers, counselors, school social worker and admin. Lessons are aligned with Collaborative for Academic, Social and Emotional Learning (CASEL) competencies.

Algebra 1 Restart (2nd Semester):

The Math department offers a "restart" Algebra class every second semester. This class is for students who have failed semester 1 of Algebra 1. By re-taking the semester during the school year, a student would be in a better position to be "on track" the following year by catching up on the missing semester over the summer. The restart class is set at the end of semester one, when final grades are determined.

Co-Teaching:

General Education teachers and Special Education teachers work collaboratively in developing curriculum and planning activities to provide an accessible and rigorous learning environment for all students. Co-teaching allows for increased support and connections for independent students and those requiring more support to successfully access the general education curriculum.

Math/English/Spanish Tutoring:

Monday - Wednesday students are able to attend tutoring sessions in the school library after school. This is led by a credentialed teacher. Students generally ask for help on homework or help reviewing for an upcoming test/quiz.

Diploma Distinctions:

[California State Seal of Biliteracy:](#)

The California State Seal of Biliteracy is an award given to students who have demonstrated proficiency in two or more languages by the time they graduate from high school. The class of 2022 had 51 students earn the Seal of Biliteracy.

- [California State Seal of Biliteracy Requirements](#)

Golden State Seal Merit Diploma ([GSSMD](#)):

The Golden State Seal Merit Diploma (GSSMD) is a distinction defined by the state which recognizes public school graduates who have demonstrated their mastery of the high school curriculum in at least six subject areas, four of which are English language arts, mathematics, science, and U.S. history, with the remaining two subject areas selected by the student. The class of 2022 had 139 students earn the GSSMD.

Credit Recovery:

Vanden students can enroll in [Cyber High Information](#), an [online learning program](#), or summer school to remediate graduation requirements. Cyber High classes are taken outside of the regular school day and are under the supervision of the Cyberhigh instructor. Students can drop in to after school lab hours two days a week to get assistance and take exams. Summer school classes are offered for a three week period in June and allow students to earn 10 credits. For the past two summers, summer credit recovery classes included English, Algebra, Biology, Physics in the Universe, Business and PE. Students in most need of credit recovery are given priority for summer classes. Cyber High classes are also offered throughout the summer.

Independent Study:

Travis Unified School District has an [Independent Study program](#) for all grades. Students are enrolled in the Travis School for Independent Study (TSIP). High School students in TSIP take classes through Cyber High. TSIP is overseen by the Principal of the continuation school and while are separated from Vanden, we have allowed students in TSIP to be dual enrolled in Vanden to be able to continue participating in a unique program (AFJROTC for example) or fulfill an A-G requirement not offered through Cyber High.

Student Support Programs for EL, Low income/SED, Foster and Homeless Students

[English Learner Support/ELPAC \(English Language Proficiency Assessment for California\):](#)

State and federal laws require that any newly enrolled students whose primary language is not English are administered the initial ELPAC assessment; and students who are English learners are administered the summative ELPAC assessment. The initial ELPAC has one purpose: to identify students who are EL or are initial fluent English proficient (IFEP). The Summative ELPAC has two purposes: to determine the level of English Language Proficiency of EL student and to assess the progress of EL students in acquiring the skill of listening and speaking and reading and writing. All students whose primary language is other than English must take the initial ELPAC to determine whether or not they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 days prior to instruction, but not before July 1st per ELPAC regulations. The summative ELPAC must be given annually to students identified as EL until they are reclassified to fluent English proficient (RFEP) (Source CDE).

As part of TUSD LCAP goal 1 (improve student learning and close the achievement gap), Vanden receives funding for three English Language Development (ESL/ELD) classes for English language (EL) learners and an Instructional Aide to work with EL students in ELD classes and general ed class settings. A thorough process of identifying students happens each spring. Counselors, administrators and district admin work with the site EL teacher to place students in appropriate support classes. In fall 2022, adjustments were made to the EL program to better support students. Students scoring a 1 or 2 on the ELPAC are placed in two classes, an English class and a support class which meet back to back. Those students scoring a 3 or above on the ELPAC, who are not yet reclassified, are enrolled in a higher level ESL English class and concurrently enrolled in a general education grade level English class.

EL students are monitored quarterly, with input from the EL teacher, general education teachers, counselor and administrator overseeing EL. With only 1-2% of our student population classified as EL students, our data has not been included in past year's California School Dashboard.

In Fall of 2022, TUSD prioritized improvements to English Language Development instruction through professional development in designated ELD for learning to read, write, and speak English and integrated ELD to support language used in content area lessons to enable English learners to access grade-level instruction across the curriculum. Vanden's EL teacher participates in this professional development and works directly with a consultant supporting EL programs district wide.

There is no performance indicator for EL students on the dashboard as Vanden has a small number of EL students ([California Dashboard](#)). According to the dashboard 38/9% of EL students at Vanden are making progress toward English Language proficiency with a number of EL students being at 18.

Low Income/ Socio-economically Disadvantaged (SED):

Approximately 39% of Vanden's student population are identified as Socioeconomically disadvantaged and are represented in CA Dashboard sub group data. TUSD's title II funding is used for many Vanden programs and services at Vanden to support our SED population. Instruction, technology in the way of class sets of laptops and planning time for the Guidance program (see above) is funded through Title II. Additionally, support staff including School Social Worker and two [Student Support Specialists](#) are funded through Title II. SED students struggling in areas of academics, attendance or behavior are part of the CICO program. Another area of support for SED students is in AP exam fees. Students identified as SED/ Free and Reduced have 100% of the AP Exam fee covered by TUSD Title II funds. ([LCAP 2022-23 Statement Guide](#))

TUSD's Aeries technicians developed a new tool (LifeGuard -Tableau) to better disaggregate data based on SEL, EL, Foster and homeless designations. In the fall of 2022, Vanden admin received training and access to this tool and used it to identify students who needed additional support.

Foster Youth:

Vanden has a very small (.1%) foster youth population. Students in foster care are identified and monitored closely by counselors, administrators, Social Worker and district student liaison. Site staff in Vanden's counseling office are in close communication with foster agency staff and social workers to ensure we are meeting student's needs. Counselors, Admin and other school staff are trained in Foster Youth Educational Rights (AB 167/216).

Homeless Youth:

Vanden admin, counselors and social workers work collaboratively to support houseless students. Along with providing clothing and food through site and local agencies, we provide a safe and secure environment for students to shower at school. TUSD Student Services Director is currently working with our neighboring district Vacaville Unified to jointly provide transportation support for a houseless student attending Vanden but living in the neighboring district.

Programs and Services for Students with Special Learning Needs

Approximately 10% of Vanden students qualify for Special Education services. With a goal of providing the least restrictive learning environment, the majority of students in special education are enrolled in general education courses under our Co-teaching model which has expanded over the past four years. We currently offer 9 sections of co-taught English, which includes all four levels of English. We also offer co-taught algebra 1 (4 sections) and geometry (1 section). With the increase in co-taught classes, we have reduced the number of resource level English and math classes. We offer a Math/ELA lab support class to those students needing additional support towards meeting their IEP goals. We also offer a Voc Prep class and a site Workability coordinator works on post high school career and learning plans. Averaging about 15 students a year, Vanden has one self-contained classroom that offers classes across the content areas for those students needing the highest level of support. Students in this self-contained (Special Day Class) are typically not on diploma track.

Schoolwide Learner Outcomes/Graduate Profile

In the 2022-23 school year, the [Vanden Schoolwide Learner Outcomes](#) (SLOs) were updated by staff and community stakeholders. The SLOs share a clear connection with the mission and vision statement of Vanden as the core belief is that all students are able to succeed and accomplish their goals when provided the proper support and environment. The newly updated SLOs focus on academics, college and career guidance, decision making skills, and life skills. In updating the SLOs, a decision was made to have SLOs that are more streamlined. The previous SLOs were cumbersome and difficult to evaluate student achievement.

In the spring of 2023 students will be surveyed in order to help gather perception data on the degree to which students are achieving the SLOs.

2022-23 Updates SLOs	SLOs prior to 2022-2023 School Year
<ul style="list-style-type: none"> • solve problems creatively • recognize and appreciate diverse points of view • think critically and independently using a wide variety of resources 	<u>Personal Growth:</u> <ul style="list-style-type: none"> • Students who set short and long-term educational and personal goals and use strategies to achieve them.

<ul style="list-style-type: none"> • practice strategies that develop personal well-being • demonstrate proficiency in the curricular knowledge and essential academic skills for success in college or career 	<ul style="list-style-type: none"> • Students who identify their own strengths and values in order to become more self aware. • Students who make sound decisions about their social, physical, emotional, and mental health and demonstrate resilience in the face of adversity. <p><u>Academic Proficiency:</u></p> <ul style="list-style-type: none"> • Students who analyze and comprehend complex texts across all content areas and acquire knowledge through real world experiences. • Students who demonstrate literacy through effective communication skills in both written and oral expression. • Students who demonstrate technological competency, including the ability to evaluate and cite sources. • Students who evaluate and appreciate the arts -- visual arts, dance, music, theater and literature -- from a variety of cultures. • Students who demonstrate persistence when faced with challenging academic content or skills. • Students who justify understanding by citing specific evidence. <p><u>Community Responsibility:</u></p> <ul style="list-style-type: none"> • Students who demonstrate knowledge of diverse cultures and foster acceptance for individual differences. • Students who are active in the local community and are involved and informed global citizens. • Students who are accountable for their individual actions and are respectful of others. <p><u>Employability:</u></p> <ul style="list-style-type: none"> • Students who collaborate well with others to gather and evaluate information, draw conclusions and produce a product or service. • Students who formulate a clear plan for their post-secondary education, military, or career choice.
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Demographic Data

1. Socioeconomic Status of the school according to the district data collections.
 - a. Parent Education Level
 - i. 2023 shows an increase in parents who have not graduated high school and a decrease in parents that are college graduates. Previous 3 years were relatively stable. (Source CALPADS)

	Not a High School Graduate	High School Graduate	Some College	College Graduate	Graduate School/ Post	Declined to state/ unknown
2022-2023	3.2%	9.7%	28.3%	40.5%	16.7%	1.7%
2021-2022	1.9%	9.3%	27.5%	43.7%	16.4%	1.4%
2020-2021	1.8%	10.4%	27.6%	43.0%	16.2%	1.1%
2019-2020	1.9%	9.3%	27.6%	44.5%	15.2%	1.4%

The increased number of students identified as free and reduced is believed to be due to a combination of a better process of identifying families and an increase in families meeting the free and reduced threshold.

Students qualifying for free and reduced lunches	
2022-2023	39.5% *
2021-2022	38.1%
2020-2021	23.5%
(*preliminary calculation)	

Student Enrollment

School Enrollment (Number)						
	2018-19	2019-20	2020-21	2021-22	2022-23	Change
Total Enrollment	1681	1706	1677	1673	1640	-33

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Vanden High Enrollment by Ethnicity (Dataquest)										
	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
21-22	1,673	14.4%	0.3%	4.9%	13.3%	25.3%	1.0%	26.7%	13.0%	1.1%
20-21	1,678	13.9%	0.4%	4.8%	13.3%	25.1%	0.8%	29.2%	11.7%	0.6%
19-20	1,700	13.4%	0.6%	5.1%	14.0%	24.8%	1.0%	30.4%	10.2%	0.5%
18-19	1,730	15.3%	0.8%	5.0%	13.4%	24.9%	1.2%	30.7%	8.6%	0.3%
17-18	1,744	15.1%	0.9%	4.9%	14.3%	23.6%	1.0%	31.5%	8.5%	0.3%
16-17	1,678	14.4%	0.7%	5.2%	13.2%	22.7%	1.4%	33.8%	8.2%	0.3%
Findings: The percentage of white students has decreased and those students identifying as two or more races has increased.										

Enrollment by Gender (%)					
	18-19	19-20	20-21	21-22	22-23
Female	50.5%	49.8%	50.2%	47.5%	47.6%
Male	49.4%	50.2%	49.8%	52.2%	51.9%
Non Binary				.24%	.43%
Findings: In the past two years, the percentage of students identifying as female has decreased and the percentage of students identifying as male has increased. There is also a small number of students who identify as non-binary.					

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Enrollment by Grade (Number) (CBEDS census day)				
Year	9th	10th	11th	12th
22-23	396	475	378	380
21-22	469	431	404	369
20-21	430	446	406	396
19-20	469	426	427	378
18-19	459	480	424	367

Students with Inter-District Agreements (Number)						
	18-19	19-20	20-21	21-22	22-23	Change
No. of IDAs	204	232	232	259	258	-1
Total Enrollment	1727	1725	1677	1673	1640	-33
Percentage IDA	12%	13%	14%	15%	16%	+1

Travis USD Enrollment	
22-23	5301
21-22	5266
20-21	5284
19-20	5455
18-19	5495
17-18	5474

Vanden High School and Travis USD have seen an overall decline in enrollment in the past few years. While several new housing communities are in various stages of development in the district, high school aged students are not predicted to impact our enrollment for several more years.

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Predominate primary languages other than English					
	18-19	19-20	20-21	21-22	21-22
Language	Number	Number	Number	Number	Percent of Total
Spanish	5	9	11	16	51.61%
Filipino (Filipino or Tagalog)	5	8	5	7	22.58%
Mandarin		2	2	2	6.45%
Japanese	1			1	3.23%
Lao				1	3.23%
Arabic	1	1		1	3.23%
German				1	3.23%
Ilocano				1	3.23%
Other non-English Languages	1	1	1	1	3.23%

Special needs and other focused programs (%)						
	2018-19	2019-20	2020-21	2021-22	2022-23	Change
English Learners	.75	1.2	1.1	1.9	2.2	+0.3
Foster Youth	0.17	0.24	0.12	.24	.1	-.13
Homeless Youth	.40	0.47	0.36	.59	.6	+.01
Students with Disabilities	10.6	9.1	9.7	8.6	8.3	-.3
Socio-economically Disadvantaged	26.2	25.3	24.7	39.0	40.3	+1.3

Language Proficiency Information

The table below shows the percent of the student body classified by language proficiency.

English Language Acquisition Status by Percentage					
	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined
2022-23	87.5%	1.8%	1.8%	8.9%	0.0%
2021-22	88.6%	1.5%	1.9%	8.0%	0.0%
2020-21	88.1%	1.9%	1.1%	8.8%	0.0%
2019-20	87.5%	1.8%	1.2%	9.5%	0.0%
2018-19	87.8%	1.7%	.8%	9.8%	0.0%

ELPAC Assessments by Percentage					
*in progress					
	2018-19	2019-20	2020-21	2021-22	2022-23 *
Level 4	7.69%	NA	31.25%	13.33%	0%
Level 3	30.77%	NA	25.00%	40.00%	100%
Level 2	46.15%	NA	37.50%	36.67%	0%
Level 1	15.38%	NA	6.25%	10.00%	0%

Data on Addressing the Eight State Priorities**LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)**Teachers:

Additional information related to specifics on qualifications for staff can be found earlier in this chapter under staff descriptions.

Teacher Credentials							
Teachers	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With Full Credential	75	87	86	75	83	72	81
Without Full Credential	2	0	0	0	0	3	1
Teachers Teaching Outside Subject Area Competence (with full credential)	0	0	0	0	0	*1	*1

*Explanation for teachers instructing outside credentialed areas

- There are currently no National Board Certified Teachers
- One administrator was a board certified teacher
- 1 teacher (AP Computer Science) is teaching outside of the credential area. They are currently working on getting Computer Science supplementary credential
- CTE Medical Science teacher has an intern credential
- There are 3 teachers out on Maternity/Family leave with long term substitutes in each

Professional Development:

Professional learning and development is highly valued and supported both at Vanden High School. Staff are encouraged to learn and grow as professionals as an ongoing practice.

Schoolwide Initiatives:

- Vanden's bell schedule provides time on Wednesdays for PLC collaboration time, Staff Meetings, and department meetings.
- Teachers participate in scheduled professional development days prior to the start of the school year.
- To improve school climate, Vanden staff began work on Social Emotional Learning and Academics provided by Joelle Hood - Thriving University. This work began on 8/8/2022 and continues through 3 one-hour zoom sessions offered throughout the school year.
- All staff participate in yearly online training such as Mandated Reporter and Title IX training.
- In October of 2022, Vanden sent PBIS team representatives to the two-day State conference held in Sacramento to learn more about implementation and best practices.
- Vanden has 14 Advanced Placement (AP) teachers. All teachers teaching Advanced placement attend summer training before they begin to teach an AP class.
- Yearly two-hour co-teaching training is provided to Vanden teachers. This training is led by veteran Vanden teachers. The goal of the training is to offer insight on how to best support differentiated instruction. Teachers attending this training are English, Math, Special Education co-teaching partners.
- In 2022, Vanden, along with the entire TUSD, made a decision to reboot the PBIS program. This process is happening through the assistance of the Solano County Office of Education (SCOE). The Vanden PBIS team attends monthly meetings with SCOE that focus on updating and reviewing Tier 1 strategies and implementation.

Access to Standards-aligned instructional material:

The selection and evaluation of instructional materials for all TUSD schools is explained in [Board Policy 6161.1](#). This process is monitored closely by the Assistant Superintendent of Secondary Schools Sue Brothers, site-administrators, Instructional Leaders and families.

Travis Unified Board Minutes can be accessed through the District Webpage at this link: [Travis Unified School District](#) and verification of current inventory can be accessed through the following link: [Verification of Current Inventory](#)

School Safety and Facilities:

School safety is critical and a high priority. Vanden High School annually upgrades, reviews, and presents a School Safety Plan to the Board of Education and the State. Vanden conducts both major emergency drills and evacuation drills. Daily safe practices include requiring all visitors to register at the main office and campus security regularly sweeps the entire campus to ensure a safe environment for all. Additionally, we would not be able to maintain our safe and clean facilities without the work of our outstanding custodial crew. The dedication to Vanden is evident throughout the campus.

Our science courses meet the UC a-g course requirements for laboratory time and our science classes have designated laboratory space. The organization and disposal of chemicals is monitored and all guidelines outlined by OSHA and other local regulatory groups are closely followed.

- [Lab Equipment Verification](#)
- [FIT Report](#)

Every school is required to publish a School Accountability Report Card (SARC) by February 1 of each year containing information about the condition and performance of the school.

Contained within this report for Vanden is a summary of:

- Vanden's mission, goals, and accomplishments
- Demographic data
- School safety and climate information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

The SARC information related to Vanden High School may be found at the following link: [VHS SARC](#)

Vanden High School takes instructional materials, conditions of facilities in a safe and clean manner or in good repair, teacher vacancy or misassignment, or the lack of opportunity to receive intensive instruction and services to pupils seriously ([Williams Act](#)). [Education Code 35186](#) creates procedures for the filing of complaints when a member of the community feels these conditions are not met.

LCFF Priority 2 – Implementation of Academic Standards

Vanden High School seeks to provide an academic program fully aligned to the Common Core State Standards. Each department at Vanden has a Department Chair who helps to ensure that teachers in each department are working collaboratively to align curriculum with state standards. Department Chairs meeting monthly with teachers within the department. Within these meetings, teachers discuss curriculum, assessment and student progress for their classes.

LCFF Priority 3 – Parent Engagement

Activity or Organization	Description
New Student Orientation	Families of new students have an opportunity to learn more about Vanden High School and the opportunities for students to get involved. Families and students are able to tour the campus and have the opportunity to interact in a relaxed atmosphere.
Back to School Night	Families are able to follow the student's schedule and meet with teachers during this evening event. Families are able to learn more about the classes and programs at Vanden and how Vanden supports students and families.
8th Grade Program Preview and Parent Information Night	Golden West Middle School students tour campus and meet with departments to learn more about various course options available and programs that students can participate in. This event is held in the spring and the same day Vanden's counselors and admin host a parent information night.
FAFSA and Cash for College Nights	Parents of current seniors and their students are able to meet with counselors to help organize documents and complete the FAFSA. This is held over multiple nights to give families an opportunity to gain more knowledge of this process.
AP Information Night	Families and students are able to glean more information about Advanced Placement Course options.
Parent University	Monthly informational sessions for TUSD parents.
School Booster Organizations	<ul style="list-style-type: none"> • Athletics • Music • Drama • Robotics • Academic Decathlon

LCFF Priority 4 – Performance on Standardized Tests

Vanden students traditionally perform well on standardized ELA exams and our students have room for growth in math. Vanden High School has never been in Program Improvement, nor has it ever been under any state or federally imposed programs of improvement for student achievement. Currently, Vanden is not a Title I school. However, Vanden did enter ATSI (Additional Targeted Support and Improvement) due to Vanden's 2019 California Dashboard data. Based on the 2021-22 California Dashboard, Vanden is no longer in ATSI based on the 2021-2022 Dashboard. However, TUSD as a district is in DA (Differentiated Assistance) due to district performance of Special Education students on standardized testing.

CAASPP: ELA Standard Met or Exceeded							
	all	African American	Hispanic	White	Asian	Two or More Races	Filipino
2018	72.00%	62.68%	71.43%	73.00%	72.72%	74.07%	83.33%
2019	67.60%	50.85%	62.36%	68.06%	90.47%	69.05%	87.04%
2022	72.27%	62.79%	59.58%	75.26%	77.27%	77.58%	86.21%
2022 Exceeded	29.60%	16.28%	24.47%	31.96%	45.45%	25.86%	41.38%
2022 Met	42.67%	46.51%	35.11%	43.30%	31.82%	51.72%	44.83%

CAASPP: ELA Continued						
	Male	Female	Reported Disability	Economically Disadvantaged	EL	RFEP
2018	66.07%	77.47%	22.58%	63.27%	N/A	68.42%
2019	59.21%	76.29%	8.34%	57.85%	N/A	72.92%
2022	65.77%	78.61%	26.32%	63.70%	41.67%	68.58%
2022 Exceeded	25.13%	34.22%	0.00%	25.34%	0.00%	34.29%
2022 Met	40.64%	44.39%	26.32%	38.36%	41.67%	34.29%

CAASPP: Math Standard Met or Exceeded							
	all	African American	Hispanic	White	Asian	Two or More Races	Filipino
2018	39.95%	28.36%	33.33%	41.41%	40.91%	48.14%	60.97%
2019	34.59%	13.34%	23.40%	38.65%	50.00%	42.85%	57.41%
2022	29.79%	16.28%	18.08%	35.05%	45.45%	28.81%	44.83%
2022 Exceeded	6.65%	4.65%	1.06%	4.12%	18.18%	5.08%	18.97%
2022 Met	23.14%	11.63%	17.02%	30.93%	27.27%	23.73%	25.86%

Vanden High School ACS WASC/CDE Self-Study Report

CAASPP: Math Continued						
	Male	Female	Reported Disability	Economically Disadvantaged	EL	RFEP
2018	40.71%	39.22%	12.90%	31.96%	N/A	39.48%
2019	31.68%	37.63%	2.70%	22.55%	N/A	45.83%
2022	31.55%	28.20%	0.00%	27.39%	16.66%	28.57%
2022 Exceeded	9.09%	4.26%	0.00%	4.79%	8.33%	11.43%
2022 Met	22.46%	23.94%	0.00%	22.60%	8.33%	17.14%

CAST: Standard Met or Exceeded (11th Grade)							
	all	African American	Hispanic	White	Asian	Two or More Races	Filipino
2019	39.76%	20.33%	36.96%	47.90%	47.62%	35.71%	68.52%
2022	35.02%	18.60%	25.53%	46.88%	50.00%	42.37%	44.83%
2022 Exceeded	6.02%	0.00%	2.13%	4.17%	9.09%	6.78%	6.90%
2022 Met	29.00%	18.60%	23.40%	42.71%	40.91%	35.59%	37.93%

CAST: Standard Met or Exceeded (11th Grade) - Continued						
	Male	Female	Reported Disability	Economically Disadvantaged	EL	RFEP
2019	39.00%	45.36%	3.70%	26.50%	N/A	50.00%
2022	32.79%	41.49%	5.41%	29.41%	8.33%	40.00%
2022 Exceeded	4.30%	4.26%	0.00%	4.04%	0.00%	8.57%
2022 Met	28.49%	37.23%	5.41%	25.37%	8.33%	31%

Vanden High School ACS WASC/CDE Self-Study Report

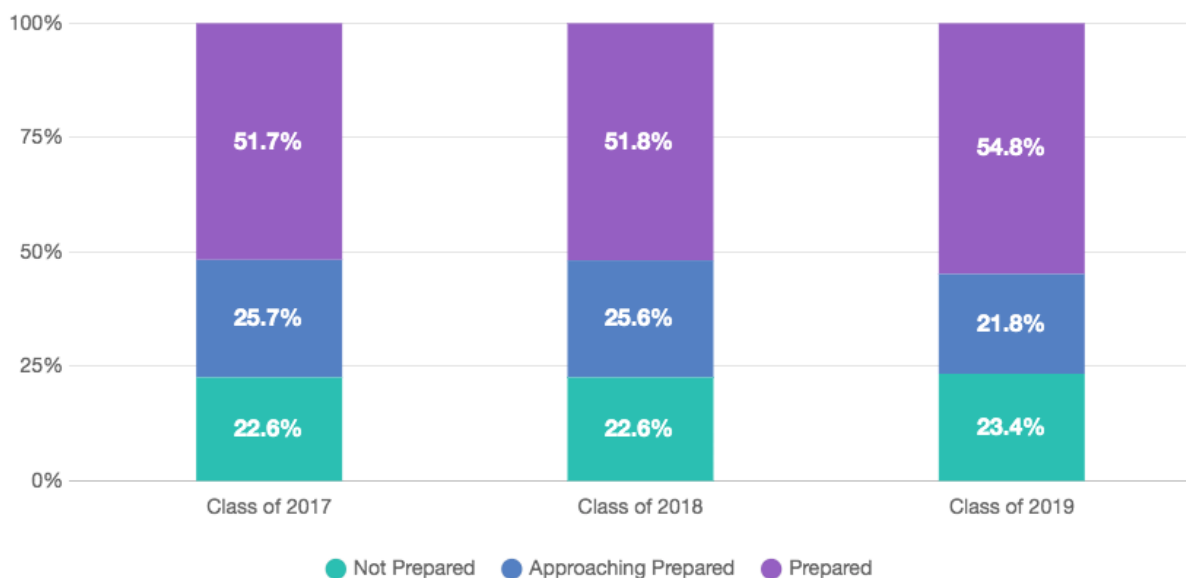
CAASPP Participation Rates:		
	ELA	Math
2022	97.8%	97.9%
2019	95%	97%
2018	100%	100%

College and Career Indicator (CCI):

Vanden's CCI data is not available for the past few years due to pandemic disruption of state testing.

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



CTE Completers:

The California Department of Education defines a CTE completer as "CTE concentrators who passed (with a C- or better) an end-of-program technical skills assessment (capstone course) that is aligned with industry-recognized standards, including the California CTE Model Curriculum Standards, during the reporting year."

Vanden High School ACS WASC/CDE Self-Study Report

CTE Completers			
	2019	2020	2021
Automotive	1	5	2
Business Mgmt	0	4	1
Education	25	9	7
Engineering	4	4	5
Patient Care	10	26	23
Video Game Design	0	0	1
Video Production	0	6	4

College Scholastic Assessment Tests (SAT/ACTs):

Information provided to students and families regarding SAT and ACT testing can be found at the following link: [Vanden High School Counseling Department](#)

See charts above for percent of Vanden students meeting college readiness on the CAASPP (Students exceeding/meeting).

Advanced Placement (AP):

At Vanden, AP students are not required to take their course's related examination, although the expectation is there and the vast majority do. Work continuously happens to balance AP course access, rigor, and achievement. An assistant principal is in charge of maintaining course approval through the College Board portal. Vanden recommends that students take no more than three AP courses.

A continued observation by staff and students is that our AP courses enrollment is not representative of the ethnic makeup of our students at Vanden. Some ethnic populations are under-represented while others are over-represented in AP classes. Illustrated below is Vanden's AP enrollment for the past four years. The number of students enrolled for each group represents the number of students in that particular graduating class who have taken at least one AP course during their time at Vanden.

AP Class Enrollment by Ethnicity/Race					
		22-23	21-22	20-21	19-20
ALL					
	# enrolled	513	424	612	612
	Total school enrollment	1639	1673	1677	1706
	% school enrollment	31.30 %	25.30 %	36.50 %	35.90 %

Vanden High School ACS WASC/CDE Self-Study Report

Hispanic					
	# enrolled in school	436	424	423	422
	% school enrollment	26.60 %	25.30 %	25.20 %	24.70 %
	# enrolled in AP classes	108	90	123	95
	% enrolled in AP classes	21.10 %	21.20 %	20.10 %	15.50 %
American Indian					
	# enrolled in school	2	5	7	10
	% school enrollment	0.12%	0.30%	0.42%	0.59%
	# enrolled in AP classes	0	0	2	2
	% enrolled in AP classes	0%	0%	0.33%	0%
Asian					
	# enrolled in school	87	82	82	88
	% school enrollment	5.30%	4.90%	4.90%	5.20%
	# enrolled in AP classes	53	34	56	76
	% enrolled in AP classes	10.30 %	8.00%	9.20%	12.40 %
Hawaiian/Pacific Islander					
	# enrolled in school	15	16	14	17
	% school enrollment	0.92%	0.96%	0.83%	1%
	# enrolled in AP classes	4	5	10	7
	% enrolled in AP classes	7.80%	1.20%	1.60%	1.10%
Filipino					
	# enrolled in school	193	209	208	222
	% school enrollment	11.80%	12.50 %	12.40 %	13.00 %
	# enrolled in AP classes	113	79	123	144
	% enrolled in AP classes	22.00 %	18.60 %	20.10 %	23.50 %
Black/African American					
	# enrolled in school	256	239	229	231
	% school enrollment	15.60 %	14.30 %	13.70 %	13.50 %
	# enrolled in AP classes	45	42	58	39
	% enrolled in AP classes	8.80%	9.90%	9.50%	6.40%

Vanden High School ACS WASC/CDE Self-Study Report

White					
	# enrolled in school	388	448	491	518
	% school enrollment	23.70 %	26.80 %	29.30 %	30.40 %
	# enrolled in AP classes	121	128	186	189
	% enrolled in AP classes	23.60 %	30.20 %	30.40 %	30.90 %
Two or more					
	# enrolled in school	238	232	213	189
	% school enrollment	14.50 %	13.90 %	12.70 %	11.10%
	# enrolled in AP classes	64	46	53	57
	% enrolled in AP classes	12.50 %	10.80 %	8.70%	9.30%

AP Exams numbers/percentages taken and passed by Ethnicity/Race

		2022	2021	2020	2019
All					
	Total exams taken	360	338	490	507
	Total passed	267	194	384	358
	% Passed	74.2%	57.4%	78.4	70.6%
Hispanic					
	Total exams taken	71	59	76	76
	Total passed	48	33	57	56
	% Passed	67.6%	55.9%	75%	73.7%
American Indian					
	Total exams taken	9	7	9	9
	Total passed	4	4	1	6
	% Passed	44.4%	57.1%	11.1%	66.7%
Asian					
	Total exams taken	48	65	87	96
	Total passed	33	42	66	64
	% Passed	68.8%	64.6%	69.0%	66.7%

Vanden High School ACS WASC/CDE Self-Study Report

Pacific Islander					
	Total exams taken	13	13	18	16
	Total passed	11	9	17	8
	% Passed	84.6%	69.2%	94.4%	50.0%
Filipino					
	Total exams taken	81	85	130	141
	Total passed	61	46	98	101
	% Passed	75.0%	54.1%	75.4%	71.6%
Black/African American					
	Total exams taken	52	37	36	44
	Total passed	32	17	27	31
	% Passed	61.5%	45.9%	75.0%	70.1%
White					
	Total exams taken	134	106	185	161
	Total passed	115	67	154	122
	% Passed	85.8%	63.2%	83.2%	75.8%

English Learner (EL) Proficiency:

Helping the EL students at Vanden attain English proficiency is the desired outcome for each EL along with meeting the reclassification criteria. The EL population at Vanden is relatively small. Due to the lower number of EL students at Vanden, there is no performance indicator given on the [California Dashboard](#). According to the [Dashboard](#) (accessed January 2023), 33.3% of ELs students progressed at least 1 ELPI level, 5.6% of students maintained ELPI Level 4, 33.3% of EL students maintained their ELPI Level 1-3, and 27.8% decreased at least one ELPI level. ELPAC data is described above under demographic data for language proficiency.

Other Local Assessments:

[NWEA](#) MAP testing: Travis Unified School District has implemented NWEA MAP Testing district-wide. Vanden High School uses the MAP adaptive testing system as an indicator of student performance levels and abilities. MAP is administered two - three times a year and is used to measure student growth during the academic school year. Having access to the MAP data makes long term data analysis more accessible. NWEA's assessments are called Measures of Academic Progress (MAP). When taking these computerized adaptive tests, the difficulty of each question is based on how well a student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers appropriately half of the items correctly and half of the items incorrectly. The final score is an estimate of the student's achievement level. The students take a baseline MAP assessment in September and then one to two more times throughout the school year.

Vanden High School ACS WASC/CDE Self-Study Report

MAP Report Data - MATH



District Summary Report

Aggregate by School

Term: Fall 2022-2023
District: Travis Unified School District
Grouping: None
Small Group Display: Yes

Math: Math K-12

Vanden High School

Growth: Algebra 1 CCSS 2010

Common Core State Standards Mathematics: 2010

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Equations and Inequalities		Numerical and Algebraic Expressions		Functions		Descriptive Statistics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2019-2020	9	367	232.3	12.4	233	232.9	13.4	234.4	14.0	231.7	14.0	230.2	14.1
Spring 2018-2019	9	49	241.7	12.4	244	240.6	12.7	246.2	15.1	239.8	13.6	240.2	13.5
Fall 2018-2019	9	61	233.9	11.0	235	234.9	14.1	237.3	11.8	231.4	11.7	232.5	13.4
Fall 2019-2020	10	80	225.4	11.9	225	227.1	13.3	227.3	15.0	224.2	13.3	222.6	13.5
Spring 2018-2019	10	12	231.6	11.2	231	234.3	16.5	226.8	12.0	231.3	11.6	233.6	9.9
Fall 2018-2019	10	17	227.4	12.3	227	229.3	12.7	231.3	15.5	226.1	13.5	222.8	17.1
Fall 2019-2020	11	3	229.0	5.3	231	231.3	8.5	233.0	14.2	229.0	8.9	225.0	13.1
Spring 2018-2019	11	1	226.0		226	228.0		234.0		223.0		221.0	
Fall 2018-2019	11	1	229.0		229	247.0		234.0		225.0		211.0	

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2022-2023	9	357	228.2	15.9	227	230.0	16.8	228.2	17.1	227.6	17.2	227.2	17.3
Spring 2020-2021	9	1	199.0		199	203.0		193.0		203.0		200.0	
Fall 2018-2019	9	2	201.0	2.8	201	203.0	9.9	203.0	1.4	199.5	0.7	198.0	5.7
Fall 2022-2023	10	329	227.1	14.9	228	230.6	17.2	227.5	15.6	224.3	15.8	226.4	16.3
Spring 2020-2021	10	3	215.0	38.0	229	221.3	32.6	213.0	35.2	214.3	47.6	211.0	37.7
Fall 2019-2020	10	2	231.5	6.4	232	228.0	11.3	236.5	0.7	230.5	6.4	230.5	7.8
Fall 2018-2019	10	1	198.0		198	199.0		206.0		189.0		200.0	
Fall 2022-2023	11	76	226.5	12.7	226	229.8	14.2	226.9	13.7	224.9	14.6	224.7	14.2
Spring 2020-2021	11	4	227.8	15.6	225	228.8	15.4	228.5	15.0	225.5	15.8	229.3	20.8
Fall 2019-2020	11	2	232.0	12.7	232	238.0	11.3	233.5	12.0	227.0	17.0	230.5	10.6
Fall 2022-2023	12	8	222.3	10.9	220	226.0	11.3	224.3	13.1	217.8	16.0	221.0	8.6



District Summary Report

Aggregate by School

Term: Fall 2022-2023
District: Travis Unified School District
Grouping: None
Small Group Display: Yes

Math: Algebra 1

Vanden High School

Growth: Algebra 1 CCSS 2010

Common Core State Standards Mathematics: 2010

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Equations and Inequalities		Numerical and Algebraic Expressions		Functions		Descriptive Statistics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2022-2023	9	3	217.0	15.7	210	220.0	10.4	215.0	16.4	223.3	21.5	210.7	17.2
Spring 2021-2022	9	335	233.1	14.9	233	233.7	15.9	236.3	17.7	232.8	16.1	229.8	15.2
Winter 2021-2022	9	80	230.7	13.6	232	232.8	15.8	230.8	14.6	231.2	15.9	228.3	14.4
Fall 2021-2022	9	342	227.0	13.5	228	229.3	15.6	228.6	14.6	226.4	14.6	223.9	15.1
Spring 2020-2021	9	317	232.1	16.1	233	233.3	18.3	235.8	18.0	230.0	16.5	229.2	16.7
Spring 2021-2022	10	62	227.0	12.8	223	228.7	11.8	229.6	16.8	227.2	14.9	222.9	14.5
Winter 2021-2022	10	19	226.7	12.6	223	225.3	16.4	231.0	14.0	226.8	14.3	224.3	13.9
Fall 2021-2022	10	75	223.1	11.3	223	223.6	14.5	224.4	13.0	224.3	11.7	219.7	12.9
Spring 2020-2021	10	85	221.1	15.5	221	222.9	17.9	224.4	18.2	220.4	15.8	217.3	15.6
Spring 2021-2022	11	5	224.4	14.6	223	228.4	16.3	227.2	18.0	227.4	16.0	215.2	12.7
Winter 2021-2022	11	1	239.0		239	243.0		252.0		244.0		219.0	
Fall 2021-2022	11	7	222.7	9.9	225	224.4	11.4	222.1	14.1	224.1	7.4	220.7	14.4
Spring 2020-2021	11	43	217.7	16.4	216	217.8	18.6	221.2	18.9	216.1	18.7	215.6	16.1

Vanden High School ACS WASC/CDE Self-Study Report



District Summary Report

Aggregate by School

Term: Fall 2022-2023
District: Travis Unified School District
Grouping: None
Small Group Display: Yes

Math: Algebra 2

Vanden High School

Growth: Algebra 2 CCSS 2010

Common Core State Standards Mathematics: 2010

						Instructional Area Performance							
						Equations and Inequalities		Numerical and Algebraic Expressions		Functions		Descriptive Statistics	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2020-2021	9	1	261.0		261	262.0		274.0		256.0		251.0	
Spring 2020-2021	10	81	260.6	12.5	262	257.5	13.3	270.5	14.8	257.9	13.4	256.5	15.2
Spring 2020-2021	11	261	252.2	15.1	254	251.1	16.1	261.6	16.9	250.9	17.6	244.8	17.9



District Summary Report

Aggregate by School

Term: Fall 2022-2023
District: Travis Unified School District
Grouping: None
Small Group Display: Yes

Math: Geometry

Vanden High School

Growth: Geometry CCSS 2010

Common Core State Standards Mathematics: 2010

						Instructional Area Performance							
						Congruence, Similarity, Right Triangles, & Trig		Geometric Properties with Equations and Circles		Geometric Measurement and Modeling		Applications of Probability	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2021-2022	9	80	255.8	11.9	255	256.9	13.8	249.1	14.7	257.6	14.5	259.2	14.0
Winter 2021-2022	9	62	247.1	13.0	247	248.2	13.0	249.6	15.2	246.1	14.7	244.6	15.8
Spring 2020-2021	9	89	256.7	12.1	256	255.3	13.8	256.3	14.5	260.6	15.4	253.8	13.8
Spring 2021-2022	10	188	241.4	14.0	240	242.6	15.6	239.2	14.1	241.9	16.6	241.8	16.9
Winter 2021-2022	10	149	235.1	10.8	234	237.9	12.2	235.8	13.4	234.4	11.8	232.0	14.3
Spring 2020-2021	10	249	237.0	14.4	237	238.6	16.5	236.6	15.7	239.0	16.6	234.1	16.1
Spring 2021-2022	11	36	231.1	13.8	231	234.5	16.6	230.9	14.0	230.7	14.7	229.4	16.8
Winter 2021-2022	11	29	229.2	11.2	230	231.6	14.6	230.1	11.7	227.9	13.0	228.0	13.6
Spring 2020-2021	11	72	228.1	15.5	228	230.6	16.3	228.8	15.8	228.0	17.8	225.1	18.5
Spring 2021-2022	12	1	215.0		215	204.0		225.0		217.0		222.0	
Winter 2021-2022	12	2	215.5	13.4	216	221.5	17.7	225.5	3.5	212.5	10.6	207.5	17.7

MAP Report Data: ELA



District Summary Report

Aggregate by School

Term: Fall 2022-2023
District: Travis Unified School District
Grouping: None
Small Group Display: Yes

Language Arts: Reading

Vanden High School

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

						Instructional Area Performance					
						Literature		Informational Text		Vocabulary Acquisition and Use	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2020-2021	9	401	226.9	15.3	229	225.6	16.7	225.2	16.8	229.8	15.6
Winter 2019-2020	9	381	225.1	11.6	226	224.6	13.2	224.3	12.6	226.4	12.5
Fall 2019-2020	9	382	225.2	11.3	226	224.6	12.8	224.5	12.9	226.5	11.6
Spring 2020-2021	10	404	227.9	14.7	229	226.0	16.1	226.6	16.3	231.1	14.7
Fall 2019-2020	10	2	221.0	4.2	221	216.0	7.1	224.0	0.0	223.0	5.7
Spring 2020-2021	11	369	230.1	15.1	230	228.6	16.6	228.1	16.1	233.5	15.4
Fall 2019-2020	11	3	228.0	8.9	225	228.3	2.9	226.3	12.3	229.0	12.5
Winter 2018-2019	11	1	205.0		205	204.0		208.0		203.0	
Fall 2018-2019	11	1	238.0		238	233.0		240.0		240.0	
Winter 2019-2020	12	1	230.0		230	225.0		232.0		232.0	
Fall 2019-2020	12	1	222.0		222	218.0		223.0		225.0	
Fall 2018-2019	12	1	208.0		208	195.0		202.0		227.0	

Vanden High School ACS WASC/CDE Self-Study Report



District Summary Report

Aggregate by School

Term:
District:
Grouping:
Small Group Display:

Fall 2022-2023
Travis Unified School District
None
Yes

Language Arts: Reading

Vanden High School

Growth: Reading 6+ CA 2010 V3

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Instructional Area Performance					
						Literary Text		Informational Text		Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2022-2023	9	236	222.3	14.9	223	220.9	16.4	221.5	16.5	224.4	14.9
Spring 2021-2022	9	162	218.4	14.8	220	216.1	16.3	217.1	16.3	221.9	14.5
Winter 2021-2022	9	287	220.6	13.6	222	220.1	15.0	219.6	14.9	222.3	13.6
Fall 2021-2022	9	164	220.7	11.9	220	219.7	13.3	219.3	13.6	223.4	11.6
Fall 2022-2023	10	383	219.6	16.8	222	217.9	18.8	218.7	18.6	222.5	16.1
Spring 2021-2022	10	218	226.8	15.7	228	225.4	17.4	226.8	17.5	228.5	14.9
Winter 2021-2022	10	67	223.6	12.2	222	223.1	13.6	222.6	12.9	225.4	12.9
Fall 2021-2022	10	221	228.7	14.2	230	227.8	16.4	228.1	15.6	230.3	13.6
Fall 2022-2023	11	332	226.1	15.5	228	224.0	17.5	225.5	17.1	228.9	15.0
Spring 2021-2022	11	1	210.0		210	211.0		206.0		213.0	
Winter 2021-2022	11	2	223.0	9.9	223	225.0	2.8	220.5	16.3	224.0	8.5
Fall 2021-2022	11	1	262.0		262	279.0		274.0		247.0	
Fall 2022-2023	12	158	224.8	16.6	226	222.6	18.4	224.4	17.0	227.2	16.6

Screening: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2020-2021	10	2	217.5	17.7	218
Spring 2020-2021	11	1	256.0		256

Students are guided by counselors towards goals that students establish in a four year plan. The student four year plan is revisited annually with visits from the counselors in classrooms and in individual sessions to ensure each student on a pathway towards their post-secondary goals. The classroom counseling sessions cover graduation requirements and two and four year college requirements. Teachers are also aware of the possible course sequences and assist in informally guiding students on scheduling future courses. Students are also advised by teachers and other stakeholders to maintain well-balanced academic/extracurricular schedules. Many supports are in place to help students' learning at the highest levels such as support classes, Student Study Teams (SSTs), and interventions such as the Tutoring Center in the library. Grades are monitored across multiple groups.

Semester Grades by Ethnicity 2021-2022 Semester One									
	All (9842)	American Indian (26)	Asian, Not Hispanic (487)	Black or African American, Not Hispanic (1413)	Filipino (1347)	Hispanic (2494)	Native Hawaiian or Pacific Islander, Not Hispanic (94)	Two or more races (1269)	White, Not Hispanic (2007)
A	3861	13	276	401	732	826	32	445	846
	39.20%	50.00%	56.70%	28.40%	54.30%	33.10%	34%	35.00%	42.20%
B	2781	9	111	398	368	732	27	403	615
	28.20%	24.60%	22.80%	28.20%	27.30%	29.40%	28.70%	31.80%	30.10%
C	1831	1	72	312	149	543	15	250	363
	18.60%	3.80%	14.80%	22.00%	11.10%	21.80%	16.00%	19.70%	18.10%
D	883	1	20	187	63	255	7	107	156
	9.00%	3.80%	4.10%	13.20%	4.70%	10.20%	7.40%	8.40%	7.80%
F	486	2	8	115	35	138	13	64	27
	4.90%	7.70%	1.60%	8.10%	2.60%	5.50%	13.80%	5%	1.30%

Vanden High School ACS WASC/CDE Self-Study Report

Semester Grades by Ethnicity 2021-2022 Semester Two									
	All (9549)	American Indian or Alaska Native, Not Hispanic (25)	Asian, Not Hispanic (492)	Black or African American, Not Hispanic (1381)	Filipino (1338)	Hispanic (2372)	Native Hawaiian or Pacific Islander, Not Hispanic (94)	Two or more races (1248)	White Not Hispanic (2503)
A	3508	7	272	375	675	730	35	408	974
	36.70 %	28.0%	55.30%	27.20%	50.40%	30.80%	37.20%	32.70%	38.90%
B	2657	9	106	379	365	674	20	376	708
	27.80 %	36.00%	21.50%	27.40%	27.30%	28.40%	21.30%	30.10%	28.30%
C	1884	6	73	338	190	542	15	260	437
	19.70 %	24.00%	14.80%	24.50%	14.20%	22.80%	16.00%	20.80%	17.50%
D	921	2	25	167	70	265	11	134	236
	9.60%	8.00%	5.10%	12.10%	5.20%	11.20%	11.70%	10.70%	9.40%
F	579	1	16	122	38	161	13	70	148
	6.00%	4.00%	3.30%	8.80%	2.80%	6.80%	13.80%	5.60%	5.90%

Semester Grades by Ethnicity 2022-2023 Semester One									
	All (9781)	American Indian (12)	Asian, Not Hispanic (541)	Black or African American, Not Hispanic (1546)	Filipino (1168)	Hispanic (2600)	Native Hawaiian or Pacific Islander, Not Hispanic (87)	Two or more races (1417)	White, Not Hispanic (2345)
A	3814	2	313	437	647	822	29	540	980
	39.00%	16.70 %	57.90%	28.30%	55.40%	31.60%	33.30%	38.10%	41.80%
B	2884	4	143	433	325	792	20	433	705
	29.50%	33.30 %	26.40%	28.00%	27.80%	30.50%	23.00%	30.60%	30.10%
C	1741	1	46	334	147	524	13	255	386
	17.80%	8.30%	8.50%	21.60%	12.60%	20.2%	14.9%	18.0%	16.5%
D	873	4	24	198	39	306	12	110	176
	8.90%	33.30 %	4.40%	12.80%	3.30%	11.80%	13.80%	7.80%	7.50%
F	469	1	6	138	14	135	13	62	90
	4.80%	8.30%	1.10%	8.90%	1.20%	5.20%	14.90%	4.40%	3.80%

LCFF Priority 5 – Pupil Engagement

Graduation rates at Vanden High School are traditionally at a high mark and have shown stability across the six year WASC cycle.

Graduation Rates										
	All	African American	Hispanic	White	Asian	Two or More Races	Filipino	Pacific Islander	American Indian or Alaska Native	Not reported
21-22	98.4%	98.0%	98%	99%	89.0%	100%	100%	100%	100%	*
20-21	98.2%	94.0%	97.9%	100%	95.8%	97.0%	100%	*	*	*
19-20	97.9%	93.7%	98.9%	100%	100%	100%	96.7%	*	*	*
18-19	98.6%	98.7%	97.8%	98.9%	100%	96.4%	100%	*	*	*

Graduation Rate Continued							
	Male	Female	Reported Disability	Economically Disadvantaged	EL	Foster	Homeless
21-22	93.2%	99.4%	83%	98%	100%	100%	100%
20-21	97.2%	99.0%	88.1%	99.3%	*	*	*
19-20	96.8%	98.9%	82.1%	96.2%	*	*	*
18-19	98.3%	98.9%	94.9%	97.3%	*	*	100%

2019-2020 Chronic absenteeism was slightly higher than previous years. COVID closure and distance learning affected data for 2019-2020. TUSD and Vanden High School encourage families with students who are ill to remain home until the illness passes.

Absences	Chronic	Non-Chronic
Source: DataQuest		
2021-2022	13.6	86.4
2020-2021 (distance learning)	17.3	82.7
2019-2020	NA	NA
2018-2019	6.7	93.3
2017-2018	7.7	92.3
2016-2017	6.9	93.1

Vanden High School ACS WASC/CDE Self-Study Report

Chronic Absenteeism (Absent 10% or More)										
	all	African American	Hispanic	White	Asian	Two or More Races	Filipino	Pacific Islander	American Indian or Alaska Native	Not reported
21-22	13.6%	11.9%	15.5%	13.0%	12.8%	17.1%	8.4%	18.8%	NA	15.8%
20-21	17.3%	24.6%	19.4%	15.9%	10.8%	14.8%	13.3%	14.3%	NA	27.3%
19-20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
18-19	6.7%	5.9%	9.4%	8.0%	5.6%	3.3%	2.1%	0%	15.4%	NA

Chronic Absenteeism Continued							
	Male	Female	Reported Disability	Economically Disadvantaged	EL	Foster	Homeless
21-22	10.6%	9.7%	14.9%	12.4%	14.3%	0%	45.5%
20-21	18.9%	15.7%	27.2%	31.2%	21.7%	NA	NA
19-20	NA	NA	NA	NA	NA	NA	NA
18-19	6.1%	7.3%	10.8%	11.1%	11.1%	NA	25.0%

Dropout Rate	
21-22	0%
20-21	0%
19-20	0%

Vanden High School ACS WASC/CDE Self-Study Report

ADA	
Year	ADA
21-22	1571.07
20-21	NA - Reporting Suspended
19-20	1640.7
18-19	1651.28
17-18	1665.96

LCFF Priority 6 – School Climate

Vanden High School has seen a decrease in enrollment since 2018-2019.

Total Enrollment					
2018-19	2019-20	2020-21	2021-22	2022-23	Change
1681	1725	1677	1673	1640	-33

Suspension rates have remained roughly constant, but overall the number of suspensions have decreased since 2018-2019.

Suspension Rate						
	Cumulative enrollment	Total Suspensions	Unduplicated count of students suspended	Suspension rate	Percent of students suspended with one suspension	Percent of students suspended with multiple suspensions
21-22	1781	52	47	2.6%	83%	17%
20-21	1745	1	*	*	*	*
19-20	1781	92	76	4.3%	82.9%	17.1%
18-19	1815	126	99	5.5%	79.8%	20.2%

Vanden High School ACS WASC/CDE Self-Study Report

Suspension Rate Continued										
	All	African American	Hispanic	White	Asian	Two or More Races	Filipino	Pacific Islander	American Indian or Alaska Native	Not reported
21-22	2.6%	6.8%	1.3%	2.5%	0%	3.0%	.9%	6.3%	*	*
20-21	0%	0%	0%	0%	0%	0%	0%	0%	*	*
19-20	4.3%	8.9%	4.5%	3.4%	2.3%	3.3%	2.0%	10.0%	*	*
18-19	5.5%	8.6%	4.8%	4.2%	4.3%	8.9%	4.7%	5.0%	*	*

Suspension Rate Continued							
	Male	Female	Reported Disability	Economically Disadvantaged	EL	Foster	Homeless
21-22	2.5%	1.9%	9.0%	3.5%	0%	0%	*
20-21	0%	0.0%	0%	0%	0%	0%	0%
19-20	5.2%	3.3%	7.5%	15.1%	7/7%	*	50%
18-19	8.6%	2.4%	12.1%	7.9%	5.3%	*	16.7%

Student Behavior Data

Suspension Rate by Year:

Physical and emotional safety of students is a top priority at Vanden. The school maintains discipline guidelines for student behavior on campus and during school events. At the beginning of each school year, a member of the administration team goes into every English classroom and outlines behavior expectations and consequences. Additionally, [PBIS Tier 1 interventions](#) are in place. In examining discipline by grade level, it is clear that a spike occurs in 9th grade in suspensions and there is a significant and steady decline as grade levels progress.

In 2020-2021, we have had one student suspended for inappropriate conduct during online learning. There have been no other referable discipline issues.

Vanden High School ACS WASC/CDE Self-Study Report

Suspensions/Expulsions By Year						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Suspensions	77	83	77	89	1	44
Expulsions	0	3	2	2	0	0

Performance category for the Dashboard shown below for pre-Covid years.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Orange	Blue	Green	Green	Yellow
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Orange	Blue	Green	Yellow	Orange
Students with Disabilities	None	Red	Green	Yellow	Red	Red
African American	None	Orange	Blue	Green	Orange	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	Orange	None	None	None	None
Filipino	None	Orange	Blue	Blue	Green	Green
Hispanic	None	Green	Blue	Green	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Green	Blue	Orange	Green	Yellow
Two or More Races	None	Red	None	None	None	None

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Green	Blue	Orange	Green	Green
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Yellow	Blue	Red	Green	Green
Students with Disabilities	None	Orange	Green	Red	Red	Red
African American	None	Yellow	Blue	Orange	Green	Green
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	Orange	None	None	None	None
Filipino	None	Orange	Blue	Orange	Blue	Blue
Hispanic	None	Green	Blue	Orange	Green	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Yellow	Blue	Green	Green	Green
Two or More Races	None	Orange	None	None	None	None

Vanden High School ACS WASC/CDE Self-Study Report

Expulsion Data		
Year	Total Expulsions	Expulsion Rate
21-22	0	0%
20-21	0	0%
19-20	2	.1%
18-19	2	.1%

Expulsion Data										
	All	African American	Hispanic	White	Asian	Two or More Races	Filipino	Pacific Islander	American Indian or Alaska Native	Not Reported
21-22	0%	0%	0%	0%	0%	0%	0%	0%	*	*
20-21	0%	0%	0%	0%	0%	0%	0%	0%	*	*
19-20	.1%	0%	0%	0%	0%	0%	.4%	5.0%	*	*
18-19	.1%	.4%	.2%	0%	0%	0%	0%	0%	0%	*

Expulsion Data Cont.							
	Male	Female	Reported Disability	Economically Disadvantaged	EL	Foster	Homeless
21-22	0%	0%	*	*	*	*	*
20-21	0%	0%	*	*	*	*	*
19-20	.1%	.1%	*	*	*	*	*
18-19	.1%	.1%	*	*	*	*	*

Mental Health and Crisis Data

Mental health of Vanden students remains a high priority. Student survey data from the last two years indicated that LCAP Survey data shows students are developing an understanding of where and how to reach out for help. Working with the Solano County Office of Education (SCOE) Mobile Crisis Unit has made an impact on Vanden students with suicide ideation. In the 2022-23 school year there is a reduction in numbers and significant improvements have been made since the 2018-19 school year. (source Aeries)

<u>2021-2022 LCAP</u> Survey Information Related to Mental Health	
This School <u>Year</u> I feel sad often	I know where to get help on campus when myself or a classmate feels sad, unsafe, or suicidal
Strongly Agree: 1% Agree: 3% Disagree: 41% Strongly Disagree: 15%	Strongly Agree: 12% Agree: 58% Disagree: 22% Strongly Disagree: 8%
Additional Information: TUSD Mental Health of district presentation Spring 2022	

<u>2022-2023 LCAP Survey</u> Information Related to Mental Health	
In the past few <u>months</u>, I often feel sad	I know where to get help on campus when myself or a classmate feels sad, unsafe, or suicidal
Strongly Agree: 16% Agree: 22% Neutral: 34% Disagree: 18% Strongly Disagree: 10%	Strongly Agree: 15% Agree: 39% Neutral: 29% Disagree: 10% Strongly Disagree: 6%

Suicide Ideation Screening			
Year	total	5150	Not 5150
2022-23	38	1	37
2021-22	53	4	49
2020-21	36	4	32
2019-20	69	12	57
2018-19	69	12	57

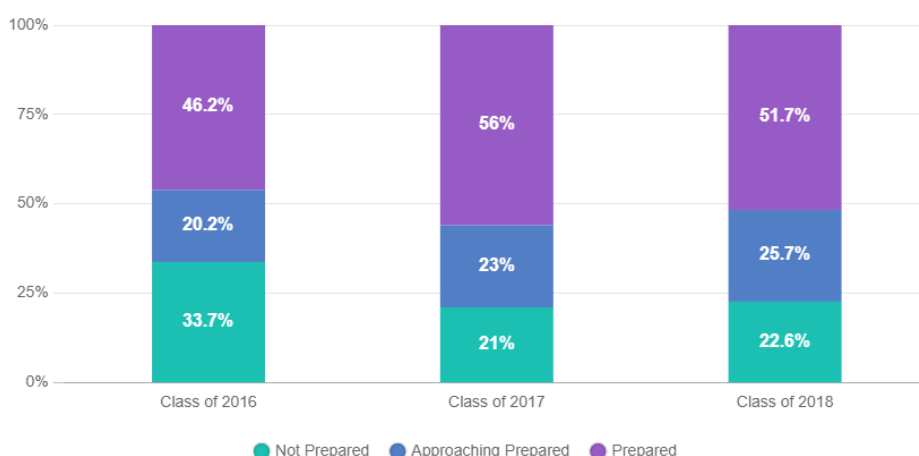
LCFF Priority 7 – Access to a Broad Course of Study

College and Career Indicator:

The past two years have shown a steady increase in the number of students graduating with a CCI Level of Prepared. We continue to see an achievement gap in our subgroups. African American, Socio -Economic Disadvantaged and Students with Disabilities remain a concern and focus due to the disparity in their achievement.

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



CCI Data		
	Class of 2019	Class of 2020
Percentage Prepared	54.8	53.3
Percentage Approaching Prepared	21.8	24.8
Percentage not Prepared	23.4	21.9

Percentage of Subgroup Meeting CSU/UC A-G Requirements					
	17-18	18-19	19-20	20-21	21-22
All	44.8%	51.7%	55.9%	53.7%	55.4%
Male	36.5%	43.9%	46.5%	46.2%	46.6%
Female	52.8%	58.9%	65.2%	60.5%	65.0%
Reported disability	0%	6.3%	0%	15.8%	26.7%
Economically disadvantaged	31.0%	42.2%	39.5%	38.5%	44.4%

Vanden High School ACS WASC/CDE Self-Study Report

Foster	*	*	*	*	*
Homeless	28.6%	0.0%	50.0%	0%	40.9%
American Indian	0%	66.7%	33.3%	44.9	*
African American	36.8%	45.2%	40.3%	44.9%	52.9%
Hispanic	34.2%	42.4%	52.9%	43.5%	40.9%
White	46.2%	42.4%	50.0%	55.7%	61.0%
Filipino	58.6%	78.3%	72.7%	65.6	68.6%
Asian	63.2%	68.2%	85.0%	71.4%	66.7%
2 or more races	51.4%	61.3%	66.7%	52.8%	50.0%
Pacific Islander	0%	80.0%	50.0%	50.0%	100.0%

LCFF Priority 8 – Other Pupil Outcomes

Vanden High School Budget:

- [Vanden 22-23 Site Budget](#)

Vanden High School has a number of programs/activities that are funded by CTEIG, LCFF Supplemental Grant Funding, ELO, A-G, and SWP grant funds – these budgets are held under TUSD Ed Services and Curriculum & Instruction's budget responsibility.

Expenditures Per Pupil:

For 22-23, expenditures per pupil are \$242.84, this includes a one time site funds Block Grant from TUSD in the amount of \$164,000 for the purpose of improving Schoolwide Learner Outcomes. Vanden's Leadership Team, with input from various stakeholders, decided on how to spend the \$164,000. TUSD School Board approved this list in January, 2023 and the purchases are in process. The purchases include items for improving school climate, academics, athletics, music, library collection and more.

- **2022-23 VHS (school site allocations) per pupil spending**

VHS (School Site Allocation) Enrollment 1,640 (CALPADS)	Allocation	Per Pupil
Discretionary (RES 1100)	\$234,250	\$142.84
Arts, Music, IM Block Grant	\$164,000	\$100.00
Combined Total	\$398,250	\$242.84

Vanden High School ACS WASC/CDE Self-Study Report

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Last updated: 1/27/23

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6882.00	\$908.00	\$5974.00	\$77605.00
District	N/A	N/A	\$7342.00	\$78662.00
Percent Difference – School Site and District	N/A	N/A	-19.00%	-3.00%
State	N/A	N/A	\$6593.62	\$83102.00
Percent Difference – School Site and State	N/A	N/A	-9.00%	-7.00%

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Many Vanden programs, including Athletics, Drama, Music, Robotics and ASB, depend on donations and fundraising, along with ticket sales.

Perception Data

A number of focus group interviews were conducted in the fall of the 2022 to enable the inclusion of diverse voices in the Vanden self-study. Groups who participated included: Leadership students, whole school (WASC surveys), and staff members who also represent parents on the Vanden campus. The qualitative data generated provided enough evidence for the findings discussed in Chapter 3 A/B/C/D/E as well as areas of strength and growth. The data was reviewed by staff in common planning days, and within the Leadership Team. Data related to this process can be found in both the appendix of this report as well as the [Vanden WASC Self Study Google Classroom](#).

Areas of Need:

- Improve Vanden student performance in learning and school engagement overall.
- Improve the ways in which students can access College and Career readiness.
- Ask whether or not A-G is enough to show readiness. Should we be focusing on more diverse/alternative measures?
- Improve Vanden student performance in learning and school engagement in particular in the areas of CAASPP (ELA and Math) for African American and Hispanic demographics. What programs can we try? What programs can we change? What barriers are impeding success?
- Examine ways in which tiered supports and interventions can be provided to students for both academics and social emotional wellbeing
- Increase ways and methods for communication centered around mental health support with families and students.
- Find ways to improve school community connections

Next Steps:

- We recognize that the themes listed above indicate a need to improve methods of support for students struggling with mental health and higher levels of academic achievement.
- Academic data tells us that a stronger examination of academic support needs for African American and Hispanic demographics is in order.

Summary of Profile

Although Vanden celebrates a high graduation rate, we continue to notice gaps in achievement when looking at our African American students and Hispanic students, as well as our IEP special population. Closing the academic gap is a high priority for Vanden High School and Travis Unified School District.

Although the mental health of Vanden students is not as quantifiable as academic data, it is a topic that Vanden strongly feels needs to be addressed. The SEL data survey highlights the continued need to address the stress and reported sadness felt by many of our students. We know that after the trauma many students experience from COVID and the need to shelter in place, there will continue to be a need for wellness support. While Vanden has worked on a number of ways to reduce student anxiety and sadness (Wellness Center, teacher flexibility, Check In Check Out (CICO), etc), we know that we can not let up on these efforts and there is always room for improvement. It is important to Vanden to continue to support students and families in recognizing and asking for help.

Preliminary Major Student Learner Needs

The leadership team went through several iterations of preliminary Student Learner Needs (SLNs). Feedback was solicited from home groups. Below is the final version of our preliminary SLNs before we consider areas of growth identified by Focus Groups in Chapter 3.

- Support students who are struggling academically (based on A-G data, D/F data, CAASPP) and mental health (LCAP Survey Data).
- Increase academic achievement/close the achievement gap of African American students, Hispanic students, and Students with Disabilities compared to other Vanden students.
- Increase a sense of belonging and connectedness among students on the Vanden campus.

Important questions raised by the analysis of student performance, demographics, and perception data

As leadership teams and home groups discussed the preliminary Major Student Learner Needs, the following questions were raised:

- What are we doing to systematically support our most struggling students?
- How are students' learning needs being addressed and identified so that targeted interventions may be implemented?
- Are students aware of A-G requirements and how to meet them?
- In what ways can we better use student performance data to improve student learning?
- What needs (social-emotional or academic) are not being met by current interventions?
- What barriers continue to prevent students from succeeding?
- What can be done to improve how we take care of the social-emotional needs of students?
- How are English and Math standards addressed with reluctant/struggling learners?

Chapter III: Self-Study Findings

WASC Criteria:

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Curriculum
- C. Learning and Teaching
- D. Assessment and Accountability
- E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by the visiting committee through hyperlink or Dropbox.

Category A: Organization

Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Vanden High School ACS WASC/CDE Self-Study Report

Findings	Supporting Evidence
<p>A1.1: The school's Vision, Mission, and Schoolwide Learner Outcomes (SLOs) have been revised and updated twice since the last full WASC visit. The most recent update occurred during the 21-22 school year and finished in fall of 2022. The current Mission and Vision are clearly stated and based on supporting the success and preparation of all students for their post-high school next steps: college, career, military, and/or trade school. Our Vision Statement, <i>"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,"</i> represents the view of our school community that we are an inclusive learning environment that supports all students to be college and career ready. The Mission Statement, <i>"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,"</i> acknowledges that our school must responsively adapt to our students' needs in a rapidly changing world. As an academic community, we value integrity, imagination, collaboration, critical thinking, communication and digital skills.</p> <p>Our recently updated SLOs are:</p> <ul style="list-style-type: none"> • 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 <p>These learning outcomes align with the Mission and Vision Statements. Additionally, our Vision, Mission and SLOs are aligned with district LCAP goals. In Fall of 2022, our Leadership Team worked to create a visual graphic to demonstrate the coherent relationship between LCAP, Vision, Mission, and SLOs.</p> <p>A1.2: Vanden's Leadership Team consists of certificated representatives from all departments,</p>	<p>Link to Vision and Mission Statement Mission/Vision/SLOs/LCAP Goals Link to Student Profile Data</p> <p>Research on post-pandemic education The pandemic has had devastating impacts on learning. What will it take to help students catch up?</p> <p>Staff Meet the Board Associated Student Body Staff Directory by Department Admin. and teachers</p> <p>Staff annual notices Student annual notices District LCAP</p> <p>Program Preview Presentation</p>

<p>counselors, administration, students, parents, and classified staff. This body meets monthly and is where the Mission, Vision, and SLOs crafting and revision work takes place. In the past six years, the Leadership Team has met in person and via Zoom. Our process of revising and updating our Mission, Vision, and SLOs included Leadership Team members acting as conduits with their respective Home Groups in communicating ideas, needs, and proposals. This work spans over the course of a year and has resulted in fruitful discussions among and between the Leadership Team and Home Groups. Ultimately, and as with other similar discussions, the Leadership Team works collaboratively to reach consensus, and if necessary, voting with majority rule.</p> <p>As demonstrated by the two updates in the past six years, we see the Vision, Mission and SLOs as living descriptors of our programs and goals, worthy of regular evaluation and refinement.</p> <p>A1.3: An identified area of growth is in the area of effectively communicating and disseminating the new Vision, Mission and SLOs with all stakeholders. Currently, this information is published on our school's website, but we have not officially advertised the recent changes. Towards this end, the Leadership Team has discussed potential new and engaging methods to roll out Vanden's new Vision, Mission, and SLOs to students, families, and staff members. In addition to this communication, we will also regularly collect and examine data with the purpose of evaluating whether all students are fulfilling our school's Schoolwide Learner Outcomes. This will allow staff to make data driven decisions when addressing areas of strength or growth.</p>	
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A2.1: Vanden's purpose is aligned with the TUSD governing board's policies and bylaws and both the school and district share the same goals to ensure that all students are ready for college, career, military or trade school. Additionally, both the school and district are focused on our student's overall wellness and safety, including social emotional health.</p> <p>TUSD Annual Notices (policies and bylaws) are reviewed and signed by all staff at the beginning of each year.</p> <p>TUSD communicates primarily via email to staff and stakeholders. Information about district goals and the LCAP are accessible on the district website.</p> <p>While TUSD policies and bylaws are readily accessible, there is a feeling among some site staff that this communication could be improved. Site administration recognizes this communication gap and continues to work to better communicate policies.</p> <p>Site stakeholders have opportunities to join district level committees, including the Equity Action Team and the Budget Advisory Committee. Site representation on these committees could be higher.</p> <p>The district surveys staff, students, and families annually prior to the development of LCAP, each year. Vanden administration met with district administration to share a draft of the Action Plan to discuss and ensure alignment with district LCAP goals. Site administrators also meet with focus groups of students to gather input on school areas of success and growth and share this information with district administrators writing the LCAP.</p> <p>The school board invites all sites, including Vanden to present on programs and accomplishments throughout the year. The board takes this opportunity to acknowledge students and staff for their accomplishments.</p>	<p>TUSD Board Goals</p> <p>LCAP / LCAP 2022-23</p> <p>Annual Notices</p> <p>Title IX Training</p> <p>Board Policies</p> <p>Board meetings links</p> <p>Complaint Process</p> <p>TUSD Board Meeting Minutes approval of Williams Report</p>

<p>A2.2: Overall, the school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that drive the school. At times, there is a feeling of disconnect from the District Office and governing board as to the daily needs of the school. There are notices of monthly board meetings and location of Board policies available on the district website. This information does not provide insight to help guide the school work. This creates a data gap between why the policies need to be changed and the issues the school is facing prompting changes. As of the 2022-2023 school year, two newly elected board members have strong connections with Vanden (one was our former Athletic Director and another is a parent who serves on our site Leadership Team). There is a desire at our site to increase communication and involvement of district staff and board members with our school community.</p> <p>While we had one board member involved in the Leadership Team's work to update the Vision, Mission, and SLOs, we recognize there is a need to more broadly involve district and board in the development. As part of rolling out the new Vision, Mission and SLOs, we plan to address this.</p> <p>A2.3: The school's Leadership Team understands and utilizes the Uniform Complaint Procedures for TUSD. All stakeholders have access to the district uniform complaint procedures via the district website. When complaints arise, both formal and informal, site administration works with all parties to resolve the problem. There is a concerted effort to address any issues that arise or are discovered via the complaint process.</p>	
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A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A3.1: Site planning and decisions are made collaboratively with the Site Leadership Team and Site Department Chairs working closely and regularly with administration. Student needs and program needs arise from survey data, academic achievement data and other data including attendance, discipline, and mental health metrics. When data indicates a problem, site administration works with the Leadership Team members and Department Chairs to plan strategies and actions to address the problem.</p> <p>Before the pandemic, the Leadership Team regularly monitored and updated the Action Plan. Site needs changed dramatically during the pandemic and many of the actions taken by the school were outside of our school Action Plan.</p> <p>It is the belief of site administration and leaders that the work done for this self study is part of the ongoing process of evaluating and updating our school programs to meet student needs.</p> <p>One example of how site programmatic changes take place can be seen in the addition and changes to course offerings and health class. Starting in 2018, feedback from students in the yearly LCAP survey indicated a need for more elective offerings for upper grade students. Additionally, the current placement of Health class as an 11th grade elective was identified as needing to change to meet the needs of our younger students. Over a span of several years, several new courses, both year long and semester, were created allowing students a broader variety of elective options. Also, in January, 2023, the school board approved a plan developed by the site to move health topics to 9th grade PE. This shift not only brings the needed content to our younger students, it also opens up more options for 11th graders. And, by incorporating health in 9th grade PE, our 9th graders will be able to continue taking two electives.</p> <p>Another example of collaborative decision making can be seen in the recent addition of the UC Davis CSTEM courses Algebra with Robotics and Geometry with Robotics. The rationale for</p>	<p>Leadership Team Meeting Minutes</p> <p>Department Chair Meeting Minutes</p> <p>SEL lessons</p> <p>Counseling outreach, college reps, FAFSA assistance, etc.</p> <p>Club Information</p>

these new math options comes from ongoing achievement data indicating our students are struggling in math. The math department worked with both site and district administration and the new math classes have been approved for 23-24. Students will have an option to take traditional Algebra and Geometry or the CSTEM courses. Data will be collected and analyzed to determine the effectiveness of the new courses. With next year being the pilot year, we anticipate using this data to make adjustments to the new courses to best meet our students' needs.

When surveys are done on site or from district admin, survey results are shared with staff and other stakeholders and the Leadership Team and Department Chairs determine what are concerning factors and what we can do to help fix them.

Another site body involved in decision making is our PBIS team. During the 22-23 school year, TUSD worked with Solano County Office of Education to 'reboot' Tier 1 PBIS. Our updated PBIS team has reestablished their role in looking at site data and this body will be analyzing data regularly and sharing their analysis with the Leadership Team.

[PBIS Website](#)

A third example of how assessment data drives programmatic changes can be seen in the implementation of 9th grade Guidance classes during the 22-23 school year. Based on 8th grade report card grades, students were identified as at risk and invited to be part of the Guidance program. The program is funded by the district A-G grant and monitored by guidance teachers, counselors and site and district administration.

A3.2: An area of strength for our site is the improved alignment with our Action Plan and LCAP and increased extent that student achievement data has driven the Action Plan.

Note: Vanden is not a Title 1 school and has not been required to submit a SPSA since 2017. This last SPSA was not well aligned with our site Action Plan. Our new Action Plan will be the same as our 22-23 SPSA. Current site Admin understand the relationship between SPSA, LCAP and site Action Plan and moving forward, the Action Plan and SPSA will be the same.

The current Action Plan has three main goal areas and these goal areas grew from student learner needs identified over the past two years, including all the recent work of Focus Groups as part of the Self Study.

Goal one is focused on achievement and college and career readiness of all students. Achievement data shows we have three groups with the greatest needs (African American, Hispanic and Students with Disabilities) and goal 1 has targeted

<p>growth for these groups.</p> <p>Goal two is focused on our school's climate and culture. Survey data from students, staff and families, along with discipline, attendance and other data indicate we have room to grow in this area. Similar to schools across the nation, the pandemic can be cited for causing disconnect among our students and school.</p> <p>Goal three is focused on the social emotional/ mental wellness of our students and while closely related to Goal two, the Leadership Team decided to keep this goal separate due to the importance of this goal area.</p> <p>All three of these goal areas align with District LCAP goals and arose from student learner needs identified by surveys, achievement data and other student data.</p> <p>A3.3: As mentioned above, the school's Leadership Team and Department Chairs work closely with site administration and together make up the site decision-making bodies. As part of the recent process to develop our site Action Plan/SPSA, whole staff discussions occurred to identify student learner needs and action steps to address these needs. The monthly meetings of the Leadership Team and Department Chairs allow time for these bodies to reflect on the Action Plan and make changes as needed.</p> <p>The site relies on surveys to get input from all students. In the Fall of 2022, a new survey was given to all students to gain input as part of our Self Study. We have identified a need to create a new survey that will get feedback on various aspects of student learning, climate, and needs and this new survey will be developed and given in late spring 2023. The district creates and gives a LCAP survey, annually; results are also valuable and reviewed annually.</p> <p>Students have always been a part of the site Leadership Team but their role has increased this year. With key student leaders attending monthly meetings, the student voice is included and valued in site decision-making.</p> <p>A3.4: Internal communication at Vanden takes place in various ways including weekly email from site admin about upcoming important weekly events, daily and weekly bulletins that include a variety of school activities and announcements, and monthly staff meetings during our Wednesday Common Planning time. Equally important is the communication flow that is expected in both directions from staff members on the Department Chair</p>	<p>Leadership Team Minutes Department Meetings Minutes</p> <p>Fall 2022 Student Survey</p>
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<p>and stakeholders on the Leadership Team. It is our regular practice that members of these groups bring information up to the teams and also take information back to their Home Groups. When Department Chairs/Leadership Team members do not commit and participate in this two way flow of information, we see pockets of misinformation or no information develop. Site admin utilizes email to further disseminate information as needed.</p> <p>Like most organizations, differences in opinion or understanding occur. Staff members are encouraged to speak with one another directly to resolve such differences. If necessary, Department Chairs help to facilitate discussions and resolution; if needed, administration will assist with this communication.</p>	<p>Results</p>
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A4.1: In recent years, TUSD has updated its hiring procedures and posted open vacancies as early as possible. In order to do this, the site timeline for student course selection has been moved up so that correct numbers of sections are known by the end of February. Our counseling department works closely with district admin to create this timeline. The value of early hiring is paramount and shared by all site and district staff. TUSD has a history of hiring qualified, credentialed teachers and non-certificated staff. It is extremely rare to have someone teaching in an area outside their credential. Our district HR Credential Analyst works closely with site Administration to ensure proper teaching assignments.</p> <p>All teachers and staff members hired by the district go through an orientation program to onboard them. This provides the new hire with information on school schedules, discipline and facilities location by school site. Additionally, all first/second year teachers participate in the California Teacher Induction program and many faculty members participate as mentors/providers. We partner with Washington Unified School District in West Sacramento.</p> <p>Site Administrators work closely with Department Chairs to determine teacher assignments. When determining teaching assignments, the goal is to be equitable and place teachers where their strengths are best utilized. When a teacher is taking on a new course, for example an Advanced Placement course, training is available for the teacher. For those departments with co-teaching (math, English), Special Education teachers and General Education teachers are matched as best as possible. Training for those new to co-teaching has been provided through district/county level and also from on site experienced co-teachers.</p> <p>A4.2: Aligning professional development with student/school needs has been an area of focus. In 2018-2020, TUSD had a district wide equity-based training initiative with numerous site training sessions for all staff. This training, like others in previous years, was effective for some staff but overall felt disjointed in that it grew from a district initiative and not a site identified need. As part of addressing this disconnect, Vanden's Action Plan included a goal to better align Professional Development with site needs. The Leadership Team developed and implemented a professional development request form. Teachers and staff members submit the form for approval of their requested PD and how it aligns to district and site goals. This form was created as part of our 2018-19 Action Plan and implemented in the 19-20</p>	<p>Induction Program</p> <p>Invite to new teacher orientation</p> <p>Staff Development Application Form</p> <p>Evaluation forms -Pages 89-151</p> <p>Common planning day list Admin Responsibilities</p>

school year to ensure more equitable use of resources. Professional development is paid for through a mix of site and district funding.

During the pandemic, a wave of new training was brought to our teaching communities. The training included Google Classroom, Kami, Pear-deck, and other tools that our school switched to during distance learning. While this was a very stressful time for teachers, there was significant training available and funded by the district office. This training was completely in line with what staff needed to ensure students could learn in the online learning model.

Upon returning to campus, survey data identified students were struggling with mental health. This led to site administration and the Leadership Team deciding to bring in SEL training for all staff for the 22-23 school year. The training from Thrive University aligned with our site goal of implementing Tier 1 SEL.

Fiscal resources for PD primarily come from district level grants monies. In 22-23, the district office gave each school site \$6000 to use for PD. This information was disseminated to staff through Department Chair and Leadership Team members and staff submitted the Professional Development Request form. Approval of these requests was done primarily by the Principal and Leadership Team.

A4.3: We are working on implementing a survey to provide data on how professional development is being implemented in the classroom. Going forward this will provide us with a source of data to measure its effectiveness on student performance. Staff members self report that training, including the SEL training this year, has been effective and made a positive impact on their practice. All training includes a short survey at the end to provide feedback to the trainers and this data is typically shared with site admin. Bringing this feedback to the Leadership Team would further improve this overall process.

A4.4: The Travis Unified Teachers Union (TUTA) and district administration completed new evaluation forms starting in the 2021-2022 school year. These forms allow for a more objective evaluation of staff performance and its impact on student learning. These forms were created out of a joint committee of teachers and administrators to reflect the needs of both groups. Evaluations of staff are shared between the Principal and Assistant Principals, including evaluation of non-certificated staff. Overall, the evaluation process provides a structure for administrators and staff to talk about areas of

[Nuts and Bolts 2022-2023](#)

[SEL training feedback responses](#)

<p>strengths and growth. Vanden administration provides feedback to those staff not currently on the evaluation cycle as needed via meeting and/or email communication.</p> <p>Three of the four site administrators have been trained in Breakthrough Coaching with the goal being that admin are out on campus and in classrooms two days a week. Our administrative team is working on implementing the Breakthrough Coaching strategies this year and will continue next year.</p> <p>A4.5: School policies and procedures are reviewed at the beginning of each school year during staff meetings. A staff manual, "Nuts and Bolts", is updated and given to each staff member. Administrative responsibilities are also shared with all staff. Administration uses staff meeting time to review policies and procedures as needed throughout the year.</p> <p>One of the successes this year has been a more clear set of expectations from admin about Ed code requirements related to grading. After consulting with district admin, the Principal communicated with certificated staff the ed code and board policies regarding approving grade changes for students.</p>	<p>Grade Change Informational Email</p>
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A5.1: The school has a yearly site budget, as linked in chapter 2 budget, outside of district funded programs to support the needs of students. Priorities for funding are identified by surveying parents, students and staff. The site budget is allocated to Departments, Technology, Library, Athletics and other school needs. The total amount allocated to the site does not cover the needs of many programs and we have active Booster organizations that fundraise and support athletics, music, drama, and robotics.</p> <p>Departments manage their budgets depending on their program needs. Some departments have greater budgets, science and CTE electives for example, to allow for equipment purchases needed for student learning.</p> <p>The district identifies and funds through LCAP additional programs at the site level including social workers, tutoring, guidance classes.</p> <p>In 22-23, the district allocated \$164,000 from the state Arts, Music, Instructional Materials Block Grant. This one time funding is being used for proposals brought to and decided upon by the site Leadership Team. Student voice was included in every step of this process.</p> <p>The district CTEIG grant has brought significant funding to the CTE department in recent years allowing for the purchase of equipment, computers, and a soon to be ordered sound booth for the Video Production program.</p> <p>A5.2: The district develops its annual budget based on enrollment data during the summer, and reviews the budget periodically throughout the school year. The information for the district budget is regularly made public at school board meetings, and available on the district website. The Principal meets with district administration to discuss budget concerns and has requested to be more involved in the district budget creation process. The processes for purchasing and accounting are well established. Audits occur regularly and include both site and ASB finances.</p> <p>A5.3: At the start of the 22-23 school year, Vanden High School underwent a complete Williams inspection. This inspection was triggered by 2019 Dashboard data and was the first time Vanden has had a complete inspection. During</p>	<p>LCAP 2022-23</p> <p>Vision and Mission</p> <p>District Budget 2022-2023</p>

<p>the inspection, site Admin worked with district staff to ensure our facilities and learning materials were sufficient for learning. Vanden passed this inspection.</p> <p>Staff and students differ in their view of the definition of 'safe, functional, well-maintained, and adequate' as it applies to facilities. Vanden was built in 1965 and the original buildings have maintenance needs typical of buildings of this age. Newer buildings on campus are in better shape but need preventative maintenance so they do not fall into disrepair. There have been some impactful facilities issues recently, including no AC in two classrooms, but fortunately there were other available classrooms for the teachers and students to use during this time. Weather and non-weather related power outages have impacted the HVAC system of an older building and created an isolated electrical fire that affected classrooms. This was very concerning but there were other learning spaces available for the classes. Recently district maintenance has been proactive to prevent a repeat of this situation.</p> <p>There are ongoing staffing issues in the district maintenance, grounds and custodial departments unrelated to school staff needs. These staffing shortages have caused significant delays in getting work orders completed.</p> <p>Vanden has an open campus that presents safety concerns as there are numerous access points on campus that cannot be effectively monitored at all times. Additionally new housing construction going on around the school site has created traffic congestion and access issues for staff and students. These issues are regularly shared with district office staff in hopes of finding solutions.</p> <p>A5.4 : The procedures and policies for acquiring and maintaining textbooks and instructional materials are overall effective. Vanden is fortunate to have enough textbooks so that most classrooms have a class set of textbooks beyond the copies that students are issued to take home. The school has continuously incorporated more class laptop carts into the available instructional materials. We are not a 1:1 school but instead share laptop carts. The Science Department has a dedicated laptop cart for each classroom and the World Language department shares four carts among 7 teachers. The other departments share 3 or 4 carts within the department. The school continues to work with the district office to find ways to bring more laptop carts to our classrooms to decrease the amount of sharing.</p>	
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<p>Teachers currently have Google Classrooms or websites to provide information, but since in-person instruction resumed in the Fall of 2021, instruction is not delivered online. Student access to computers is not universal at home for students, but any student needing a laptop can check one out through the library for home use for the duration of the school year. Textbooks are updated regularly and on a rotational basis. The district process requires teachers to evaluate materials before adoption. The school is able to provide a department budget for supplies for each department based on their needs.</p> <p>As indicated in yearly Williams certification and this past Fall's full successful Williams Act Inspection, Vanden has sufficient instructional materials and lab equipment for all students.</p> <p>A5.5: The district continues to struggle to hire and retain staff on a year to year basis. This is not new since covid but has become more pronounced. The district has improved its competitiveness with increased salary to attract more staff, but this has had a limited effect. Currently the school is filled with qualified teachers, but there are 13 teachers working 120% of the contract. All subjects have highly qualified teachers.</p> <p>TUSD's Human Resources department has expanded its recruitment strategies and this year will be participating in numerous educational job fairs.</p> <p>The new teacher Induction Program is funded from the district budget and provides a structured support system for first and second year teachers.</p> <p>There are numerous ongoing professional development training sessions for staff from both the county office of education and other organizations. Recent trainings include Fentanyl/ Narcan training, suicide prevention, and yearly mandated reporter, sexual harrassment and Covid safety trainings.</p>	
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Communication between site/families and timely
2. Diversity of student body
3. Qualified teachers
4. Soliciting input from students/parents/staff by survey
5. Information available on school website

6. Positive and prompt communication on site
7. Successful full Williams Act inspection in fall 2023
8. Site-based decision making
9. Many Professional development opportunities

Areas of Growth

1. Increase communication, application, and understanding of the Mission/Vision/SLOs with the entire school community
2. Increase diversity of staff
3. Increase parent participation
4. Improve communication pathways with district office staff
5. Communicate student resources to all families

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- Support students who are struggling academically (based on A-G data, D/F data, CAASPP) and mental health (LCAP Survey Data).
- Increase academic achievement/close the achievement gap of African American students, Hispanic students, and Students with Disabilities compared to other Vanden students.
- Increase a sense of belonging and connectedness among students on the Vanden campus.

List any additional identified student learner needs that resulted from the Focus Group analyses.

The school's new Vision, Mission and SLOs need to be rolled out with all stakeholders and students need to connect what they're doing in classes to the SLOs.

From the work of Focus Group A:

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to analyze what areas within the schoolwide action plan/SPSA need to be addressed

- The schoolwide action plan/SPSA is a new document that addresses needs identified during the self study.

Identify important next steps within the schoolwide action plan/SPSA.

- CPD time used for PD sharing among staff
- Incorporate method of getting feedback on effectiveness and impact of PD in future staff surveys
- SLOS/CMission/Vision push out to school community
- Increase district staff in site day to day

*The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B1.1: Vanden High School continually works to improve and enhance curriculum by attending conferences, workshops, and trainings. This year we have implemented a focus on Social Emotional Academic Learning. Every Wednesday teachers are provided a lesson that was curated by the SEAL team. These lessons address the needs of the students both socially and academically. The lessons are delivered every other Wednesday at the same time so that all students are receiving the information.</p> <p>All first/second year teachers participate in the California Teacher Induction program and many faculty members participate as mentors/providers. We partner with Washington Unified School District in West Sacramento.</p> <p>All classes align with the CDE state standards/framework. Teachers in departments have worked to reshape the language so that students understand the standards in student friendly language.</p> <p>Staff have participated in S.E.A.L.(Social Emotional Academic Learning) training at the beginning of the year and ongoing during 2022 - 2023</p>	<p>SEL Lesson Example Google Classroom Training Mindful Allyship</p> <p>TUSD Mentor Program</p> <p>Curriculum Guide</p> <p>Joelle Hood SEAL</p>

Many classes are using project-based learning to aid in student engagement. The goal is to inspire learning while curating a connection to the material. In Video Production students have created a Video Production business called “Asgard Studios,” in addition to a podcast called Voices of the Vikings. Here they discuss topics ranging from sports, school, and work; the student podcast can be found on most platforms. Many other rigorous project based learning assignments are given across content areas.

Special Education: Special Education routinely plan, instruct and assess with English, Algebra 1, and Geometry co-teachers in their area of expertise. This allows for uniformity of rigor between General Education and Resource lessons. All Resource instruction is based on CCSS Standards. Special Education staff modify, scaffold, differentiate and develop curriculum to meet individual students’ needs and enable them to access general education curriculum. Special Education staff continually monitor and report students’ academic, social, and emotional progress through the IEP process. They make changes to their instruction based on this information.

B1.2.: To be college and career ready students must complete the following as prescribed by the CDE

- UC A-G Classes
- CTE Pathway (2-year minimum)
- AP exams
- College Credit Course - Solano Community College

Our curriculum guide contains A-G expectations, prerequisites and graduation requirements. Vanden continually maintains a high graduation rate. Last year our graduation rate was 98.2%

Pathways provide students with various modalities that allow students to focus on their interests. Currently we offer a healthy variety of options in both the CTE and VAPA. The link showcases the pathways as seen in the Curriculum Guide. The CTE program is articulated with local Community Colleges for CTE credit/College Credit.

Vanden offers Advanced Placement courses in a variety of departments, including English, Social Science, Foreign Language, Math and Computer Science. Post-COVID showed a significant drop in students taking the exam, historically we have had a steady number of students take and pass the exams. This year shows those numbers returning to the historical levels

[Video Production Example](#)
[Voices of the Vikings Podcast](#)
[Asgard Studios](#)

*Please see our Self-Study Google Classroom for additional student samples, activities, and unit plans.

[Co-Teacher Training Presentation](#)
[English Essentials syllabus](#)
[IEP Process](#)

[CDE College and Career Indicator](#)

[CCI Data was not reported in CA Dashboard due to COVID-19](#)

[Curriculum Guide](#)
[Graduation Rate Data](#)
[Courses with pathway options](#)
[Counseling Webpage](#)

<p>Counselors are available at various times to complete college applications to assist students in correctly completing their college applications. Counselors host a Senior Family Informational Night presentation as well as Cash for College Workshops.</p> <p>Special Education has a workability coach that provides options for students in the program that focus on post-high school options, whether it be higher education, the military or careers. Key elements are:</p> <ul style="list-style-type: none"> • helps students create and update individualized transition portfolios. • Assist students in assessing career clusters of interest and provide support in researching those careers. • Coordinates with Solano County Workability Alliance Committee to provide information to families and students regarding post-secondary services at the annual Solano County Office of Education Transition Fair. • Students with IEPs are evaluated annually for their strengths and areas of need, from which an Individualized Transition Plan and related goals are developed. <p>B1.3.: In addition to the standards and indicators referenced in this unit, a variety of other standards and indicators exist. These include state and national standards, the Common Core Standards, grade-specific outcomes (common to all classes), notes on course manuals (for example, at the beginning of a student's laboratory manual for chemistry), departmental or schoolwide outcomes, special education class graduation plans. Teacher's regularly review results of lessons/assessments within each department.</p> <p>B1.4: Vanden has several Career Technical Education courses that also satisfy A-G requirements.</p> <p>There is overlap between subjects but not intentional. Subjects support development of skills (example, graphing in science supports math development). There is a desire to do more of this but time has become an issue and alignment of curriculum across departments seems to be more informal. SEL lessons are focused on soft skills that can be used across disciplines</p> <p>B1.5.: Program preview happens yearly to introduce incoming students from Golden West about the courses available. Counselors meet with 8th graders to discuss course options and pathways.</p>	<p>Counseling Presentations (9 - 12th)</p> <p>SPED Transition Plan</p> <p>Curriculum Guide</p> <p>Trade-talks: there is a startup that is beginning to happen.</p> <p>This is an <u>area for GROWTH</u> for CTE - As we are coming off from COVID, some of our community partners are not back to the levels of outreach that was once there.</p>
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<p>Career Technical Education (CTE) has articulation agreements with Solano Community College and is currently exploring Diablo Valley College to fill in areas that are missed at Solano.</p> <p>Vanden has a workability coordinator to help students prepare for post-graduation and works closely with the department of rehabilitation to help students develop community contacts and job skills.</p> <p>The Robotics Team holds events for local elementary schools.</p> <p>Each year a survey is sent to outgoing seniors to identify future plans.</p> <p>Academic Counselors work closely with students and parents; a counseling newsletter is sent out regularly to provide updates on resources.</p> <p>A Trades Fair is being planned for the Spring of 2023 to engage with community partners/resources and provide opportunities for students to make connections within the community.</p>	<p>Vanden Robotics 701</p> <p>Counseling Newsletter</p>
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B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B2.1: Students meet with counselors to understand course offerings and the different paths available. Counselors meet with grade levels as a group to help them focus on their schedule according to the needs of the student.</p> <p>Counselors invite colleges to visit the campus affording students the ability to meet and greet with representatives. The variety of colleges ranges from UC and state schools to private universities.</p> <p>Students use Naviance, a comprehensive college and career program that allows students to research their path and come up with a plan for success post high school</p> <p>Clubs participate in college visits. Students interested in the military are able to take the ASVAB test and meet with military personnel. A job fair was held prior to Covid to introduce students to engage with community partners.</p> <p>The CTE department at Vanden offers a variety of programs that include business class, marketing, medical science, auto and video production. These classes focus on soft skills while having students develop the primary hard skills necessary to be successful in business. Visits from Universal Technical Institute to the auto class allows students to see the opportunities to continue education in the field of automotive.</p> <p>B2.2: The school uses Aeries to build the Master schedule. Students during the month of January/February meet with counselors by grade level. During these sessions students are instructed on how to enter their course selections into the computer. From there the Master Schedule helps to fine tune schedules looking at class conflicts (class size, availability of the class, right level (Co-taught, Standard, Honors, AP))</p> <p>Many teachers utilize Google Classroom to provide coursework digitally.</p> <p>Career Technical Education (CTE) courses are offered to students helping to instill real world experience. CTE courses include: Robotics, Video production and advanced video production, Introduction to Business. No prerequisites are required for introductory courses.</p>	<p>Curriculum Guide Vanden Counseling Services (webpage)</p>

<p>Co-taught classes are provided to students who need extra support including special and general education students.</p> <p>Vanden provides IEP and 504 programs to help students access various curriculum equitably.</p> <p>Vanden offers a wide variety of real-life experiences across departments, including (but not limited to):</p> <ul style="list-style-type: none"> • Video Production offers students opportunities to learn valuable film skills; advanced video production students have created a professional video company, Asgard Studios • Mock Elections in history classes, including registration and research of candidates • Technical reading and writing in English courses; partnership with the school librarian on web evaluation and media. • Journalism produces The Valhalla where students develop journalistic skills, writing, editing, photography • Science uses a Physics first model, and all courses include hands-on experience for students which mirrors real-world science labs. Many students participate in the science fair. • Physical Education/Health incorporate research, writing and speaking skills into the curriculum. <p>In Special Education courses, English Essentials, Algebra 1 Essentials utilize general education curriculum and Common Core Standards. Foundations of Government, US History, and World History base their instruction on Common Core Standards.</p> <p>Students have access to both lab equipment and digital data collection tools. Each science classroom has a computer cart for student use.</p> <p>B2.3: Parent Square and Aeries Communication is used weekly for home-school communication for announcements. Staff are encouraged to communicate regularly with parents on events, opportunities, and specific class updates.</p> <p>Students who have IEPs or 504 plans have annual meetings with parents, teachers and counselors to evaluate the student's progress, revise goals and make schedule adjustments as needed.</p> <p>Aeries portal allows students and parents immediate access to students' gradebooks. Teachers can email progress reports</p>	<p>SpEd Dept. Mock Interviews Personal Finance: Walmart Cashier</p> <p>Asgard Studios</p> <p>The Valhalla</p> <p>Aeries Announcements</p>
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to individual parents or email notifications and assignments to an entire class at one time.

Student Support Team (SST) meetings are regularly scheduled for struggling students.

The Counseling Department monitors student grades regularly. In grades 9-11, counselors meet with each student to create and update each students' four-year plan. Students are referred to the Student Support Specialists and parent-teacher conferences are scheduled when needed.

B2.4: Counselors have tailored discussions with students about post-secondary options, including financial aid and scholarships. In addition, they host specific sessions with community colleges and four year colleges. Sessions are offered to support students with common application completion.

A senior newsletter is sent out to students/guardians that serves as a resource for students during their last year of high school. The newsletter is intended to serve all students, no matter their post high school plans.

Field trips are hosted by Black Student Union (BSU) and Latinos Unidos Club Education (LUCE) to California universities. BSU also provides information for Historically Black Colleges and Universities (HBCUs.) Career exploration field trips have also been hosted by CTE groups as well.

Counselors host a 9th - 11th grade family night, in addition to a senior family night. The purpose of these events is to provide parents/guardians with information that may help their student in transitioning to college, career, or other post-secondary options. These events are hosted one time per year.

Workability Coordinator helps support student transitions by helping host job fairs and virtual links to provide students information.

Special Education staff continually monitor and report students' progress meeting their Individual Transition Plan goals and student input. They make changes to their instruction based on this information.

A senior exit survey is given to students. Results are reviewed to learn about the forward movement of seniors who are exiting Vanden HS.

[School Graduate Profile](#)

**ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Creative project based learning opportunities for students in CTE and elective courses; accessibility to real world experiences and applications in many disciplines
2. Continued staff development in SEAL
3. Academic expectations in resource courses are more aligned with general education class expectations
4. High graduation rates

Areas of Growth

1. Expanding community/industry partnerships in CTE
2. Extending co-teaching partnerships to science and social science
3. Intentional cross-curricular alignment
4. Streamline/condense or more focused SEL lessons (ex. Organization skills vs using Google products)

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- Support students who are struggling academically (based on A-G data, D/F data, CAASPP) and mental health (LCAP Survey Data).
- Increase academic achievement/close the achievement gap of African American students, Hispanic students, and Students with Disabilities compared to other Vanden students.
- Increase a sense of belonging and connectedness among students on the Vanden campus.

List any additional identified student learner needs that resulted from the Focus Group analyses.

From Focus Group B's analyses, we want to make sure all courses are aligned with state standards. The addition of many new teachers in recent years and adjustments to pacing guides during/post pandemic may have led to some misalignment. We also want to build stronger community connections.

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to analyze what areas within the schoolwide action plan/SPSA need to be addressed.

The schoolwide action plan/SPSA is a new document that addresses needs identified during the self study.

Identify important next steps within the schoolwide action plan/SPSA.

- Collaboration between departments
- Outreach to community leaders/partners (BBB, city councils, chamber of commerce)
- Trades fair on campus
- Incorporate co-teaching in science and social science courses

*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching**C1. Student Engagement in Challenging and Relevant Learning Criterion**

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C 1.1. Students are consistently involved in challenging and relevant work at Vanden High School. Classes across Vanden High School implement numerous strategies and curricular approaches to ensure rigorous work, such as Project Based Learning and Laboratory experiments within our Science courses. Collaboration and alignment has been an area of focus within Vanden's stem courses, and this has stimulated the inclusion of PBL and Interactive Lab assessments across the curriculum. This extends into mathematics, which is shifting focus to real-world practice problems and is striving to incorporate robotics into its core classes. The district is offering UC Davis' CSTEM academy training this year to facilitate this shift. Robotics is a high interest club with sensational success on campus, so the effort to bring this relatability into core, required coursework is promising. While in its early stages, is promising for increasing rigor and relevance within Vanden's math curriculum. Furthermore, math is, especially, looking to create more accessibility within its curriculum. On top of the CSTEM inclusion, our math department is seeking out methods to help support students who are struggling in our introductory math courses. While tutoring is viable, finding other courses to add into curriculum and the campus wide support of CSTEM look to be the most viable ways of remediating lost skills. While the program has not been implemented on a larger department scale, yet, training is being offered to facilitate implementation in the 2023-2024 school year.</p> <p>Additionally, English has adopted a series of new core novels over the last few years, which has revitalized the English curriculum and in effort to celebrate a more diverse range of authors. However, more collaborative time to properly align</p>	<p>WASC Student Survey Course Rationale Unit Outline Unit Outline #2 Physics Pacing guide Science goals Broomball Activity Newton's 2nd Law Lab Pendulum Lab Egg Drop Project Momentum Activity Energy Activity Gel Electrophoresis Lab Lab Photo Buggy Collision Lab AP Physics Lab Incline Lab Friction Lab Projectile Lab CSTEM Flyer</p> <p>"From Yu to You:" English Resource Guide Ms. Yu's Freshmen Resources Genre Studies Survey Survey Results Genre Studies Syllabus Argumentative/Analytical</p>

the department and fully implement these new texts is required. The English department is also piloting their first year of "Genre Studies," which is an elective semester course that hyper-focuses on one genre within the field. This course has been extremely successful and survey data from semester one indicates high levels of student interest and learning. The department and school would be benefited in expanding this elective series. That being said, English engages students in a variety of writing assignments across numerous genres. Cycling back to skills across grade levels (and throughout a school year) allows for students to refine their writing, comprehension, collaborative and critical thinking abilities. Additionally, within the context of English, students are working with multiple mediums, engaging in collaborative discussions, leading speaking and listening units, engaging in project based learning, applying KAGAN methods of engagement, and have pockets of exposure to interactive strategies developed at UC Davis through their Globe affiliated programs. Additionally, students develop vocabulary and, while inconsistent, study complex elements of diction, such as connotation analysis, rhetorical analysis and work within varied lexiles and genres of texts. However, more alignment of complex vocabulary study and genre exploration would be beneficial to the overall health of the department and skill of the students it serves.

These methodologies are echoed within our Social Science departments, who also employ Project Based Learning, assess using Data-Based questions, and also use Kagan strategies within their classrooms to facilitate collaboration and engagement. Foreign Language is also shifting towards making assignments relevant to students' experiences outside their classrooms. Per student data and survey results, only a quarter of the polled student body feel that work is relevant after high school (with 40% feeling neutral on the topic).

Special Education works closely with their students, and case managers work closely with students on their caseload, to produce comprehensive portfolios, utilize Workability Coach to help set up students for transition out of SPED or for their transition from high school into adulthood, and work on Career Readiness Projects.

Art and Physical Education both engage in cycles of instruction and practice, interactive and project-based assessment, and benchmark assessments.

Finally, Vanden has a lively and robust CTE series of programs. Within the category of CTE, Vanden has an extensive JROTC program, has a newly established medical

[Essay Assignment](#)
[Creative Poetry Assignment](#)
[Narrative Essay Assignment](#)
[Literature Circle Essay Assignment](#)
[Globe Strategy Sample](#)
[Editorial of the Week](#)
[Interactive to Writing Assignment](#)
[Vocabulary Sample #1](#)
[Vocabulary Sample #2](#)
[Peer Review Guide](#)
[Timed Writing Prompt](#)
[Student Film Sample #1 \(TKAM\)](#)
[Student Film Sample #2 \(TKAM\)](#)
[Found Footage Film Sample #1 \(Genre Studies\)](#)
[Found Footage Film Sample #2](#)
[Kagan Document #1](#)
[Kagan Document #2](#)

[Hexagonal Activity #1](#)
[Hexagonal Activity #2](#)
[Hexagonal Activity #3](#)
[Hexagonal Activity #4](#)
[Ethnic Studies Colloquium](#)
[Cyber Sandwich](#)
[Student Survey Data](#)

[Transitional Assessment](#)
[Career Preparation Project](#)
[Personal Finance](#)

[Haiku Project \(Theater\)](#)
[Anti-Vaping PSA #1](#)
[Anti-Vaping PSA #2](#)
[Holiday Music Video #1](#)
[Holiday Music Video #2](#)
[Costume Design Lesson](#)
[Fela Lesson](#)
[Physical Education Final](#)
[Fitness for Life](#)

science series, and a series of digital medium courses: Marketing, Video Production (including multiple levels available to students and a Podcast), Business, and Auto Theory. All of these courses offer students project based and/or hands on assignments, which immerse their learners in the area of study. Classes like Med. Science utilizes labs, while JROTC has an extensive evaluation and guide system. Courses like Auto Theory and Video Production allow students to really delve into the tools of the subject area and get real-world experience.

C 1.2. Across the board, our evaluative team believes that the consistency of student understanding of expectations and standards is an area needing improvement. However, about 10% of the polled student body reported they felt that expectations and standards were not made clear. Per written student feedback and staff feedback via the self-study process, it appears to be very teacher and course dependent on how regularly students are explicitly introduced to standards or expectations for the unit/task. Similarly, it is teacher dependent how readily available that information is to the students enrolled in that course. Some teachers use Google Classroom extensively, while some have personal websites, and some instructors only work in hard copies. Student data echo this sentiment with 62% reporting that they have easy access to class information via Google Classroom. A streamlining of information availability would help disseminate all necessary materials and expectations.

Where this indicator is seen on campus would be via daily posted objectives on Science boards, Math boards and select English boards within classrooms; concise and available IEP and transition goals for students within SPED; and via course syllabi made available to students at the beginning of a course and are frequently available through teachers' Google Classrooms. Additionally, rubrics are frequently used across particular areas of study: CTE courses use rubrics to evaluate PBL goals, JROTC as a strict code of conduct for its cadets, and English regularly utilizes rubrics, which are made available to students prior to work submissions. Some departments also use unified language across all courses, to ensure student understanding of content, as well as curricular and behavioral expectations. This can be observed through the English department language of "Claim Data Warrant," as well as the department's unified grading criteria and weighting, as well as unified behavioral expectations for late and incomplete work. Select English teachers also use Essential Questions to help focus and drive novel based study and units. More consistency needs to be established across all departments, classes and sometimes within a course,

[JROTC Evaluation](#)
[JROTC Evaluation #2](#)
[JROTC Cadet Guide](#)
[Student JROTC Evaluation](#)

[Student Survey Data](#)

[Ms. Yu's Website](#)
[Ms. Paivinen's Google Classroom](#)

[Algebra Essentials Rubric](#)
[Art Syllabus #1](#)
[Art Syllabus #2](#)
[Art Syllabus #3](#)
[Art Syllabus #4](#)
[Art Grading Criteria Justification](#)
[Art Grading Rubric](#)
[Art Student Self-Evaluation](#)
[Drama Rubric](#)
[Band/Music Rubric](#)
[Science Standard Mapping](#)
[Transitional Assessment](#)
[English Essential Summative Rubric](#)
[Genre Studies Rubric](#)
[Literature Circle Discussion Rubric](#)
[Editorial of the Week Rubric](#)
[Poetry Rubric](#)

Vanden High School ACS WASC/CDE Self-Study Report

because only 55% percent of students reported being aware of how all assignments are scoured across their course load.

[Narrative Rubric](#)
[Personal Statement Rubric](#)
[English 2H Syllabus](#)
[Literature Circle Narrative Rubric](#)
[Curriculum Support Syllabus](#)
[English Essentials Syllabus](#)
[Vocational Prep Syllabus](#)
[Biology Syllabus](#)
[Physics Syllabus](#)
[Daily Slides Sample #1 \(Start of a Novel Unit w/ Essential Questions\)](#)
[Daily Slides Sample #2 \(Start of a Novel Unit w/ Essential Questions and Goals\)](#)
[12th Grade Speaking and Listening Standards for usage in Goal Setting activity](#)
[12th Grade Daily Slides for Above Standards](#)
[JROTC Evaluation](#)
[JROTC Evaluation #2](#)
[JROTC Cadet Guide](#)
[Student JROTC Evaluation](#)
[Marketing Speaking and Listening Rubric](#)

C2. Student-Centered Instruction through a Variety of Strategies and Resources

Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C 2.1. Teachers across Vanden's campus utilize a variety of instructional methodologies: Project Based Learning, Kagan, Direct Instruction, and Interactive Instruction. These research based methodologies create an interactive and engaging class experience, as well as allow educators to modify to accommodate the needs of their students. These varied pedagogical approaches are not utilized universally across campus, but there are departments, and pockets within departments, that demonstrate coaching and differentiation.</p> <p>Within Science, students are regularly engaging in hands-on labs; employing Kagan discussion strategies, review games, and group projects; and technology is utilized for database usage, simulations, and data analysis. Moreover, the department has aligned to the state recommended NGSS three-course model, which helps build connections between courses and allows for department-wide unification in content. Similarly, math uses Kagan for review and has access to graphing calculators and laptops. They also incorporate collaborative techniques to facilitate content retention and exploration. For example, using group structures for assessment. However, Vanden's STEM departments universally agree that more access to simulation software would improve their ability to utilize scientifically relevant technology.</p> <p>Social science also uses academic databases, strategies like Kagan or Socratic Discussions, and works to develop tools to</p>	<p>General:</p> <p>Kagan Document #1 Kagan Document #2 Globe Practices Matrix UCD</p> <p>STEM:</p> <p>AP Calc Using Graphing Calculators Motion Graphing Course Rationale Unit Outline Unit Outline #2 Broomball Activity Newton's 2nd Law Lab Pendulum Lab Egg Drop Project Momentum Activity Energy Activity Gel Electrophoresis Lab Lab Photo Buggy Collision Lab AP Physics Lab Incline Lab Friction Lab Projectile Lab Team Trig Quiz</p>

<p>help students work through lessons, such as Mr. Fohrman's Hexagonal grid.</p> <p>English follows suit with pockets of Kagan being utilized; student-centered units (Literature Circles) being district mandated, implemented by some teachers, and getting pushed out to the rest; varied forms of reading and academic discussion (informal Kagan strategies, Socratic Seminars, Chalktalk, Fishbowls, Four Corners, Gallery Walks, and Academic Discussions). This text expansion is beginning to include under-utilized text material, such as graphic novels. Additionally, English is unified in their usage of tools like Google Classroom and Turnitin.com, as well as FlipGrid, Jamboard, Academic Databases and Padlet. Additionally, Peardeck and Kami were amazing digital tools that were pushed out to Vanden during distance learning and made interactive lectures, collaboration, and digital annotation feasible for all teachers (especially in the liberal arts and social sciences). These tools should be reinstituted across secondary campuses in TUSD. Finally, Vanden's library is opening up availability of texts to include audiobooks and digital text files using Sora, Hoopla, and affiliation with the Solano Public Library.</p> <p>Foreign Language follows a similar model, with the increased incorporation of cultural celebrations, video, interaction skits, culturally appropriate music, and technology tools, like the VHL Central Supersite. The VHL site offers a variety of speaking and listening practice, tutoring supports, and is self paced, which allows for student-guided differentiation.</p> <p>Moreover, Vanden has incorporated co-teaching models into more core departments. This includes English, mathematics, science and social science. While co-teaching training has been inconsistent, duos who utilize the format in earnest are able to apply an additional layer of support, differentiation, and strategies within the course. This includes more one-on-one support for students in need, more immediate feedback, especially in small group environments, such as a Literature Circle Discussion in English or Socratic Seminar in social science. Additionally, if more professional development and collaborative work time was offered to co-teaching duos, more co-planning could occur to create lessons and activities that utilize each co-teacher's expertise.</p> <p>The Vanden SPED department is structured to provide the most tailored support experience for the students it serves. For example, the department's teachers act as case managers for students all four years of their time at Vanden. They are able to facilitate cooperation between their served</p>	<p>Team Business Math Quiz AP Statistics Group Assignment Academic Databases Solano Database</p> <p>Social Sciences: Hexagonal Activity #1 Hexagonal Activity #2 Hexagonal Activity #3 Hexagonal Activity #4 Academic Databases Solano Database Ethnic Studies Colloquium Privacy Vs. Security Socratic Seminar Prep Student Mock Election Guide Annotated Timeline Women's Movement Lesson Primary Source Activity Student Samples Yellow Journalism Project Declaration Resource Graphic Organizer Divine Rights Analysis Cyber Sandwich</p> <p>English, SPED and Foreign Language: Academic Databases Solano Database Sora Directions Hoopla Directions Research Essay Assignment Social Dilemma Film Rhetorical Essay Personal Statement Sample Socratic Seminar and Student Samples Ted Talk Student Sample Essay and Podcast w/ Samples Globe Practices Matrix UCD Globe Interactive Strategy #1 Globe Interactive Strategy #2 Globe Interactive Strategy #3 Globe Interactive Strategy #4</p>
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students, families, the SPED department and single subject teachers. This enables core teachers to have the information, tools, and supports readily available and provide a support system to explore different models of differentiation as needed. Additionally, paraeducators assist in running Vanden's Learning Lab, which is an alternative testing location offered to students who additional time, interpretation, a scribe or clarification when taking assessments. Furthermore, students with severe needs have paraprofessionals who assist them throughout the day and programs like IXL are used to support students with severe needs in specialized courses.

More pockets of technology exist: Mr. Manuel's Video Production has access to filming equipment, a lab of computers and now has a thriving Podcast and associated recording equipment. Similarly, our Digital art course, Business course, and Video Game Design courses all have access to computers regularly. VAPA courses have access to multi-medium materials necessary for fine arts instruction, and Vanden's Little Theater is equipped with light and sound equipment to facilitate the professionalism of student productions in conjunction with student designed and crafted sets.

However, it is worth noting that laptops, computers and other equipment are deteriorating and becoming increasingly dated. Foreign Language also has computer access, but technology limitations have prevented them from continuing to expand their curriculum into their desired resources. Laptops and computers are, ultimately, accessible to all students, but due to Vanden not being one-to-one, those resources are only periodically available to students. During heavy usage times, like finals, or state/district testing, student access to these technological tools are increasingly limited inside and outside the classrooms. Infrastructure also cannot maintain universal, campus-wide network engagement, so, for events like Social Emotional Learning days, student internet access has to be preemptively staggered or avoided. In addition, more up-to-date materials, such as styluses and electronic art pads, are needed to really facilitate quality instruction in developing courses, like Digital Art.

The Vanden math department has access to graphing calculators, which are getting replaced using the California Arts and Instructional Materials Block Grant money and will enable more consistency in their availability to math courses.

Ultimately, while technology access is limited on campus, there are pockets of access and tools that have been

[Literature Circle Roles](#)
[Literature Circle Letter](#)
[Literature Circle Overview](#)
[Genre Studies: Anatomy of a Scene](#)
[Theme Carousel Discussion](#)
[To Kill a Mockingbird Stations Activity](#)
[Anticipatory Carousel](#)
[Discussion Statements](#)
[FlipGrid Class #1](#)
[FlipGrid Class #2](#)
[Found Footage Assignment](#)
[Padlet Student Sample #1](#)
[Padlet Student Sample #2](#)
[Padlet Student Sample #3](#)
[Padlet Student Sample #4](#)
[Padlet Student Sample #5](#)
 IXLSPED Math:
<https://www.ixl.com/math>
[German Lesson](#)

CTE and VAPA:
[Business Final](#)
[Auto Shop Safety](#)
[Master Musician Research](#)
[Anti-Vaping PSA #1](#)
[Anti-Vaping PSA #2](#)
[Holiday Music Video #1](#)
[Holiday Music Video #2](#)
[Graphic Design Overview](#)
[Asgard Studios \(Vanden's Podcast\)](#)
[Vanden Valhalla \(Vanden's Newspaper\)](#)

incorporated since Distance Learning (although, some of these tools have been rescinded and teachers would like them reinstated). The shift to a multimedia education experience is slow and limited by campus resources.

C 2.2. As an extension of the pedagogical strategies outlined above, creativity, innovation and critical thinking is fostered across the board. Teachers across campus use a variety of materials beyond the textbook. These methodologies include discussion based activities, project, interdisciplinary application of art, performance, interactive strategies, Kagan, graphic organizers, research, genre studies, elective expansion, and a variety of hand crafted materials by Vanden Staff. Vanden also hosts a number of student-centered courses, which utilize technology at their core, such as Video Production and its associated Asgard Studios, or the Vanden Valhalla, the school newspaper.

First, the theater department does monthly heritage month projects and creates music videos and commercials filmed on their phones and edited in Pro Cut. They utilize a variety of improv and theater games, textiles, and read a variety of scripts to explore characters, different styles of plays and playwright's voices. Furthermore, the art department writes reflections and utilizes different textiles on class projects. They frequently synthesize an analysis of artistic movements and do studies of particular artist portfolios, which build connections between the tasks asked of students and a broader understanding of art. The art department strategically implements weekly projects that build upon the previously learned skills. Students use their camera on their phones and computers to capture images they want to draw and create a blend between digital tools and traditional fine arts mediums.

SPED students participate in a variety of hands-on activities and research projects. A lot of progress and skill development is facilitated through group work and group discussion--thanks to small class sizes.

Moreover, the VHLCentral platform used in foreign languages is not limited just to reading the textbook - students can access many types of instruction and practice. More so, the foreign language department uses games, videos, non-textbook reading samples, cultural activities (like food), and group projects.

The Social Science department utilizes projects and assignments that vary in style and bridge gaps between content areas. These assignments may require students to

[Kagan Document #1](#)
[Kagan Document #2](#)
[Globe Practices Matrix UCD](#)
[Asgard Studios \(Vanden's Podcast\)](#)
[Vanden Valhalla \(Vanden's Newspaper\)](#)
[Master Musician Research](#)
[Anti-Vaping PSA #1](#)
[Anti-Vaping PSA #2](#)
[Holiday Music Video #1](#)
[Holiday Music Video #2](#)
[Visual Biography Mentor Texts](#)
[Visual Art Overview](#)
[Visual Art Overview #2](#)
[Sculpture Overview](#)
[Graphic Design Overview](#)
[Band Unit Overview](#)
[Anti-Vaping PSA #1](#)
[Anti-Vaping PSA #2](#)
[Holiday Music Video #1](#)
[Holiday Music Video #2](#)
[Holiday Music Video #3](#)
[Holiday Music Video #4](#)
[Heritage Month Project #1](#)
[Heritage Month Project #2](#)
[Student Monologue #1](#)
[Student Monologue #2](#)
[Play Critique #1](#)
[Play Critique #2](#)
[Costume Design Lesson](#)
[Fela Lesson](#)
[Dance Lesson](#)
[Alligator Skin Drawing Demo](#)
[Alligator Skin Drawing Assignment](#)
[Pattern Lesson](#)
[Magazine Drawing Sample](#)
[Picasso Lesson w/ Samples](#)
[Perspective Drawing](#)
[Playing Card Student Sample #1](#)

<p>pull on art and craft knowledge, critical thinking and writing skills, and speaking and listening skills applied with peers. Furthermore, students are asked to apply different academic lenses in order to gain new perspectives. This is readily apparent in Vanden's new course offerings: Ethnic Studies and Advanced Ethnic Studies.</p> <p>English also fosters creative, innovative and critical thinking by offering a wide array of texts, assignments, skills and pedagogical approaches. Students are asked to develop their speaking and listening skills through varied modes of discussion (pair-share; small group; whole class; structured fish bowls and Socratic Seminars; formal and informal speeches, presentations and performances). Students also engage in a variety of writing tasks from formal to informal; argumentative and informative; analytical and synthesis; poetry and creative; memoirs and personal statements; speeches and scripts; and other forms of structured and unstructured responses. Students pull on their arts, history, and humanities knowledge to engage in a variety of creative projects and to build bridges to other content areas. Students create films, performances, artistic projects that synthesize skills and conduct research, put together presentations, and engage in interactive discovery activities, like strategies developed in conjunction with the Globe Theater.</p> <p>Science students frequently engage in hands-on activities, including formal lab activities, games or demonstrations of science topics, research projects, artwork inspired by science topics, and presentations.</p>	<p>Playing Card Student Sample #2</p> <p>Sample 2.5</p> <p>Center Activity Description (Spanish)</p> <p>Centers Example</p> <p>Spanish Lesson</p> <p>Literature Circle Essay Assignment</p> <p>Setting and POV Essay</p> <p>Setting Diorama</p> <p>Thought Tracking and Dialectical Journals</p> <p>Children's Book Assignment</p> <p>To Kill a Mockingbird Final Project</p> <p>American Dream Collage Sample</p> <p>Mentor Text Form</p> <p>Socratic Seminar and Student Samples</p> <p>Ted Talk Student Sample</p> <p>Essay and Podcast w/ Samples</p> <p>One Pager Assignment</p> <p>Character Autopsy Student Samples</p> <p>Student Film Sample #1 (TKAM)</p> <p>Student Film Sample #2 (TKAM)</p> <p>Found Footage Film Sample #1 (Genre Studies)</p> <p>Found Footage Film Sample #2</p> <p>Yolanda's Seven Questions</p> <p>Padlet Student Sample #1</p> <p>Padlet Student Sample #2</p> <p>Padlet Student Sample #3</p> <p>Padlet Student Sample #4</p> <p>Padlet Student Sample #5</p> <p>Cosmic Horror Student Sample #1</p> <p>Cosmic Horror Student Sample #2</p> <p>Short Story Sample #1</p> <p>Short Story Sample #2</p>
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<p>C 2.3. Vanden students are required to consistently demonstrate their depth and understanding of knowledge.</p> <p>Virtually all classrooms on campus require students to demonstrate their skill development over a series of formative and summative assessments, which build in complexity and depth. Consecutively, Vanden also provides a variety of course levels. This includes honors, AP, as well as course levels within elective fields of study (for example, Video Production and Art).</p> <p>The SPED department supports students in their attempt to</p>	<p>Narrative Sample #1 Narrative Sample #2 Narrative Sample #3 Narrative Sample #4 Essay Sample #1 Essay Sample #2 Essay Sample #3 Ethnic Studies Colloquium Cyber Sandwich Planet Money Project (Social Science) Haiku Project (Theater) Broomball Activity Newton's 2nd Law Lab Pendulum Lab Egg Drop Project Momentum Activity Energy Activity Gel Electrophoresis Lab Lab Photo Buggy Collision Lab AP Physics Lab Incline Lab Friction Lab Projectile Lab Physical Education Final Fitness for Life Unit Outline Unit Outline #2</p> <p>Geometry Assessment Algebra 1 Assessment Student Samples Algebra 1 Student Sample Algebra 1 Student Sample #2 Algebra Essentials Assessment Music Assessment Piano Assessment English Essential Summative Rubric English Essentials Summative AP Lang Sample Analysis Unit Outline Unit Outline #2</p>
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<p>demonstrate mastery on a test/ assessment through a variety of methods (e.g., acting as a scribe, providing copies of notes, coordinating with teachers, helping students clarify exam questions). SPED-Relevant work includes up to date videos about concepts covered in personal finance such as calculating hours worked and regular pay earned. The videos include multiple choice questions which count as a brief spotcheck of understanding.</p> <p>The theater department prepares students for auditioning for school productions, managing and running all aspects of a production. Students also perform 10 minute scenes, create written works, and prepare monologues.</p> <p>Students in the foreign language department are asked to have conversations in the target language, or skits/ plays, which allow them to extend their learning by practicing a real-world conversation.</p> <p>The science department provides students with many opportunities to independently explore topics of interest, perform in-depth research, and create research papers, artwork, or posters that expand on topics covered in class. Science students also regularly design their own experiments in order to expand on class topics.</p> <p>Social Science students are asked to apply their learning to summative work in different ways. Students are asked to complete writing assessments, exams and projects that involve taking what they have learned in class and applying it to new or unique questions, concepts and scenarios.</p> <p>Finally, English applies assessment work through a variety of essay genres, examinations, discussions (formal and informal), presentations, speeches, projects and numerous formative and informal spot checks and feedback throughout the day-to-day.</p> <p>C 2.4. Students at Vanden are exposed to, and have access to, career preparedness curriculum. Arguably, the immediate transferability of the content is specific to the course.</p> <p>However, as reflected earlier, student data and survey results, only a quarter of the polled student body feel that work is relevant after high school (with 40% feeling neutral on the topic). That being said, 80% of surveyed parents feel that Vanden prepares their students for life after high school. There are pockets of career readiness focus on the Vanden</p>	<p>Physics Pacing guide JLC Analysis (formative) Literary Device Log (Formative) Final Synthesis Essay Cosmic Horror Student Sample #1 Cosmic Horror Student Sample #2 Short Story Sample #1 Short Story Sample #2 Narrative Sample #1 Narrative Sample #2 Narrative Sample #3 Narrative Sample #4 Essay Sample #1 Essay Sample #2 Essay Sample #3 Advertisement Mini Project Caesar Campaign Speech Speech Transcript Sample #1 Speech Transcript Sample #2 Video Sample #1 Video Sample #2 Video Sample #3 Socratic Seminar and Student Samples Creative Poetry Assignment Med Science Student Sample Marketing Assessment AP Sample Analysis Student JROTC Evaluation Ethnic Studies Colloquium Cyber Sandwich</p> <p>Work Ready Program Flier Counseling Calendar B.S.U. Black College Expo</p>
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<p>campus. Moreover, Vanden offers periodic career fairs and the Work Ready Certification. Vanden also offers periodic trips to college campuses, such as the 2023 B.S.U. Black College Expo. Additionally, in the past and moving forward, Vanden's counseling department uses Naviance to help students explore strengths and career paths. Counseling is adding more workshops to assist with college enrollment and proactively presenting FAFSA and Financial Aid information to upperclassmen.</p> <p>However, these opportunities may not always be readily available to the whole student body or may not always be accessible or communicated.</p> <p>Our SPED department takes extra care to help set up students within their program or courses for entering the workforce, college and whatever endeavors they seek outside of high school. They assist students in establishing interests, researching paths to explore those interests and achieving professional goals, as well as building organizational skills for all students. SPED teachers help facilitate access to career training, maintaining IEP status after high school, and ensuring that students are supported beyond high school--providing access to counselors as needed. The SPED department frequently invites guest speakers in different job fields, as well as offers field trips that help SPED students discover potential jobs/ careers. Some field trips include visiting a job fair, and visiting the Trades Fair, which lets students have hands-on experience with different trades. Students also visit Solano Community College, and talk to the Disabilities Office. Students also use class time to review the FAFSA and apply to the local community college. Additionally, SPED-In personal finance, we create monthly budget sheets. Students engage in activities where they practice filling out a check where they are encouraged to ask their parents information</p> <p>English is required all four years for students. In English, literacy prep and development has application to most professional endeavors. However, the English department incorporates more immediate relatability and transferability with rhetoric centered units, student guided research and assessment, collaborative units, and writing assignments that can begin to bridge the gap between high school and personal/professional goals. Ultimately, teaching students to harness their voice in the spoken and written word, as well as find value in the exploration of diverse experiences, will transfer outside of high school. Additionally, through the implementation of student-centered independent reading and associated projects, students learn to develop their own reading patterns, routines and identity.</p>	<p>Mock Interview Questions Student Cover Letter Sample #1 Sample Student Resume #1 Sample Student Thank you Letter #1 Setting Up a Household Setting Up a Household Handout Community College Registration Lesson Plan Interview Preparation Career Preparation Project Personal Finance</p> <p>Ad Analysis Book Talk Outline Guiding Discussion Literature Circle Calendar Editorial of the Week Rhetorical Essay Personal Statement Sample FlipGrid Class #1 FlipGrid Class #2 Auto Shop Safety</p> <p>Ethnic Studies Colloquium Student Mock Election Guide Speaking and Listening Marketing Assignment</p>
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<p>Social Sciences focuses on teaching students how to better understand the past so that the present and future makes more sense to them. Social Science is about studying society, and so the department strives to ensure that students understand the history of the world. Furthermore, programs like Academic Decathlon, synthesis collaborative and public speaking skills, with content knowledge.</p> <p>Moreover, Chemistry has invited a guest speaker to talk to students about college opportunities/ experiences. Furthermore, Vanden's math department offers a Business Math course, which grounds all mathematical content in real world application. Additionally, Vanden has a thriving Robotics club, which takes mathematical, engineering and science content, and creates a platform for students to apply their knowledge in a collaborative, and real-world adjacent way. The opportunities offering through programs, like Robotics, give students avenues to build a network in both professional and academic communities.</p> <p>Students enrolled in Latin classes learn about common root words used in medical terminology, or other science fields. Furthermore, the foreign language department invites guest speakers, such as Vanden alumni, who can talk about how they use foreign language in their career and higher education. By extension, the LUCE club visits universities so students can learn about opportunities for all students to access higher education.</p> <p>The Art Department has students create original works and build their portfolio. The theater department has students create production budgets, they pitch a cabaret, do activities that teach them marketing tips for theater, and how to work collaboratively as a team.</p> <p>The CTE department provides the most immediate pathways for career readiness. Through programs like business, autoshop and JROTC, students are given a platform to step into vocational experience and build immediately transferable skills before leaving Vanden. JROTC offers pathing to air force or military career and is able to facilitate student engagement with military staff on the nearby Travis Airforce Base and brings ranked military officials to campus for reviews, vocational development and performances. Furthermore, new to CTE is Vanden's "adulting" class, which focuses on immediately transferable life skills, such as budgeting and childcare.</p> <p>Vanden tends to focus on college readiness, and, even with the introduction of "Adulting 101," there should be more</p>	<p>JROTC Cadet Guide Business Final Auto Shop Safety Student JROTC Evaluation Asgard Studios (Vanden's Podcast) Vanden Valhalla (Vanden's Newspaper)</p>
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<p>student accessible pathways for exploring trade schools, building professional networks, and exploring career or college opportunities within content fields. Faculty have proposed more community outreach, involvement and an expansion of electives to help provide more vocational support and opportunities. For existing courses, Vanden could do a stronger job of creating relevance within courses and help clarify skill transference between classes and beyond high school. Through clarity in reasoning, standards, goals, and extensions beyond the classroom, Vanden has a strong foundation for creating more pathways for its student body.</p>	
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**ACS WASC Category C. Learning and Teaching:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Offers a variety of teaching modalities and pedagogical approaches.
2. Provides consistently rigorous, grade-level appropriate work.
3. Utilizes, and exposes students to, a wide variety of textual materials of varying genre, Lexile level, style and content.
4. College readiness and application of learning through assessment, projects, and innovative extensions beyond the classroom.
5. Efforts in supporting students with a variety of academic and learning needs.

Areas of Growth

1. Improvement in consistency of displaying and making available our academic standards, objectives, and goals across campus.
2. Ensuring all grading criteria and rubrics are available to students before assessment across all content areas, and increasing student familiarity with grading criteria and standards.
3. Equitable access to updated technology across campus and improving the scope of available technological tools, programs, and sites for teacher and student use.
4. Offering more support for 9th grade mathematics via curriculum expansion.
5. Expanding elective options and implementing more vocational support through community outreach and elective expansion.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- Support students who are struggling academically (based on A-G data, D/F data, CAASPP) and mental health (LCAP Survey Data).
- Increase academic achievement/close the achievement gap of African American students, Hispanic students, and Students with Disabilities compared to other Vanden students.
- Increase a sense of belonging and connectedness among students on the Vanden campus.

List any additional identified student learner needs that resulted from the Focus Group analyses.

- Student access to laptops is not equitable between departments Although we have increased elective options in recent years, there is still a need for more options, especially in vocational areas

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to analyze what areas within the schoolwide action plan/SPSA need to be addressed

The schoolwide action plan/SPSA is a new document that addresses needs identified during the self study

Identify important next steps within the schoolwide action plan/SPSA.

- Having uniform expectations and steps for displaying and making available standards/objectives (admin checks)
- The purchase and implementation of digital tools
- updating district firewalls to make more tools applicable
- community outreach and involvement to bring vocational opportunities to campus

*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D1.1: Vanden High School collects data from various sources, including AP testing, CAASPP, the California Science Test (CAST), SBAC, and NWEA MAP testing. The CAASPP test data is disaggregated and discussed by the entire staff and in team meetings. While examining the data staff members compare data from year to year, examining the overall scores and then by examining results within ethnic groups, socio-economic status, and disability.</p> <p>Additionally, Vanden uses Aeries (which allows staff, students and parents) access to collect student data which includes grades, transcripts, assessments, attendance and designations.</p> <p>For students with disabilities; case managers, administrators, and district office personnel use SEIS for collecting data on</p>	<p>Staff Meeting Presentations '22-23</p> <p>Staff Meeting Presentations '21-22</p> <p>CAASPP Data</p> <p>Aeries</p> <p>SEIS</p>

<p>how they are doing with progress on goals and tracking service time.</p> <p>For the 2021-2022 school year, students were tested on the CAASPP in English and Math. On the English Language Arts assessment, students had 49.7 points above standard (high range). Students on the Mathematics assessment had scored 55.9 points below standard (medium range).</p> <p>AP performance data shows of all demographic students that took the AP testing in the 2021-2022 school year, 74.2% of them passed.</p> <p>D1.2: English and Math teachers, along with SPED English and Math teachers, have aligned the weighted categories with similar formative, summative, self-study, and final exam scales. There is Co-teaching in the regular graduation classes for English and Math.</p> <p>All Algebra Math teachers are using a fully aligned Pacing Guide and essential assignments to follow state standards..</p> <p>Special Education students are tested every three years (or reassessed when coming from out-of-state) to determine their qualification for Special Education services. They are tested in Reading, Writing and Math.</p> <p>D1.3: Vanden High School has several systems to determine and monitor academic progress. Teachers use Aeries Gradebook, which parents and students have access to through the parent and student portal. Vanden has also created a clear process for forming Student Study Teams to address student needs. The SST meetings are attended by administration, teachers, parents/guardians, and students. After the initial SST meeting, there is a follow up to track progress. Students have regular meetings with counselors to track graduation progress. When IEPs include goals in the academic, executive functioning, and transition, they are reviewed and updated regularly. This happens on a quarterly basis for goals, and yearly for the overall IEPs.</p> <p>Special Education Case Managers are in close communication with content teachers and school counselors to ask for feedback, hold IEP meetings, and monitor student progress for their IEP goals.</p> <p>Vanden monitors student progress and attendance and uses "the Rule of 85" to determine the students' ability to participate in extracurricular activities. Students are instructed on the</p>	<p>California Dashboard</p> <p>See CAASP Data in Chapter Two</p> <p>See AP data in Chapter Two</p> <p>English Syllabus English Essentials Syllabus Algebra 1 Syllabus Algebra 1 Essentials Syllabus</p> <p>Algebra Pacing Guide</p> <p>Transitional Assessment Workability Overview</p> <p>Rule of 85 Policy Rule of 85 Rule of 85 data</p>
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<p>boundaries set up for the Rule of 85. When students reach a certain threshold of absences, they lose the privilege of participating in extracurricular activities (dances, sports, etc.).</p> <p>Through the TUSD initiative, Vanden High School uses NWEA MAP to create a baseline and track yearly progress in English and Math.</p> <p>D1.4: Vanden uses data and assessment results to assess programs and expectations in order to ensure students' needs are met. This process allows for improvements to be put in place that support a challenging, coherent, and relevant curriculum. This improvement process allows for Vanden High School to incorporate new and inclusive courses to meet the needs of students. Courses recently added are: English (Genre Studies), Science Department (Forensics and Astronomy), Social Science Department (World Geography & Cultures), CTE Department (Intro to Marketing), Physical Education (Fitness for Life), Electives (Link Crew, Intro to Adulting). New options within math begin in the 2023-2024 school year.</p> <p>Department Chairs and site instructional leaders routinely evaluate programs, expectations and policies. Admin will present proposed changes to the TUSD Secondary Education Director and Board when needed.</p> <p>Assessment retakes/revisions are offered in many departments.</p> <p>D1.5: Vanden uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process. Data is also used to assess the academic needs of students as well as the social emotional needs.</p> <p>Noticing that students are struggling in math, the Math department saw a need for adding the Robotics piece to the Algebra 1 classes.</p> <p>The school operates a Learning Lab for students with IEPs and 504s to have a separate testing setting. The Learning Lab is an accommodation provided within a student's IEP which allows the general education teacher to send the student to an alternative location for testing. During finals, the students are sent directly to the Learning Lab to have the most time needed for completing their finals.</p>	<p>NWEA Map Testing</p> <p>Staff Data Sharing Jan 2020</p> <p>Curriculum Guide</p> <p>Board meeting notes/agendas Department Chair Minutes</p> <p>Leadership Minutes Leadership Minutes from Website Department Chair Minutes</p> <p>LCAP survey SEL Google Classroom for Teachers</p>
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Upon examining Algebra data that included D/F rates in 2019-2020, Vanden launched an Algebra Restart class to better assist struggling students. Students who received the additional support through the Algebra Restart class were found to be more successful and earn lost credit. This let the students not fall behind in their Algebra class.

Through LCAP student survey results, Vanden learned more information about student mental health needs. This information guided Vanden in creating an academic schedule that incorporates a day opposite Common Planning days to teach more about Social Emotional Learning (SEL lessons).

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D2.1: Vanden High School teachers guide, modify, and adjust curricular and instructional approaches used in the classroom and across departments. When assessing student mastery of concepts, teachers use a mix of tests, quizzes, projects, homework, and classwork to monitor student progress. Assessments range from teacher designed, teacher assembled from adopted textbook or college board released question banks, to assessments designed by textbook publishers.</p> <p>Within each grading period, teachers give summative assessments which include finals for the end of each semester; end of units of study; cumulative projects, essays and/or periodic benchmarks to determine student mastery. Teachers are then able to use information gleaned from the summative assessments to adjust their instructional strategies for the current teaching year or for following years. For example, if a unit test is given in a World Language course, teachers will collaborate to use results from the assessment to identify concepts necessary to review and reteach prior to</p>	<p>Geometry Assessment</p> <p>Algebra 1 Assessment Student Samples</p> <p>Algebra Essentials Assessment</p> <p>Music Assessment</p> <p>Piano Assessment</p> <p>English Essential Summative Rubric</p> <p>English Essentials Summative Final Synthesis Essay</p> <p>Advertisement Mini Project</p> <p>Caesar Campaign Speech</p> <p>Socratic Seminar and Student Samples</p> <p>Marketing Assessment</p> <p>Student JROTC Evaluation</p>

<p>the final exam. When appropriate students are allowed to retake assessments to show improvement in mastery. Teachers use a variety of formative and summative assessment methods to guide, modify, and adjust curricular and instructional approaches.</p> <p>D2.2: Teachers use many different kinds of formative assessments to check for understanding and to assess discrete skills leading up to more comprehensive or summative assessments.</p> <p>These include:</p> <ul style="list-style-type: none"> • Quick writes\ quickdraws • Drafts • Presentations • Warm-ups • Exit ticket, • Quizzes • Practice tests • Worksheets • Daily practice • Peer review. <p>Vanden teachers also use many digital tools for formative assessment such as Kahoot, Google Forms, EdPuzzle, and Quizlet. Additionally, many teachers treat “summative” assessments as another kind of formative assessment and allow revisions or test corrections. These formative approaches give teachers multiple opportunities to diagnose students’ misunderstandings and difficulties. Many teachers use formative assessments to modify instruction which can then provide students more opportunities to demonstrate mastery.</p> <p>Vanden High teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college and career-readiness standards, and schoolwide learner outcomes (SLOs). Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.</p> <p>Teachers provide timely feedback by updating grades in Aeries at least once every couple of weeks. In English classes, the teachers provide written feedback for students through a variety of tools including grading of submissions on paper through the use of Google Classroom, Turnitin.com, and rubrics. In our 2022 Fall student survey, 62.3% of our 1,110 student respondents affirmed that they receive descriptive and detailed feedback from their teachers on schoolwork.</p>	<p>Ethnic Studies Colloquium</p> <p>Ted Talk Student Sample</p> <p>Essay and Podcast w/ Samples</p> <p>One Pager Assignment</p> <p>Character Autopsy Student Samples</p> <p>Buggy Collision Lab</p> <p>AP Physics Lab</p> <p>Incline Lab</p> <p>Friction Lab</p> <p>Projectile Lab</p> <p>Physical Education Final</p> <p>English Essentials Summative Assessment</p> <p>Fall 2022 Student Survey Results</p>
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**ACS WASC Category D. Assessment and Accountability:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.
2. Vanden High effectively communicates assessment results and procedures to stakeholders in a variety of media: Aeries, Google Classroom, VHS website, direct emails, Aeries communication, weekly principal emails.
3. Vanden English/Math CAASPP scores have increased once co-teaching was implemented.
4. Learning Lab is becoming more efficient with having students with IEPs and 504s coming in during their class time to take their assessments with their accommodations.
5. More students participating in leadership team meetings.
6. Vanden High School uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process. Teachers, administration and all stakeholders employ data from formal assessments (NWEA MAP, AP exams, CAASPP, Grade Reporting) to continually evaluate and improve school programs. Teachers also employ various formative and summative assessments to evaluate and adjust instruction.
7. Vanden High employs many surveys to invite input from stakeholders and adjusts programs as needed.
8. Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college and career readiness standards, and SLOs. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Areas of Growth

1. Through collaboration with district leadership, the school leadership and instructional staff assess programs and expectations. This is a growth area as far as how we develop and design interventions and how we populate these interventions. One example would be: meeting the needs of students who are not algebra-ready by working to provide such students with a remedial and effective curriculum.
2. Increased alignment between programs.
3. Professional development should be directly connected to what the test/survey scores indicate.
4. Within department Meeting time, staff need more opportunities to regularly examine *assessment data in order to increase and improve our process of being results-driven and data driven instructional decisions (*MAP test results, CAASPP, other indicators).

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- Support students who are struggling academically (based on A-G data, D/F data, CAASPP) and mental health (LCAP Survey Data).
- Increase academic achievement/close the achievement gap of African American students, Hispanic students, and Students with Disabilities compared to other Vanden students.
- Increase a sense of belonging and connectedness among students on the Vanden campus.

List any additional identified student learner needs that resulted from the Focus Group analyses.

Examine school supports for students who are demonstrating below grade level skills

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to analyze what areas within the schoolwide action plan/SPSA need to be addressed

The schoolwide action plan/SPSA is a new document that addresses needs identified during the self study

Identify important next steps within the schoolwide action plan/SPSA.

- Focus classes to meet students where they are in their skill
- Consistent support and funding for all programs implemented on campus
- Programs need to be developed over a three year period
- More career pathways needed (CTE) to meet the needs of the students that require other pathways

*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E1.1 Vanden's administrative office, counseling office, and teaching staff work regularly utilize a variety of communication tools to communicate and interact with students and their parents; such tools include AERIES, Google Classroom progress reports, weekly Sunday Bulletins, daily bulletins, and ParentSquare announcements.</p> <p>Within the first three weeks of each school year, Vanden hosts 'Back to School Night,' when families are invited to visit their student's classrooms to learn about each course and teacher.</p> <p>Vanden teachers report regularly communicating with parents regarding their child's performance through the use of regular ParentSquare progress report updates and messages, emails, phone calls, the Remind app, and Google Classroom announcements and reminders.</p> <p>At the beginning of each Spring semester, incoming freshmen visit the Vanden campus and participate in a course preview activity to learn about Vanden's programs, electives, and A-G requirements. Parents of incoming freshmen are invited to visit the campus after school, and likewise learn about Vanden courses and electives.</p> <p>Seniors and their families are invited to Senior Information Family Night. All 9th - 11th graders meet individually with their counselors to review their current progress, academic standing, and scheduling preferences.</p> <p>The school counselors and counseling staff are an integral part of our community interaction with parents and providing student guidance and support. Vanden High School currently has four counselors who serve approximately 1640 students in grade levels 9-12. Each counselor has approximately 410</p>	<p>Sunday Night Bulletin Aeries Dashboard History Parent Square for Teachers Weekly/Daily Bulletin Beginning of Year Nuts & Bolts</p> <p>VHS Back to School Night Info.</p> <p>Teacher & Parent Communication Data</p> <p>Class of 2027 Incoming Freshmen Counseling Presentation Vanden Electives Information</p> <p>Senior Information Night Info.</p> <p>Guidance/Counseling Webpage Counseling Newsletter Curriculum Guide</p>

Vanden High School ACS WASC/CDE Self-Study Report

<p>students on their caseload, and the caseload is broken down by the following alpha; A-Dt, Du-Loo, Lop-Rob, Roc-Z.</p> <p>Vanden Counselors focus on the three main American School Counseling Association (ASCA) domains: Academic, Personal & Social, and College & Career. Their goals are to educate parents and students; support rigorous expectations; support social/emotional learning; reach beyond barriers for all students; foster responsible and productive citizens; support self-advocacy; support student college and career readiness; facilitate individual learning plans; navigate the path to college and careers; introduce students to post-secondary opportunities.</p> <p>Vanden's Counseling yearly goals and objectives are as follows: to provide an environment where students feel safe and connected to the school community; prepare students for college and career readiness; increase parent/guardian involvement and awareness of how to best navigate and support their child within the Travis Unified School District.</p> <p>Vanden's Counseling mission statement: It is the mission of the Travis Unified School District Comprehensive School Counseling Program to promote academic development, social/emotional skills, and college and career readiness.</p> <p>Vanden's Leadership Team is another vital link towards connecting all stakeholders and maintaining regular staff, student, and parent communications. The Leadership Team consists of our Principal, Kristin Shields, Assistant Principals, Sheila McCumber, Bill Sarty, and Diane Johnson, and at least one member from each faculty department, the counseling office, support services, and our Military Family Life Counselor. In addition, there are five ASB Leadership student members, including our Student Board Representative, and two parent members.</p> <p>On our Vanden High School website, information is readily available to both students and families, including the district calendar, student handbook, school policies and procedures, department directory, teacher directory, daily announcements, and helpful contact information for school staff members. Translation services for non-English speaking parents are also available on our school website.</p>	<p>Counseling Calendar</p> <p>Vanden Leadership Information and Minutes</p> <p>Vanden's Website</p>
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E 2.1: There are procedures in place that provide for student safety and discipline, campus security, facility maintenance and staff support that reflect an on-going desire to foster and maintain a safe, secure, clean and orderly school environment.</p> <p>Visitors to campus are required to check in at the main office, all students leaving the campus during normal school hours are required to check in with the attendance office, and parents or guardians must approve a student's early dismissal. Vanden maintains a closed campus and students remain on campus throughout the school day. Vanden has four full time campus monitors who assist with daily campus supervision with staggered eight hour shifts beginning at 7:00 a.m. and ending at 4:30 p.m. Many of our campus monitors develop positive supportive relationships with our students and they are integral to maintaining our safe and peaceful campus.</p> <p>Our School Resource Officer [SRO], Ryan Moran, serves our school community Tuesday - Friday from 6:00 a.m. to 4:00 p.m., assisting in the maintenance of a safe campus for both staff and students. Officer Moran works closely with administration in instances where students have violated state or local codes and helps to steer an appropriate course of action and resolution.</p> <p>The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly environment that nurtures learning, including Internet safety and Uniform</p>	<p>VHS Safety Plan Student Concern Action Grid Vanden Policies & Procedures Beginning of Year Nuts & Bolts</p> <p>Officer R. Moran School Resource Officer Work Cell: (707) 249-0141 rmoran@travisusd.org</p>

<p>Complaint Procedures. In terms of Internet safety at Vanden, there are policies and practices set up to promote good digital citizenship. Included in these practices are firewalls, a required TUSD login, and the use of LaunchPad.</p> <p>Teachers, custodians, and administrators work with students as a team to maintain a safe, clean, and orderly environment. Our team of campus custodians work tirelessly to ensure the appropriate maintenance of the facilities, often going above and beyond to assist both students and staff. Due to the age of the many parts of the campus, there are areas in need of updating and renovation, yet our campus is generally litter free, and clean. Some staff members and students have voiced concerns about the lack of consistent and clear building identification signage. In addition, because our campus is physically open on all sides, preventing delivery persons from coming onto campus has been difficult. This problem is compounded by the fact that unlike most districts, TUSD does not require staff members and teachers to wear identification badges</p> <p>Vanden uses Positive Behavior Interventions and Supports (PBIS) to foster healthy, safe, and appropriate student behaviors across campus. The PBIS Committee works closely with the Solano County Department of Education (SCOE) to devise strategies and protocols towards implementing PBIS in spaces across campus, and sharing the same with staff and faculty.</p> <p>E2.2: In the Fall of 2021, Vanden's new Wellness Center opened its doors. Two Student Support Specialists, Tonya Dismuke and Tyrell Epsy, are in the center full-time, working with students who may need a quiet safe space and someone to talk to. The Wellness Center is open and available to all students on a walk in basis, Monday - Friday before school, from 8:15-8:45; during periods 1, 2, 3, 4 the center is open to students with a pass; during periods 5, 6 the center is open by *appt only [*student support specialists schedule student appointments and check-ins]. The Wellness Center is closed during the lunch break. As our Wellness Center is new, the rollout of marketing its presence and services has been limited to ensure a successful launch. From September - December, 43 students visited the Wellness Center [on multiple occasions]. Yet, from December - January, this number almost doubled when there was an increase of 39 student visits, thanks to teacher, counselor, and student support specialist outreach.</p>	<p>PBIS Newsletter Solano County Office of Education PBIS Tier 1 Handbook</p> <p>Wellness Center Info. VHS Wellness Center Data through 12/22 Wellness Center Info. through 1/2023 Where do I go for help?</p>
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<p>Also new to the 2022-23 school year is Vanden's newly developed Social-emotional Learning (SEL) curriculum. The curriculum was created by a team of teachers, administrators, social worker, and counselors to address the increasing number of students struggling with mental health stressors in the wake of the pandemic. All Vanden students across all grade levels participate in the schoolwide SEL program on a weekly basis, with the support of teachers, administration, and counselors.</p> <p>Another fledgling program new to Vanden is Anchored 4 Life. Vanden is one of four programs to pilot this new program. Anchored 4 Life is funded by the U.S. Military and designed to support and develop student resiliency.</p> <p>Vanden is fortunate to partner with a local counseling organization, A Better Way, Inc., through Solano County. An on-site clinician, DiAndria Donaldson, ASW, meets individually with students during the two days per week (Tuesdays and Fridays) she is on campus.</p> <p>Vanden has a full time social worker on site. Our resident social worker, Slyvia Crowder, is transitioning to retirement; our new school social worker, Rafail Galvidia, will begin his employment in late February. Vanden's school social worker does Tier 1, 2, and 3 interventions with students. They are part of the crisis team and work with students in active crises and with students/families returning from crisis-related absences. They also do student and parent presentations, and work closely with our SEL team to plan our SEL lessons.</p> <p>Due to our proximity to Travis Air Force Base (TAFB), approximately 300 Vanden students are members of military families, with one or more parents in active duty. As part of a collaboration between TUSD and TAFB, military family life counseling is available to students who are dependents of active duty military personnel. A full-time Military Family Life Counselor is on site and serves this population.</p> <p>E2.3: Vanden believes that a positive school culture is characterized by professionalism, trust, and respect. All Vanden staff members are valued members of the Vanden community as demonstrated through collaboration, staff development and training, regular department and staff meetings, and various opportunities provided by administrators for staff input into the school program. Staff members share a common sense of purpose and are encouraged to increase their effectiveness in helping students to reach their academic potential.</p> <p>When parents were surveyed about staff and faculty, 72% of</p>	<p>SEL Schedule SEL Lesson # 1 SEL Lesson # 2 SEL Lesson # 3 SEL Lesson # 4 SEL Lesson # 5 SEL Lesson # 6 SEL Lesson # 7</p> <p>Anchored 4 Life Info. Anchored 4 Life Brochure</p> <p>A Better Way - Fairfield - Solano County, California A Better Way School Services</p> <p>School Social Worker Information Social & Emotional Community Resources</p> <p>Military Family Life Counseling Information Letter and Consent Form Military Family Life Counseling Brochure</p> <p>TUSD Staff Code of Professionalism Certificated Staff Survey Classified Staff Survey</p>
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parent respondents agreed with the statement, “I trust teachers, administrators, and staff at my child’s school.” 71% of parent respondents agreed with the statement “Staff respond promptly to my phone calls, messages, or emails.” In addition, 65% of parents agreed with the statement, “This school is preparing my child academically for future success” and 61% agreed with “Teachers at this school go above and beyond to help my child.”	Vanden Connections Survey
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings:	Evidence:
<p>E 3.1 Vanden’s focus is student learning, achievement, and well-being. Both classified and certificated staff members work closely with students and one another to ensure that students receive the personalized support necessary for success and academic achievement.</p> <p>Incoming freshmen students are first introduced to the Vanden community through our dedicated counseling staff who work closely with students and parents to ensure students' academic needs are supported and met.</p>	School Counseling Handbook

E 3.2: Vanden has several avenues towards offering multi-tiered supports to students. One of the first tiers of support offered to all Vanden students is after school tutoring. Tutoring is offered after school in the library, Monday - Wednesday, from 4:00 - 5:15 p.m. (*On Common Planning Wednesdays, the library homework help and tutoring services are extended from 3:15 - 5:15 p.m.) During the tutoring/homework help hour, students receive help from a math teacher, an English teacher, and peer to peer tutors. There is a late bus to transport students Monday - Thursday at 5:15 p.m. In our student survey, one student commented, "Tutoring is nice. I like the environment and that I can get my work done with others who also need help."

With our proximity to Travis Air Force Base, many of our military family students are accustomed to beginning new schools and having to repeatedly navigate a school as the 'new kid.' We are happy to offer the nationwide Link Crew Program, designed to both welcome and support new students by assigning them to a junior or senior Link Leader as a mentor during their first year at Vanden High School. New students are invited to a welcoming orientation prior to the start of the school year; throughout the year, these students will connect with their Link Leader to build social and academic connections.

Vanden offers both online remedial credit makeup courses through Cyber High, and an in person Summer School session, to students needing to make up credits or retake a course.

Vanden's Special Education Department (SpEd) works tirelessly with our teachers, administration, and families to provide a wide range of personalized support services to all IEP and 504 plan students. Our SpEd department consists of seven teachers and six paraeducators who serve 144 students. The SpEd Department offers the following courses: English 9, 10, 11, and 12 Essentials;

[Library Services Flyer](#)
[Tutoring Hours](#)
[Library Attendance Data](#)
[Where do I go for help?](#)

[Link Crew Information](#)

[Summer School Letter & FAQs](#)
[Cyber High Contract & Info.](#)
[Cyber High Catalog](#)

[Special Education Dept.](#)
[Vocational Prep Syllabus](#)
[Curriculum Support Syllabus](#)
[English Essentials Syllabus](#)
[SpEd Transitional Assessment Report](#)

Algebra 1 Essentials, Personal Finance, Math/ELA Lab, Curriculum Support, Vocational Prep. The stand alone Special Day Class teacher includes Foundations of English, Foundations of Math, Foundations of Science, Foundations of US History, Foundations of World History, and Foundations of Government. SpEd teachers collaborate with General Education teachers in co-teaching five sections of Algebra, one section of Geometry, three sections of English 1, three sections of English 2, two sections of English 11 and one section of English 12.

Along with teaching and co-teaching, SpEd teachers collaboratively develop and implement IEPs based upon students' needs and strengths. For non-co taught general education classes, the SpEd teachers often support general education teachers in accommodating/modifying lessons and assignments as appropriate to meet the needs of SpEd students.

In 2022-23, the English Language Learner (ELL) program was restructured to include two tiered levels, rather than one, with the lower tier receiving focused English Language support. Ms. Mindy Yu, our ELL English teacher, teaches these two ELL courses. The first ELL course is for beginner to low-intermediate ELL students; these students work with Ms. Yu for 2 periods a day and get intensive English lessons in speaking and in writing.

The second ELL class is for mid/high intermediate and advanced students who have very little trouble with English and are preparing for the ELPAC exam. The focus in this course is building the ELL students' writing, speaking, and listening skills.

E 3.3: Vanden staff members regularly examine data related to student learning and wellbeing in order to reflect on the effectiveness of our multi-tiered support strategies for student academic learning and

[ELL Data](#)

[Staff Meeting Presentations](#)
[Leadership Meeting Minutes](#)
[Department Meeting Minutes](#)

<p>social emotional learning and wellbeing. Opportunities for reflection include whole school staff meetings, department meetings, Leadership Team meetings, Department Chair meetings, various committee meetings [Safe Committee, PBIS Committee, Data Committee] and Principal and Assistant Principal meetings. Such data includes LCAP surveys, school internal surveys, and assessment and benchmark data.</p> <p>E3.4: Vanden has a robust and lively club culture, with over 45 clubs. 77% of Vanden students report participating in an extracurricular club or activity. Clubs are open to all students, and have at least one certificated staff advisor. Every Thursday, student clubs are invited to meet in the library after school, until 5:15 p.m.</p> <p>Vanden has several robust specialized curricular and extracurricular organizations, including an award winning Robotics team, award winning Academic Decathlon club, music program, dance club, color guard, drum line, JROTC program, and athletics programs. Vanden parents are actively supportive and involved in such programs.</p> <p>Approximately 41% of students report awareness of extracurricular school opportunities, such as rallies and fairs, with 37.8% reporting as 'neutral' to this survey question. Post-pandemic, school spirit and student sense of belonging has decreased somewhat; this is an area stakeholders are working to strengthen and develop.</p>	<p>Vanden's Club Directory</p> <p>Vanden Activities Webpage Directory</p> <ul style="list-style-type: none"> • Drama Boosters (Teacher-Jerald Bolden) President Lynaisa Larsen • Friends of Vanden Academic Decathlon (FOVAD) (Teacher-David Kenyon) President Nicholas Cushman • Vanden Music Boosters (Teacher-Troy Symington) President Troy Taylor • Vanden Robotics (Teacher Sarah Szczepanski) President Noleen Robinson • Vanden Athletic Boosters - (Athletic Director Sean Murphy) President Barb Bruner <p>Vanden Student Survey Data</p>
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E.3.5: Thirty-six students participate in Vanden’s Associated Student Body Leadership; these students are roughly split up equally across grade levels. Our Leadership ASB core values are to: 1). make events for the student body, not Leadership, 2). unify and include the student body, 3). embrace diversity, and 4). promote a positive high school experience and mindset through school spirit and participation.

Leadership student representatives attend district board meetings and school leadership meetings and are required to complete 40 hours of community service. Leadership elects a student representative to attend district board meetings, and meets regularly with the principal and administration.

In response to one of our annual student surveys, a student commented, “I really appreciate that you are asking for student feedback on these topics. It makes me feel like our student voices are heard.”

[Leadership ASB Syllabus,](#)

[Leadership ASB Webpage](#)

[Vanden Student Survey Data](#)

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Designed policies in place that are clear, and known by both staff and students for overall campus safety and other protocols.
2. There are many extracurricular opportunities for students, ranging from NHS to D & D; 77% of VHS students report being involved in an extracurricular activity or organization.
3. The school has begun the process of creating & implementing SEL practices from a top down, as well as holistic perspective. This includes the SEL curriculum and the Wellness Center.
4. Communication between the school administrative, counseling, and faculty departments is consistent, clear, and effective.

Areas of Growth

1. Wider marketing of campus student support resources, such as the new Wellness Center and after school tutoring, so that all students and parents are aware of the supports offered.
2. Safety protocols could be enhanced by requiring adult staff members to wear district I.D. badges with their name, role, and photo.
3. Student sense of belonging and connection to our academic community can be improved by an increase in school extracurricular activities, such as whole school rallies, fairs, and spirit days.
4. Improved identification signage on each campus building, in addition to the main office to prevent non-staff adult members from bypassing the required visitor check-in.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- Support students who are struggling academically (based on A-G data, D/F data, CAASPP) and mental health (LCAP Survey Data).
- Increase academic achievement/close the achievement gap of African American students, Hispanic students, and Students with Disabilities compared to other Vanden students.
- Increase a sense of belonging and connectedness among students on the Vanden campus.

List any additional identified student learner needs that resulted from the Focus Group analyses.

Group E identified a need for better communication among stakeholders about school resources and activities for students.

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to analyze what areas within the schoolwide action plan/SPSA need to be addressed

The schoolwide action plan/SPSA is a new document that addresses needs identified during the self study

Identify important next steps within the schoolwide action plan/SPSA.

Culture/Community

More fun, spirit & community building activities during the school day, such as whole school rallies

Socio-emotional wellbeing & learning:

Increase communication about services offered, such as the Wellness Center and SEL Lessons, to staff, students, and families

Safety:

Implementing updated security safety measures such as ID badges and a fence

Having signs to direct foot traffic around campus

Labeling spaces clearly for visitors and students.

*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Increase communication, application, and understanding of the Mission/Vision/SLOs with the entire school community
- Increase parent participation
- Expanding community/industry partnerships
- Continue to develop and improve SEL curriculum
- Equitable access to updated technology across campus and improving the scope of available technological tools, programs, and sites for teacher and student use.
- Expanding elective options and implementing more vocational support through community outreach and elective expansion
- Offering more support for 9th grade mathematics via curriculum expansion
- During Department Meetings, staff should be regularly examining *assessment data AND making data driven instructional decisions (*MAP test results, CAASPP, other indicators)
- Wider marketing of campus student support resources, such as the new Wellness Center and after school tutoring, so that all students and parents are aware of the supports offered
- Student sense of belonging and connection to our academic community can be improved by an increase in school extracurricular activities, such as whole school rallies, fairs, and spirit days
- Safety protocols could be enhanced by requiring adult staff members to wear district I.D. badges with their name, role, and photo

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

WASC Criteria:

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Focus Group Findings Summary of Strengths, Growth Areas, and Next Steps

	A	B	C	D	E
Strengths	<p>Communication between site/families and timely</p> <p>Diversity of student body</p> <p>Qualified teachers</p> <p>Soliciting input from students/parents/staff by survey</p> <p>Information available on school website</p> <p>Positive and prompt communication on site</p> <p>Successful Williams Act inspection</p> <p>Decision making</p> <p>Many professional development opportunities</p>	<p>Project based learning in CTE and elective courses</p> <p>Continued staff development in SEAL</p> <p>Academic expectations in resource courses are more aligned with general education class expectations</p> <p>Graduation rate</p> <p>Accessibility to real world experiences and applications</p>	<p>Offer a variety of modalities and teaching pedagogies</p> <p>Consistent, grade-level appropriate rigorous work</p> <p>Effort in supporting students with different needs</p> <p>Wide variety of textual materials across campus and departments</p> <p>College readiness</p> <p>Assessment and application of learning</p> <p>Creativity and innovation: design, projects, multimedia lessons, varied opportunities</p>	<p>Willing staff to implement different programs that meet all needs of students and sustain different programs based on data (Healthy Kids Survey).</p>	<p>Designed policies in place that are clear, and known by both staff and students for overall campus safety and other protocols</p> <p>There are many extracurricular opportunities for students, ranging from NHS to D & D; 77% of VHS students report being involved in an extracurricular activity or org.</p> <p>Easy access to facility assistance through direct on campus communication and digital communication</p> <p>The school has begun the process of creating & implementing SEL practices from a top down, as well as holistic</p>

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					<p>perspective. The Wellness Center is also a wonderful resource for students.</p> <p>The recent trainings [Joelle Hood] that focus on community, belonging, and self-care have been beneficial</p> <p>Club fair is a success; after school carnival was a big hit</p>
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Growth Areas	Clarify Mission/Vision and share with community	Community/industry partnerships in CTE	-Consistency across campus in displaying and making available objectives, goals and standards	Better use of test scores used for informing curriculum development. Professional development should be directly connected to what the test scores indicate.	Open campus concerns Former teachers have popped into campus when teachers are still teaching.
	Diversity of staff	Extending co-teaching partnerships to science and social science	-Making rubrics and grading criteria readily available before formal assessment and involving students in the assessment process	Meeting the needs of students who are not algebra-ready and provide them with an environment where we can meet the needs of those students.	Dogs have wandered on campus; a coyote on campus
	Parent participation	Intentional cross-curricular alignment	Equitable access to technology across campus (laptops and updated labs) and getting access to modern, academic digital tools (Simulations-Gizmos, Peardeck, Kami, Digital theater plus, digital art tools)	Teachers should be supported by the DO and administration since they are the professionals on the front line. In math and in English, teachers should be fully in charge of curriculum and delivery of curriculum to best meet the needs of our students.	The honor system for signing into the office isn't working
	Resources for students not always available (laptops)	Better understanding of science standards	Offering for 9th graders who are not ready for high school mathematics; expansion of electives (and the facilities and staff expansion to support the extension)	Disconnect between	Door dash people come onto campus to deliver food.
	Utilize district resources more effectively	Streamline/condense or more focused SEL lessons (ex. Organization skills vs using google products)	Expansion of college and career readiness		Staff on campus should have an ID that they are required to wear. (District office does, but we don't)
	Improve communication pathway with district office				Generally people really do feel that they are too easy to get to and that it is too easy to get into Facility concerns Building signs & labels should be clear and easy to follow. PA System not working in some areas

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			<p>→ there are pockets of it in certain departments, but not a lot of vocational support</p>	<p>programs and funding and needed support to sustain programs on campus. 35% of our student body go directly to a four year college; only 55% of students meet the A-G requirements</p>	<p>Speed bumps (people are speeding)</p> <p>Removing cabinets</p> <p>Parking students in one lot makes it harder to leave campus.</p> <p>Having the schools get out at the same time on the same street halts traffic.</p> <p>Pests on campus, Mice/skunks/ants/turkeys/etc.*thank ful for recent pest control service</p> <p>Lack of communication:</p> <p>Students and parents are unaware of resources available to students because of the difficulty of the navigation of the website.</p> <p>Signs should be added to guide students to the office, student support lab, wellness center, etc.</p>
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<p>Next steps (what should be included in the Action Plan?)</p>	<p>CPD time used for PD sharing among staff</p> <p>Incorporate method of getting feedback on effectiveness and impact of PD in future staff surveys</p> <p>SLOs/Mission/Vision push out to school community</p> <p>Increase district staff on site day to day</p>	<p>Collaboration between departments</p> <p>Outreach to community leaders/partners (BBB, city councils, chamber of commerce)</p> <p>Trades fair on campus</p> <p>Incorporate co-teaching in science and social science courses</p>	<p>Having uniform expectations and steps for displaying and making available standards/objectives (admin checks)</p> <p>The purchase and implementation of digital tools updating district firewalls to make more tools applicable</p> <p>Community outreach and involvement to bring vocational opportunities to campus</p>	<p>Smaller class sizes</p> <p>More personalized teacher determined curriculum</p> <p>Focus classes to meet students where they are in their skills</p> <p>Consistent support and funding for all programs implemented on campus</p> <p>Programs need to be developed over a three year period</p> <p>More career pathways needed (CTE) to meet the needs of the students that require other pathways</p>	<p>Culture/Community More fun, spirit & community building activities during the school day, such as whole school rallies</p> <p>Social-emotional wellbeing & learning: Increase communication about services offered, such as the Wellness Center and SEL Lessons, to staff, students, and families</p> <p>Safety: Implementing updated security safety measures such as ID badges and a fence</p> <p>Having signs to direct foot traffic around campus</p> <p>Labeling spaces clearly for visitors and students.</p> <p>Having maintenance work on work orders and putting the funds to make campus safe.</p>
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At the beginning of the 2022-23 school year, our preliminary major student learning needs were as follows:

- Students are struggling with mental health
- All students are not making academic progress
- Students not connected to school community

As we progressed further through the Self Study process, we were able to more closely examine and refine our understanding of our current major learner needs (as identified in the Chapter Two Summary), as follows:

- Support students who are struggling academically (based on A-G data, D/F data, CAASPP) and mental health (LCAP Survey Data).
- Increase academic achievement/close the achievement gap of African American students, Hispanic students, and Students with Disabilities compared to other Vanden students.
- Increase a sense of belonging and connectedness among students on the Vanden campus.

After careful examination of our student data, survey results, and Focus Group findings, in culmination of our Self Study work, the Leadership Team set the following goals to address our major learner needs:

- Goal 1: Academic Achievement: Increase students academic achievement and improvement in the areas of: CAASPP (ELA and Math), semester grades, A-G preparedness, AP course enrollment/exam completion and meeting the College & Career Indicator. Student engagement will improve through instructional practices including differentiation, standards-based instruction that is student-centered, and the use of multiple access points that address the range of student needs from remediation to acceleration, culturally relevant instructional practices, and opportunities for all students to experience academic success and college and career readiness.
- Goal 2: Improve School Culture and Climate: Develop a school culture and climate that fosters in our students and staff a greater sense of belonging, cultural awareness, and community.
- Goal 3: Improve and build systems of support and intervention that meet student social-emotional needs. By building an environment that supports the social and emotional well-being of students, there will be an increase in equitable experiences for all students as well as improving student learning.