

# Vanden High

## 2020—2021 School Accountability Report Card

### Reported Using Data from the 2020—2021 School Year

#### California Department of Education

**Address:** 2951 Markeley Ln.  
Fairfield, CA , 94533-6513

**Principal:** Kristin Shields, Principal

**Phone:** (707) 437-7333

**Grade Span:** 9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### Kristin Shields, Principal

📍 Principal, Vanden High

### About Our School

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Vanden High School provides a unique and exceptional educational experience for students, from the safety of the campus, to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing students with the skills they need to be successful learners and become prepared for college and a career.

Vanden High School is proud of its strong academic tradition and continues to strive for academic success for all students.

Vanden is proud of the AP programs, performing arts, extracurricular programs, and the superior counseling program.

Vanden is also extremely proud of the vast parent support it receives from the community. There are many booster groups and general volunteering that allow students access to programs that may not be here without the volunteers.

Parental support and involvement continue to be important aspects of the success of Vanden High School. Parents serve on the Leadership Team, helping to make decisions for all stakeholders, others serve by assisting with our athletic teams, school clubs, or booster organizations.

Our staff, students and parents work together to achieve the goal of promoting a positive environment where staff and students feel safe and respected. We promote and recognize our students who demonstrate our core values: having self-control, owning their actions, showing up on time, and building strong relationships.

### Contact

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Vanden High  
2951 Markeley Ln.  
Fairfield, CA 94533-6513

Phone: (707) 437-7333

Email: [kshields@travisusd.org](mailto:kshields@travisusd.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	Travis Unified
<b>Phone Number</b>	(707) 437-4604
<b>Superintendent</b>	Conklin, Pam
<b>Email Address</b>	<a href="mailto:pconklin@travisusd.org">pconklin@travisusd.org</a>
<b>Website</b>	<a href="http://www.travisusd.org">www.travisusd.org</a>

**School Contact Information (School Year 2021—2022)**

<b>School Name</b>	Vanden High
<b>Street</b>	2951 Markeley Ln.
<b>City, State, Zip</b>	Fairfield, CA , 94533-6513
<b>Phone Number</b>	(707) 437-7333
<b>Principal</b>	Kristin Shields, Principal
<b>Email Address</b>	<a href="mailto:kshields@travisusd.org">kshields@travisusd.org</a>
<b>Website</b>	<a href="http://www.travisusd.org/domain/14">http://www.travisusd.org/domain/14</a>
<b>County-District-School (CDS) Code</b>	48705654838801

*Last updated: 1/29/22*

## School Description and Mission Statement (School Year 2021—2022)

### School Description:

Vanden High School is located in Fairfield, California, near the interstate I-80 corridor, approximately halfway between San Francisco and Sacramento. The city of Fairfield has a population of approximately 117,000. Travis Unified School District, which serves approximately 5,279 students, operates five elementary schools: two in the Vacaville attendance area, two on Travis Air Force Base, and one in the Fairfield attendance area. There is one middle school, Golden West, and a continuation high school, Travis Education Center, for students who may be behind in credits or who choose an alternative program. Travis Unified School District also maintains an Independent Study School.

Established in 1964 to serve students living on Travis Air Force Base (TAFB) and the surrounding rural area, Vanden High School continues to be strongly influenced by its military population, though the military student population has sharply declined over the past twenty years.

Vanden High School is the only comprehensive high school in the Travis Unified School District. It is unique in that it serves 1,658 students from three distinct communities: Fairfield, Vacaville, and Travis Air Force Base. In addition to students living within its attendance boundaries, we have students who attend through Inter-District Agreements.

In addition to strong and varied curricular offerings and student-centered scheduling, Vanden High School provides extensive extra and co-curricular programs including athletics, clubs, fine arts, performing arts, vocational and academic competitions, and volunteer opportunities within the community. These activities foster student and staff involvement and interaction outside the classroom. Vanden is the school of choice for students in surrounding districts due to its small size, excellent academic reputation, and standardized test scores.

### Vision Statement:

Vanden students will have the foundation needed to achieve their maximum potential in an ever-changing world.

### Mission Statement:

Vanden High School is a community dedicated to building strong foundations for our students:

- to develop personal growth
- to achieve academic proficiency
- to learn community responsibility
- to gain skills for 21st century employment

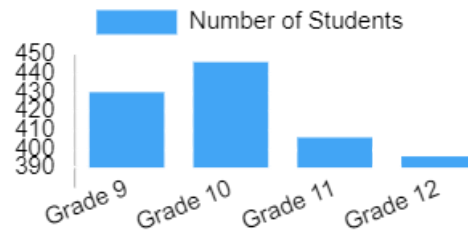
### Motto:

Building Foundations...

*Last updated: 1/29/22*

## Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	430
Grade 10	446
Grade 11	406
Grade 12	396
Total Enrollment	1678



Last updated: 1/23/22

## Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	50.20%
Male	49.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	4.80%
Black or African American	13.90%
Filipino	13.30%
Hispanic or Latino	25.10%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	11.70%
White	29.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.10%
Foster Youth	0.10%
Homeless	0.40%
Migrant	0.10%
Socioeconomically Disadvantaged	24.70%
Students with Disabilities	9.70%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated:*

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	

Authorization/Assignment	Number
Total Teachers Without Credentials and Misassignments	

*Last updated:*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:***Class Assignments (School Year 2020—2021)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

*Last updated:*

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



## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Houghton Mifflin Harcourt, Collections California ©2017 Board Adopted 2016</p> <p>Bedford, Language of Composition Reading, Writing, and Rhetoric © 2008 Board Adopted 2012</p> <p>Wadsworth, Perrine's Literature Structure, Sound, and Sense © 2009 Board Adopted: 2012</p>	Yes	0%
Mathematics	<p>Pearson Education, Pre-Calculus with Limits: © 2012 Board Adopted 2014</p> <p>Pearson Education, California Algebra 1,2, and Geometry Common Core Edition© 2015 Board Adopted 2014</p> <p>Pearson Education, Statistics: The Art &amp; Sciences of Learning from Data © 2013 Board Adopted 2014</p> <p>Pearson Education, Calculus Early Transcendentals © 2014 Board Adopted 2014</p> <p>South-Western/Cengage Learning, Business Math Using Excel © 2011 Board Adopted 2014</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>Freeman, Environmental Science © 2018 Board Adopted 2020</p> <p>McGraw-Hill, Explorations: An Introduction to Astronomy © 2020 Board Adopted 2020</p> <p>Cengage Learning, Forensic Science © 2020 Board Adopted 2020</p> <p>Cengage Learning, Introduction to Medical Terminology, 3rd Edition© 2015 Board Adopted 2015</p> <p>Cengage Learning, Health Science © 2017 Board Adopted 2015</p> <p>Brills, Biotechnology: Science for the New Millennium © 2011 Board Adopted 2016</p> <p>Brills, Biotechnology: A Laboratory Skills Course ©2011 Board Adopted 2016</p> <p>Prentice Hall, Biology © 2002 Board Adopted 2008</p> <p>Pearson Education, Campbell Biology Tenth Edition © 2014 Board Adopted 2015</p> <p>Scott Foresman, Conceptual Physics © 1999 Board Adopted 2007</p> <p>Holt, Rinehart &amp; Winston, World of Chemistry © 2007 Board Adopted 2007</p> <p>Brooks Cole, College Physics © 2006 Board Adopted 2006</p> <p>Prentice Hall, Physical Science: Concepts in Action with Earth and Space Science © 2006 Board Adopted 2006</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>Worth Publishing Co., Thinking About Psychology © 2013 Board Adopted 2016</p> <p>Prentice Hall, World Civilizations The Global Experience ©2007 Board Adopted 2010</p> <p>Pearson Education, World History The Modern Era © 2014 Board Adopted 2017</p> <p>McGraw Hill, United States History and Geography Continuity (CA) © 2019 Board Adopted 2018</p> <p>McGraw Hill, Understanding Economics © 2016 Board Adopted 2016</p> <p>McGraw Hill, Economics, 15th Edition © 2002 Board Adopted 2006</p> <p>Prentice Hall, American Government © 2006 Board Adopted 2006</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	<p>Vista Higher Learning, Senderos 1, 2, 3, 4 © 2018 Board Adopted 2020</p> <p>Vista Higher Learning, Temas © 2020 Board Adopted 2020</p> <p>Vista Higher Learning, D'accord Level 1, 2, 3 © 2019 Board Adopted 2020</p> <p>Vista Higher Learning, Galeria 1, 2 © 2019 Board Adopted 2020</p> <p>Bolchazy-Carducci, Latin for the New Millenium 1, 2 © 2017 Board Adopted 2020</p> <p>EMC / Paradigm Publishing, Deutsch Aktuell 1, 2 © 2017 Board Adopted 2020</p>	Yes	0%
Health	<p>Glencoe/McGraw Hill, Glencoe Teen Health © 2007 Board Adopted 2006</p>	Yes	0%
Visual and Performing Arts	<p>Glencoe, Experiencing Choral Music © 2005 Board Adopted 2008:</p> <p>McGraw-Hill, Tonal Harmony © 2013 Board Adopted 2015</p> <p>NORT, Manual for Ear Training &amp; Sight Singing © 2007 Board Adopted 2015</p> <p>McGraw-Hill, Stage and the School, 9th Edition © 2005 Board Adopted 2017</p>	Yes	0%

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 2/1/22*

## School Facility Conditions and Planned Improvements

Vanden High School's campus was originally built in 1964 and has 74 classrooms, one library, two full computer labs, a video production lab, two gyms, one staff room, two cafeterias, a student common area, one theater, tennis courts, baseball fields, a football field and stadium, a practice football field, basketball courts, and four softball fields.

### Cleaning Process

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

### Maintenance and Repair

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

*Last updated: 1/29/22*

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	A1 - Ceilings have water damage S1, S2, S3, S4, S5, S6, S7, S8 - Flooring has damage from cracks, tears, holes, or water damage
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Athletic Fields - Gopher holes, trip hazards
<b>Electrical:</b> Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	A1 - Wet ceiling tiles or walls inside the classroom indicating an active roof leak  Gym main floor - Wet ceiling or walls inside indicating an active roof leak
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Exemplary
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*Last updated: 1/29/22*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**  
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard



<b>Subject</b>	<b>School 2019- 2020</b>	<b>School 2020- 2021</b>	<b>District 2019- 2020</b>	<b>District 2020- 2021</b>	<b>State 2019- 2020</b>	<b>State 2020- 2021</b>
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/27/22*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment****Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	395	NT	NT	NT	NT
Female	190	NT	NT	NT	NT
Male	205	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	19	NT	NT	NT	NT
Black or African American	56	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	102	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	42	NT	NT	NT	NT
White	118	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/23/22*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment****Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	395	NT	NT	NT	NT
Female	190	NT	NT	NT	NT
Male	205	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	19	NT	NT	NT	NT
Black or African American	56	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	102	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	42	NT	NT	NT	NT
White	118	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/23/22*

**Local Assessment Test Results in ELA by Student Group****Assessment Name(s): NWEA MAP Growth Reading 6+****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	391	369	94.4	5.6	68.6
Female	190	182	95.8	4.2	80.8
Male	201	187	93.0	7.0	56.7
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100	0	66.7
Black or African American	55	50	90.9	9.1	48.0
Filipino	51	50	98.0	2.0	88.0
Hispanic or Latino	101	96	95.0	5.0	61.5
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	37	94.9	5.1	62.2
White	118	109	92.4	7.6	77.1
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	62	59	95.2	4.8	74.6
Socioeconomically Disadvantaged	149	135	90.6	9.4	61.5
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	33	80.5	19.5	12.1

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/28/22*

**Local Assessment Test Results in Mathematics by Student Group****Assessment Name(s): NWEA MAP Growth Algebra I****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	49	43	87.8	12.2	7.0
Female	16	15	93.8	6.3	6.7
Male	33	28	84.9	15.2	7.1
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	16	94.1	5.9	12.5
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	25	86.2	13.8	4.0
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	22	84.6	15.4	0

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/28/22*

**Local Assessment Test Results in Mathematics by Student Group****Assessment Name(s): NWEA MAP Growth Geometry****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	76	72	94.7	5.3	11.1
Female	33	32	97.0	3.0	6.3
Male	43	40	93.0	7.0	15.0
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	14	93.3	6.7	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	22	91.7	8.3	9.1
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	16	94.1	5.9	6.3
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	29	90.6	9.4	0
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/28/22*

**Local Assessment Test Results in Mathematics by Student Group****Assessment Name(s): MAP Growth Algebra II****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	266	261	98.1	1.88	57.9
Female	141	139	98.6	1.4	57.6
Male	125	122	97.6	2.4	58.2
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100	0	60.0
Black or African American	30	29	96.7	3.3	55.2
Filipino	39	39	100	0	79.5
Hispanic or Latino	59	57	96.6	3.4	49.1
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100	0	44.4
White	88	86	97.7	2.3	58.1
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	50	49	98.0	2.0	67.4
Socioeconomically Disadvantaged	88	87	98.9	1.1	52.9
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/28/22*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019- 2020</b>	<b>School 2020- 2021</b>	<b>District 2019- 2020</b>	<b>District 2020- 2021</b>	<b>State 2019- 2020</b>	<b>State 2020- 2021</b>
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/23/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	366	NT	NT	NT	NT
Female	197	NT	NT	NT	NT
Male	169	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	23	NT	NT	NT	NT
Black or African American	47	NT	NT	NT	NT
Filipino	64	NT	NT	NT	NT
Hispanic or Latino	89	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	38	NT	NT	NT	NT
White	98	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

*Last updated: 1/23/22*

## Career Technical Education (CTE) Programs (School Year 2020—2021)

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

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

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

### **AUTOMOTIVE:**

Auto Theory (9-12)

Auto Mechanics A1 (10-12)

Auto Mechanics A2 (11-12)

### **BUSINESS:**

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

Business II: Business Management and Entrepreneurism (10-12)

Business III: Professionalism, Ethics, and Business experience (11-12)

### **EDUCATION:**

Careers in Education (11-12)

(Introduction to Teaching)

### **ENGINEERING:**

Introduction to Engineering Technology (9-10)

Engineering Technology I (9-10)

Engineering Technology II (10-12)

Engineering Technology III (11-12)

### **MEDIA ARTS/ TECHNOLOGY:**

Video Production I (9-12)

Video Production II (10-12)

Video Production III (11-12)

Video Game Design I (9-12)

Video Game Design II (10-12)

Video Game Design III (11-12)

### **MEDICAL SCIENCE:**

Medical Science I (11-12)

Medical Science II (11-12)

*Last updated: 1/29/22*

## Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	700

Measure	CTE Program Participation
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	55.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.6

Last updated: 2/1/22

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.93%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	56.45%

Last updated: 1/23/22

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	--	--	--

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

*Last updated: 1/23/22*



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2021-2022)

Parents play an important role at Vanden High School through active participation and involvement on Leadership Team/School Site Council, Athletics, Music, Robotics, and Drama Booster Clubs. Vanden High School also benefits from partnerships with Travis Air Force Base.

**Contact Information:**

Parents who wish to participate in Vanden High School's leadership team, school committees, school activities, or become a volunteer may contact the school at (707) 437-7333. Volunteer information and sign-up information can be found at <https://www.travisusd.org/Domain/57>.

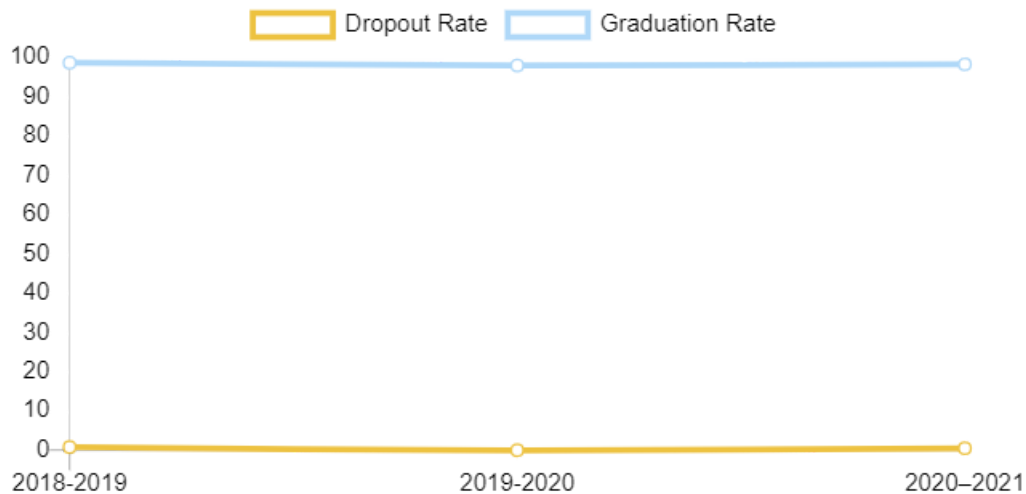
## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018- 2019	School 2019- 2020	School 2020- 2021	District 2018- 2019	District 2019- 2020	District 2020- 2021	State 2018- 2019	State 2019- 2020	State 2020- 2021
Dropout Rate	0.80%	0.00%	0.50%	2.40%	0.70%	0.90%	9.00%	8.90%	9.40%
Graduation Rate	98.60%	97.90%	98.20%	96.70%	95.70%	94.80%	84.50%	84.20%	83.60%



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	389	382	98.2
Female	210	208	99.0
Male	179	174	97.2
Non-Binary	0	0	0.0
American Indian or Alaska Native	24	23	97.2
Asian	--	--	--
Black or African American	50	47	94.0
Filipino	71	71	100.0
Hispanic or Latino	94	92	97.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	33	32	97.0
White	108	108	100.0
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	153	152	99.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	42	37	88.1

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

*Last updated:*

**Chronic Absenteeism by Student Group**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	1745	1717	297	17.3
Female	872	860	135	15.7
Male	873	857	162	18.9
American Indian or Alaska Native	86	83	9	18.9
Asian	8			
Black or African American	248	244	60	24.6
Filipino	226	225	30	13.3
Hispanic or Latino	438	433	84	19.4
Native Hawaiian or Pacific Islander	16	14	2	14.3
Two or More Races	206	203	30	14.8
White	506	497	79	15.9
English Learners	23	23	5	21.7
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	668	660	150	22.7
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	180	173	47	27.2

*Last updated:*

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	5.45%	0.00%	4.48%	0.02%	3.47%	0.20%
Expulsions	0.11%	0.00%	0.03%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	4.27%	2.89%	2.45%
Expulsions	0.11%	0.05%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

*Last updated: 1/23/22*

### Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

*Last updated:*

### School Safety Plan (School Year 2021-2022)

The safety of students and staff is a primary concern of Vanden High School. The School Site Safety plan is evaluated and revised annually by administrators, site Safety Committee and district Safety Committee. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, mental health Crisis Response Team, and the Emergency Response Team. The school follows the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lockdown, and disaster drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by four

campus monitors, four administrators, a student support specialist, and teachers. All visitors to the school must sign in and out at the main office and wear a visitor's pass, which must be worn at all times while on campus. Vanden High School is a closed campus.

*Last updated: 1/29/22*

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	28.00	13	28	22
Math	28.00	11	27	20
Science	26.00	8	46	
Social Science	32.00	3	15	32

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00	18	16	32
Math	27.00	7	33	16
Science	25.00	11	45	
Social Science	31.00	4	17	29

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2020—2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00	7	25	24
Math	30.00	13	25	17
Science	25.00	13	43	
Social Science	31.00	4	18	27



\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	493.5

*Last updated: 1/1/00*

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.40
Library Media Teacher (Librarian)	1.20
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	1.00
Nurse	0.10
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	6.50

*Last updated: 1/1/00*

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5776.00	\$760.00	\$5016.00	\$73721.00
District	N/A	N/A	\$7006.00	\$77171.00
Percent Difference – School Site and District	N/A	N/A	-28.00%	-4.00%
State	N/A	N/A	\$8443.83	\$81044.00

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
Percent Difference – School Site and State	N/A	N/A	-41.00%	-9.00%

*Last updated: 1/24/22*

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

## Types of Services Funded (Fiscal Year 2020–2021)

Travis Unified receives Local Control Funding Formula (LCFF) funding from the state. Part of this funding is Supplemental Grant Funding (SGF) which is used to meet the needs of low-income students, English learners, foster youth, and homeless children. In addition, we receive Title I funding, which is used at the middle school to provide targeted instruction and other support for struggling students. Title I funding is also used for professional development. We receive Title II funding for professional development, and Title III funding to support English learners. We also receive some funding for Special Education.

With LCFF, districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) and LCFF Budget Overview for Parents. The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific student subgroups.

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

*Last updated: 1/26/22*

## Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50764.00	\$51029.00
Mid-Range Teacher Salary	\$78354.00	\$78583.00
Highest Teacher Salary	\$86856.00	\$99506.00
Average Principal Salary (Elementary)	\$115152.00	\$124576.00
Average Principal Salary (Middle)	\$127691.00	\$131395.00
Average Principal Salary (High)	\$127307.00	--
Superintendent Salary	\$227904.00	\$240194.00
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated:*

**Advanced Placement (AP) Courses (School Year 2020—2021)****Percent of Students in AP Courses** 20.50%

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	2
English	5
Fine and Performing Arts	1
Foreign Language	2
Mathematics	4
Science	3
Social Science	9
Total AP Courses Offered*	26.00%

*Last updated: 2/1/22*

\* Where there are student course enrollments of at least one student.

**Professional Development**

<b>Measure</b>	<b>2019- 2020</b>	<b>2020- 2021</b>	<b>2021- 2022</b>
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group**  
**for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
LEAwide	2645	0	0.0	100	--
Female	1267	0	0.0	100.00	--
Male	1379	0	0.0	99.9	--
American Indian or Alaska Native	--	--	--	--	--
Asian	104	0	0.00	100.0	--
Black or African American	288	0	0.0	100.0	--
Filipino	242	0	0.0	100.0	--
Hispanic or Latino	701	0	0.0	100.0	--
Native Hawaiian or Pacific Islander	34	0	0.0	100.0	--
Two or More Races	428	0	0.0	100.0	--
White	840	0	0.0	100	--
English Learners	57	0	0.0	100.0	--
Foster Youth	12	0	0.0	100.0	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1101	0	0.0	100.0	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	346	1	0.3	99.7	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/28/22*

**LEA-Level CAASPP Test Results in Mathematics by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
LEAwide	2645	0	0	100.0	--
Female	1267	0	0.0	100.0	--
Male	1379	0	0.0	100	--
American Indian or Alaska Native	--	--	--	--	--
Asian	104	0	0.0	100.00	--
Black or African American	288	0	0.00	100.0	--
Filipino	242	0	0.0	100.0	--
Hispanic or Latino	701	0	0.0	100.0	--
Native Hawaiian or Pacific Islander	34	0	0.00	100.0	--
Two or More Races	428	0	0.00	100.0	--
White	839	0	0.0	100	--
English Learners	57	0	0.0	100.0	--
Foster Youth	12	0	0.0	100.0	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1101	0	0.0	100.0	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	346	1	0.3	99.7	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/28/22*



**LEA-Level Local Assessment Test Results in ELA by Student Group****Assessment Name/s: NWEA MAP Growth Reading 2-5 and 6+****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
LEAwide	2607	2529	97.0	3.0	53.2
Female	1256	1224	97.5	2.6	60.0
Male	1351	1305	96.6	3.4	46.9
American Indian or Alaska Native	--	--	--	--	--
Asian	102	99	97.1	2.9	71.7
Black or African American	278	269	96.8	3.2	39.8
Filipino	242	239	98.8	1.2	72.8
Hispanic or Latino	691	667	96.5	3.5	44.2
Native Hawaiian or Pacific Islander	32	31	96.9	3.1	54.8
Two or More Races	381	371	97.4	2.6	52.3
White	829	804	97.0	3.0	58.0
English Learners	54	53	98.2	1.9	13.2
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	718	701	97.6	2.4	60.1
Socioeconomically Disadvantaged	1131	1089	96.3	3.7	43.6
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	360	330	91.7	8.3	22.7

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/28/22

**LEA-Level Assessment Test Results in Mathematics by Student Group****Assessment Name/s: NWEA MAP Growth Math 2-5, 6+, Algebra I, Geometry, and Algebra II****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
LEAwide	2608	2548	97.7	2.3	37.1
Female	1256	1234	98.3	1.8	37.5
Male	1352	1314	97.2	2.8	36.7
American Indian or Alaska Native	--	--	--	--	--
Asian	103	99	96.1	3.9	59.6
Black or African American	279	274	98.2	1.8	24.8
Filipino	242	241	99.6	0.4	56.9
Hispanic or Latino	691	670	97.0	3.0	28.4
Native Hawaiian or Pacific Islander	32	31	96.9	3.1	35.5
Two or More Races	381	372	97.6	2.4	39.8
White	828	812	98.1	1.9	38.6
English Learners	54	54	100.0	0	20.4
Foster Youth	11	11	100	0	0
Homeless	--	--	--	--	--
Military	718	708	98.6	1.4	42.5
Socioeconomically Disadvantaged	1133	1100	97.1	2.9	29.9
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	359	337	93.9	6.1	10.1

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/28/22