

Vanden High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. William Sarty, Principal

 Principal, Vanden High

About Our School

The Vikings of Vanden High School are Scholars & Champions!

Vanden High School is rich in academic tradition. Earning a "10" in the state's Academic Performance Index similar school ranking, Vanden High School is one of the top ranked high schools in California and is fortunate to be the highest performing comprehensive high school in Solano County with an API routinely above 800.

Students have the opportunity to participate in a number of extra-curricular and co-curricular activities that span a wide spectrum of student interests. Activities include Championship Athletics, Career & Technical Courses (Automotive, Computer Assisted Drafting, Virtual Enterprise, Careers with Children, etc.), Visual/Performing Arts, Leadership (ASB), Music, JROTC, Robotics, and Academic Decathlon...just to name a few.

Our comprehensive classes are extensive and varied with four World Languages taught through 4 levels (including Latin) as well as AP courses in English Language Arts, mathematics, social science/history and science. We continue to refine and adjust our course offerings to meet the needs of our learning community and we will continue to serve and challenge our students to excel in the classroom and beyond.

Vanden High has also benefited from new and robust technology infrastructures and new instructional technology.

Vanden High received the designation of "Distinguished School" in 2009 by the California Department of Education and our Robotics Program has received the 3rd "Golden Bell" award presented to Vanden High by the California School Boards Association.

The Vanden community has identified academic achievement, personal growth, community responsibility, and employability as attributes that we believe are integral learning experiences in a high school setting. Using these traits as a cornerstone in our mission statement, our educational community developed a slogan to remind us of our purpose: Vikings set the PACE!

Welcome to Vanden High School.

Bill Sarty

Contact

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

Phone: 707-437-7333
E-mail: wsarty@travisusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Travis Unified
Phone Number	(707) 437-4604
Superintendent	Pam Conklin
E-mail Address	pconklin@travisusd.org
Web Site	www.travisusd.org

School Contact Information (School Year 2018—19)	
School Name	Vanden High
Street	2951 Markeley Ln.
City, State, Zip	Fairfield, Ca, 94533-6513
Phone Number	707-437-7333
Principal	Mr. William Sarty, Principal
E-mail Address	wsarty@travisusd.org
Web Site	www.travisusd.org/domain/14
County-District-School (CDS) Code	48705654838801

Last updated: 1/7/2019

School Description and Mission Statement (School Year 2018—19)

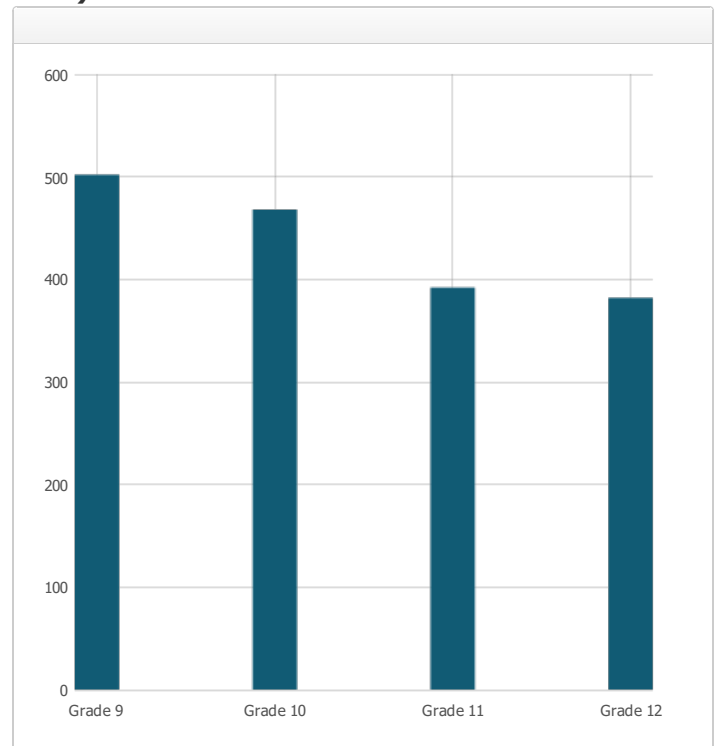
Vanden High School is located in Fairfield, situated midway between San Francisco and Sacramento in northern Solano County. Formally incorporated in 1903, Fairfield is a growing community eager to serve the business needs of the 21st century. As the County Seat since 1858, Fairfield represents a diverse, bustling economy in the heart of California's fastest growing county.

Vanden High School is the only comprehensive high school in Travis Unified School District, which also includes five elementary schools, one middle school, a community day school, and an education center.

Last updated: 1/7/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	502
Grade 10	468
Grade 11	392
Grade 12	382
Total Enrollment	1744



Last updated: 1/7/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	15.1 %
American Indian or Alaska Native	0.9 %
Asian	4.9 %
Filipino	14.3 %
Hispanic or Latino	23.6 %
Native Hawaiian or Pacific Islander	1.0 %
White	31.5 %
Two or More Races	8.5 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.0 %
English Learners	0.8 %
Students with Disabilities	9.7 %
Foster Youth	0.2 %

A. Conditions of Learning

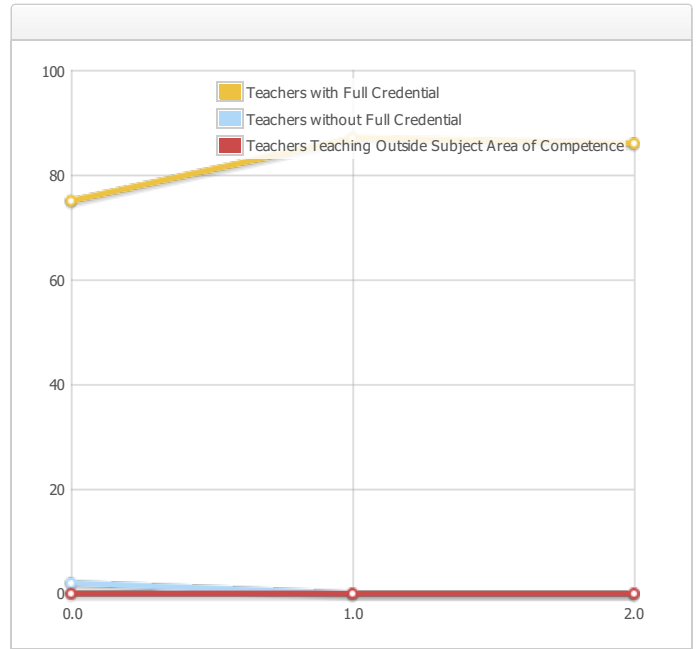
State Priority: Basic

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 Credentials

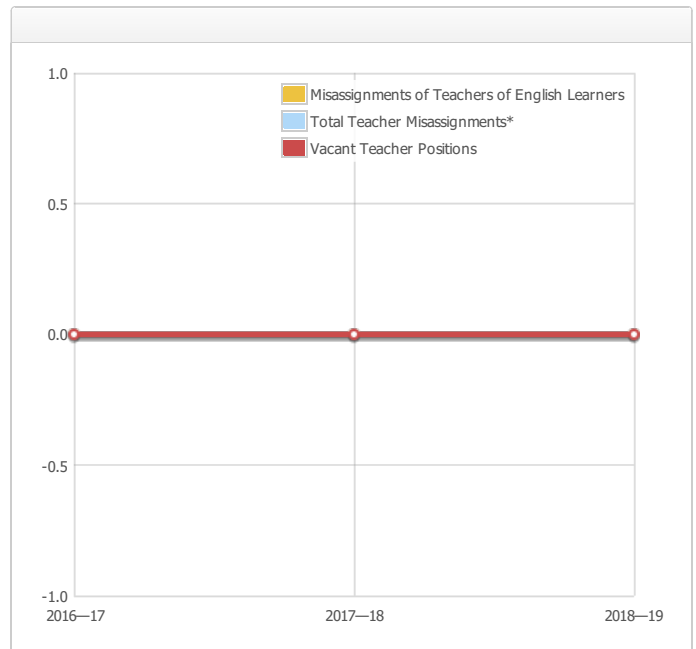
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	75	87	86	289
Without Full Credential	2	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/7/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Houghton Mifflin Harcourt: Collections California Grade 9 © 2017 Collections California Grade 10 © 2017 Collections California Grade 11 © 2017 Collections California Grade 12 © 2017</p> <p>Bedford Language of Composition © 2007 Reading, Writing and Rhetoric</p> <p>Wadsworth: Perrine's Literature © 2009 Structure, Sound, and Sense</p>	Yes	0.0 %
Mathematics	<p>Globe Fearon Basic Mathematics © 1998 Practical Math for Consumers © 1994</p> <p>Jones Computer Science Illuminated © 2016</p> <p>McDougal, Littell: Pre-Calculus with Limits: © 2012 A Graphing Approach Pearson Prentice Hall: California Algebra 1, Common Core Edition © 2015 California Algebra 2, Common Core Edition © 2015 California Geometry, Common Core Edition © 2015</p> <p>Statistics: the Art & Sciences of Learning from Data © 2015</p> <p>South-Western/Cengage Learning: Business Math Using Excel © 2011</p> <p>Pearson: Thomas' Calculus: Single Variable: 13th Edition © 2014</p> <p>Pearson Prentice Hall: Statistics: the Art & Sciences of Learning from Data © 2015</p>	Yes	0.0 %
Science	<p>Paradigm Publishing, Inc. Biotechnology: Science for the New Millennium © 2012 Pearson Campbell Biology Tenth Edition © 2014 Bio-Rad Laboratories, Inc. Biotechnology: A Laboratory Skills Course © 2011 Cengage Learning Introduction to Medical Terminology, 3rd Edition © 2015</p> <p>(Honors)McDougal Littell World of Chemistry © 2007 Pearson Prentice Hall Chemistry © 2007</p> <p>Addison Wesley Conceptual Physics © 2002 Prentice Hall Physical Science: Concepts in Action with Earth and Space Science © 2006</p> <p>Thompson Education College Physics, 7th Edition © 2006</p>	Yes	0.0 %

Cummings Campbell AP Biology, 10th Edition © 2005			
History-Social Science	<p>Prentice Hall:</p> <p>World History The Modern Era© 2014</p> <p>Prentice Hall: US America: Pathways to Present © 1998 American Government© 2006 Worth Publishing Co. Thinking About Psychology © 2013</p> <p>Prentice Hall: World Civilizations The Global Experience © 2007</p> <p>Longman The American People ©2001</p> <p>Houghton Mifflin American Government ©2006</p> <p>McGraw Hill Understanding Economics © 2016</p>	Yes	0.0 %
Foreign Language	<p>EMC Paradigm: C'est à Toi 1© 2002 C'est à Toi 2© 2002 C'est à Toi 3© 2002</p> <p>Deutsch Aktuell 1 © 2004 Deutsch Aktuell 2© 2004 Deutsch Aktuell 2© 2004</p> <p>Holt, Rinehart and Winston: iExpresate! I © 2006 iExpresate!II © 2006 iExpresate! III © 2006</p> <p>Wayside Publishing: Triángulo a Proposito © 2006</p> <p>Allyn & Bacon Inc. Jenny's Second Year Latin ©1962</p> <p>Oxford University Press: Oxford Latin Course 1© 1996 Oxford Latin Course 2© 1996 Oxford Latin Course 3© 1996</p> <p>Holt, Rinehart and Winston: Nuevas Vistas Advanced Spanish © 2006</p>	No	0.0 %
Health	<p>Glencoe/McGraw Hill Glencoe Teen Health © 2005</p>	No	0.0 %
Visual and Performing Arts	<p>Glencoe/McGraw Hill Experiencing Choral Music © 2005 Stage and the School ©1997 McGraw Hill Higher Education Tonal Harmony © 2009</p> <p>W.W. Norton & Company Manual for Ear Training and Sight Singing © 2009</p>	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Vanden High School's campus was originally built in 1964 and contains 74 classrooms, one library, two full computer labs and over 20 small labs of three to five CPUs spread throughout the campus, two gyms, one staff room, two cafeterias, one Little Theater, tennis courts, baseball fields, a football field, a practice football field, basketball courts, and four softball fields. Facility information is current as of January 2017. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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 every other day and outside maintenance is done on a regular basis or as needed. Currently the district has no specific policy on cleaning requirements and has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment for this purpose.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. 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: 1/18/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	B Boys Restroom: Window in the doorway as you enter is cracked. Work order put in. Gym Boys Locker Room: Flooring has damage from cracks, tears, holes, or water damage
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	P Girls Restroom: Lighting covers are missing, damaged, or loose
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	F-2 Girls Restroom: Sink/fountain missing knob on the second sink from left. Work order 3368689 has been placed with Maintenance
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Exemplary
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Last updated: 1/8/2019

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, which 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); and
- 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	77.0%	72.0%	56.0%	57.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	40.0%	41.0%	42.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/7/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	370	350	94.59%	72.00%
Male	179	168	93.85%	66.07%
Female	191	182	95.29%	77.47%
Black or African American	68	67	98.53%	62.69%
American Indian or Alaska Native	--	--	--	
Asian	24	22	91.67%	72.73%
Filipino	46	42	91.30%	83.33%
Hispanic or Latino	85	84	98.82%	71.43%
Native Hawaiian or Pacific Islander	--	--	--	
White	109	100	91.74%	73.00%
Two or More Races	30	27	90.00%	74.07%
Socioeconomically Disadvantaged	100	99	99.00%	62.63%
English Learners	14	14	100.00%	50.00%
Students with Disabilities	31	31	100.00%	22.58%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/7/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	369	348	94.31%	39.94%
Male	179	167	93.30%	40.72%
Female	190	181	95.26%	39.23%
Black or African American	68	67	98.53%	28.36%
American Indian or Alaska Native	--	--	--	
Asian	23	22	95.65%	40.91%
Filipino	46	41	89.13%	60.98%
Hispanic or Latino	85	84	98.82%	33.33%
Native Hawaiian or Pacific Islander	--	--	--	
White	109	99	90.83%	41.41%
Two or More Races	30	27	90.00%	48.15%
Socioeconomically Disadvantaged	99	98	98.99%	31.63%
English Learners	13	13	100.00%	30.77%
Students with Disabilities	31	31	100.00%	12.90%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/7/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/7/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Vanden High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students are exposed to a broad array of career opportunities and counselors facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Vanden High School offers Junior Reserve Officer Training Corps (JROTC).

Last updated: 1/22/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	278
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	14.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	16.0%

Last updated: 1/22/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	54.3%

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 2017—18)

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
9	20.6%	23.9%	29.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/7/2019

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 2018—19)

Vanden Opportunities for Parental Involvement

Parents play an important role at Vanden High School through active participation and involvement on leadership teams, Athletic, Band, Robotics, 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 teams, school committees, school activities, or become a volunteer may contact the school at (707) 437-7333.

State Priority: Pupil Engagement

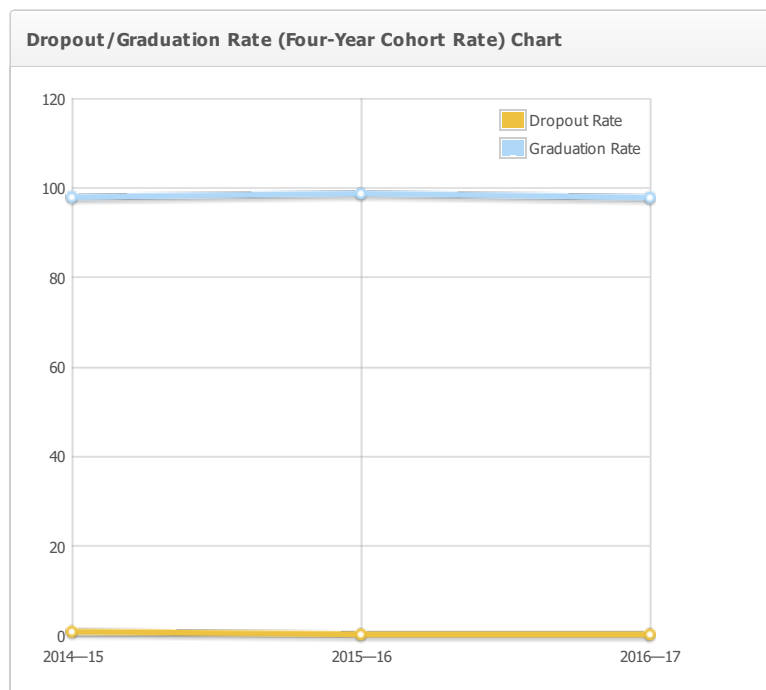
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.9%	0.3%	1.6%	1.2%	10.7%	9.7%
Graduation Rate	97.9%	98.7%	96.8%	97.5%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.3%	1.0%	9.1%
Graduation Rate	97.8%	96.3%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/7/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	96.7%	98.3%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	91.0%	93.4%	86.5%
Native Hawaiian or Pacific Islander	100.0%	100.0%	88.6%
White	94.6%	95.3%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	98.9%	88.6%
English Learners	60.0%	60.0%	56.7%
Students with Disabilities	89.7%	100.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

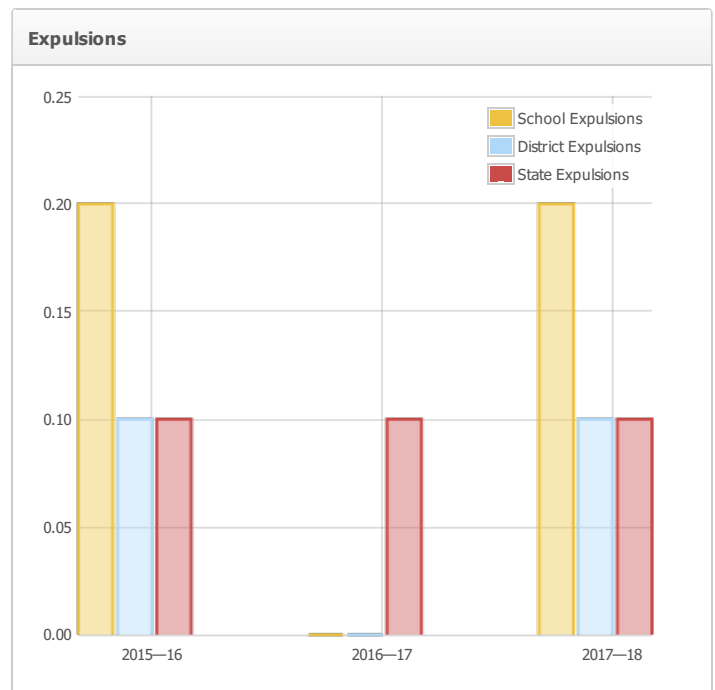
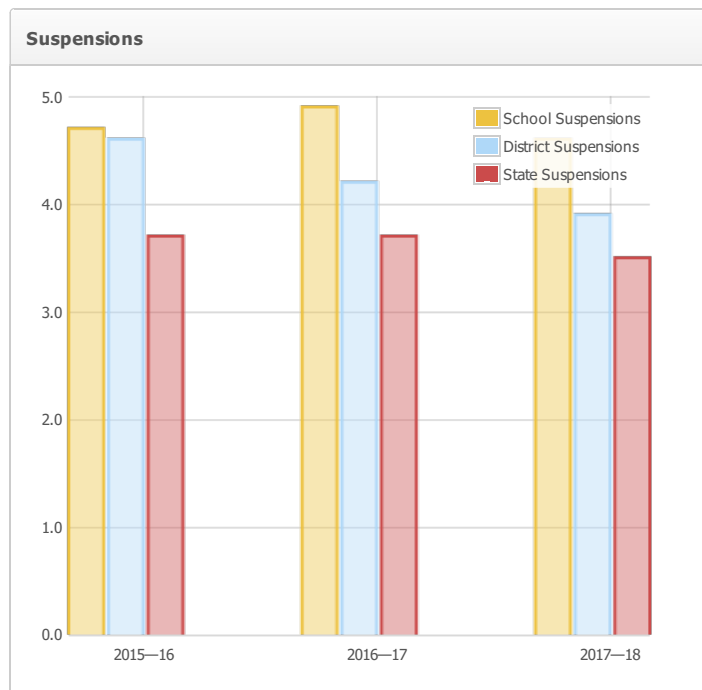
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.7%	4.9%	4.6%	4.6%	4.2%	3.9%	3.7%	3.7%	3.5%
Expulsions	0.2%	0.0%	0.2%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/7/2019

School Safety Plan (School Year 2018—19)

The safety of students and staff is a primary concern of Vanden High School. The School Site Safety plan is evaluated and revised annually in the Fall by the administrators and the Safety Committee; the revisions are then shared with the entire staff. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, and the Emergency Response Team. Included within the School Site Safety Plan is a disaster preparedness plan which outlines steps to be taken to ensure student and staff safety during a disaster. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, active shooter and disaster drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by five campus monitors, four administrators, and teachers. All visitors to the school must sign in and out at the main office and receive a name tag, which must be worn at all times while on campus.

Last updated: 1/8/2019

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 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	23	10	30
Mathematics	26.0	12	36	14
Science	26.0	6	44	
Social Science	29.0	11	11	31

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	11	27	24
Mathematics	28.0	11	34	13
Science	28.0	2	46	
Social Science	29.0	6	21	24

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	15	26	24
Mathematics	27.0	16	26	20
Science	27.0	2	52	
Social Science	31.0	3	15	31

* 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.

Last updated: 1/7/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	430.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.9	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	14.0	N/A

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

*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.

Last updated: 1/10/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6369.0	\$831.0	\$5538.0	\$70775.0
District	N/A	N/A	\$6798.0	\$70311.0
Percent Difference – School Site and District	N/A	N/A	-19.0%	0.0%
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-22.0%	-8.0%

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017—18)

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 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.

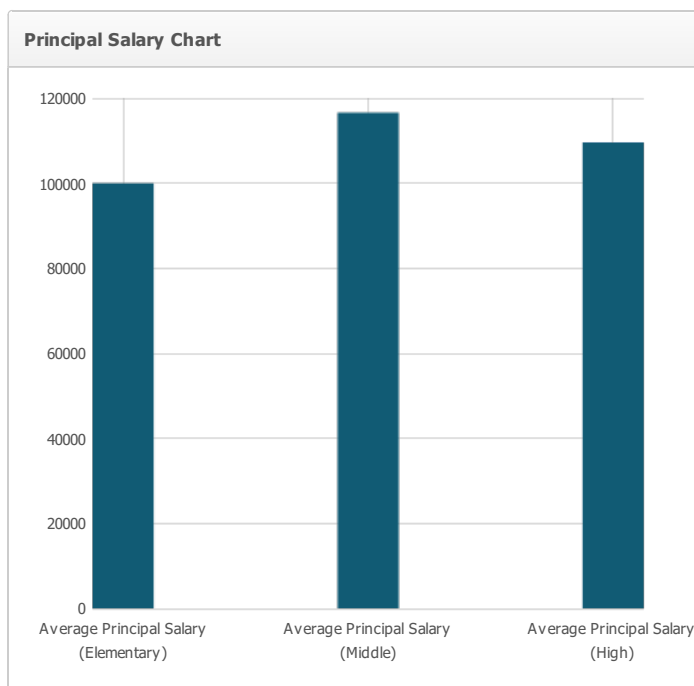
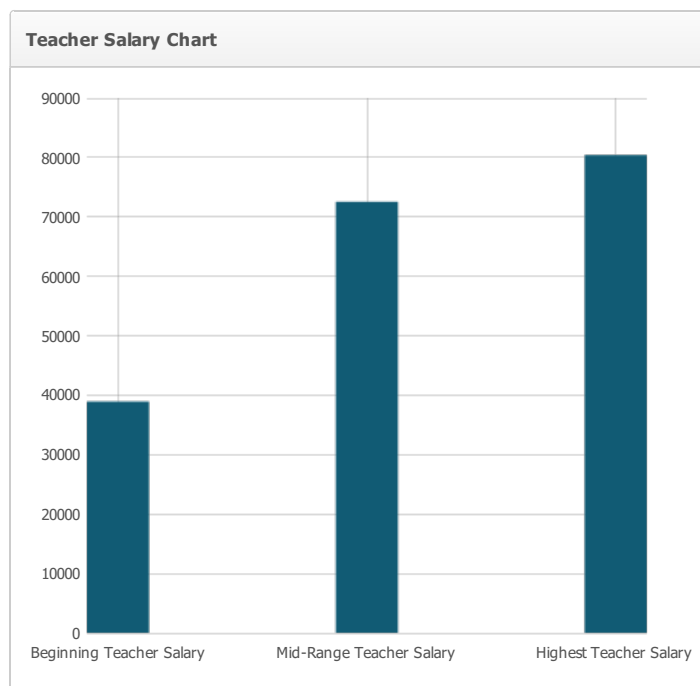
With LCFF, districts are required to develop, adopt, and annually update a three year Local Control and Accountability Plan (LCAP). The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific 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: 1/8/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,940	\$47,547
Mid-Range Teacher Salary	\$72,551	\$74,775
Highest Teacher Salary	\$80,424	\$93,651
Average Principal Salary (Elementary)	\$99,969	\$116,377
Average Principal Salary (Middle)	\$116,584	\$122,978
Average Principal Salary (High)	\$109,582	\$135,565
Superintendent Salary	\$185,170	\$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/7/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	4	N/A
Science	3	N/A
Social Science	10	N/A
All Courses	26	23.2%

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

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

Last updated: 1/7/2019

Professional Development

Staff members have a variety of opportunities for professional development. We have a full day of professional development in October, plus a variety of workshops throughout the year. Teachers received training in technology (including website development and ADA Accessibility training), English Language Arts / Math strategies, Multi-Tiered Systems of Support, and Special Education processes. Teachers worked in PLCs (teacher work teams) and curriculum development groups to develop pacing guides, align curriculum to standards, and to develop assessments. Additionally, elementary administrators and teachers attended "No Excuses University" training.

Last updated: 1/8/2019