

Vanden High

School Accountability Report Card Reported Using Data from the 2018—19 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.

Kristin Shields, Principal

Principal, Vanden High

About Our School

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

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

Phone: 707-437-7333
Email: kshields@travisusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Travis Unified
Phone Number	(707) 437-4604
Superintendent	Pam Conklin
Email Address	pconklin@travisusd.org
Website	www.travisusd.org

School Contact Information (School Year 2019—20)	
School Name	Vanden High
Street	2951 Markeley Ln.
City, State, Zip	Fairfield, Ca, 94533-6513
Phone Number	707-437-7333
Principal	Kristin Shields, Principal
Email Address	kshields@travisusd.org
Website	www.travisusd.org/domain/14
County-District-School (CDS) Code	48705654838801

Last updated: 1/12/2020

School Description and Mission Statement (School Year 2019—20)

Vanden High School is located in Fairfield, California, near the interstate I-80 corridor, approximately halfway between San Francisco and Sacramento. The city of Fairfield, centered has a population of approximately 117,000. Travis Unified School District, which serves approximately 5,527 students, operates five elementary schools; two in the Vacaville attendance area, two on Travis Air Force Base, and one in the Fairfield attendance area. There is one middle school, Golden West, and a continuation high school, The Travis Education Center, for students who may be behind in credits or who choose an alternative program. Travis Community Day School is an adjunct to Solano County's Community Court School and TUSD also maintains an Independent Study School for students with medical issues.

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

Vanden High School is the only comprehensive high school in the Travis Unified School District. It is unique in that it serves 1,725 students from three distinct communities: Fairfield (630), Vacaville (876), and Travis Air Force Base (147). In addition to students living within its attendance boundaries, we have students who attend through Inter-District Agreements (230).

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:

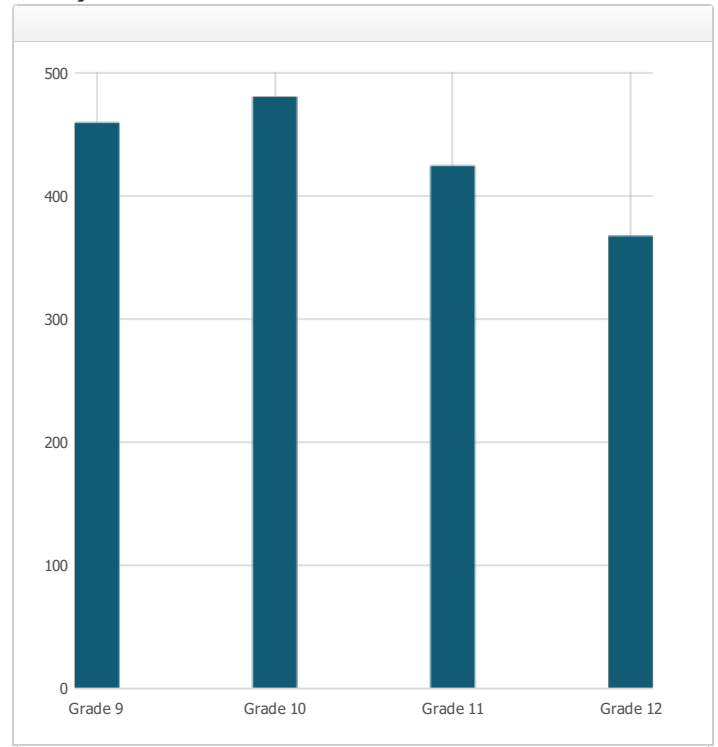
- to develop personal growth
- to achieve academic proficiency
- to learn community responsibility
- to gain skills for 21st century employment

Motto:

Last updated: 1/25/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	459
Grade 10	480
Grade 11	424
Grade 12	367
Total Enrollment	1730



Last updated: 1/12/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	15.30 %
American Indian or Alaska Native	0.80 %
Asian	5.00 %
Filipino	13.40 %
Hispanic or Latino	24.90 %
Native Hawaiian or Pacific Islander	1.20 %
White	30.70 %
Two or More Races	8.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.20 %
English Learners	0.80 %
Students with Disabilities	10.60 %
Foster Youth	0.20 %
Homeless	0.40 %

A. Conditions of Learning

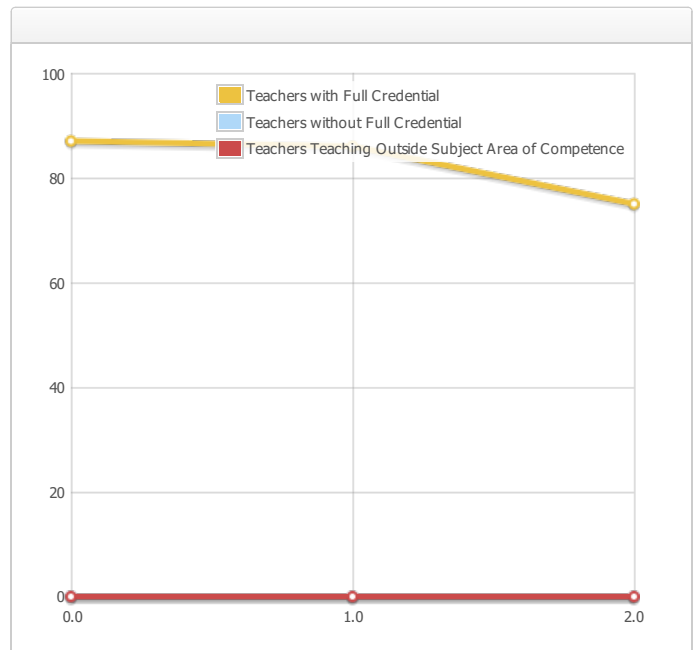
State Priority: Basic

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

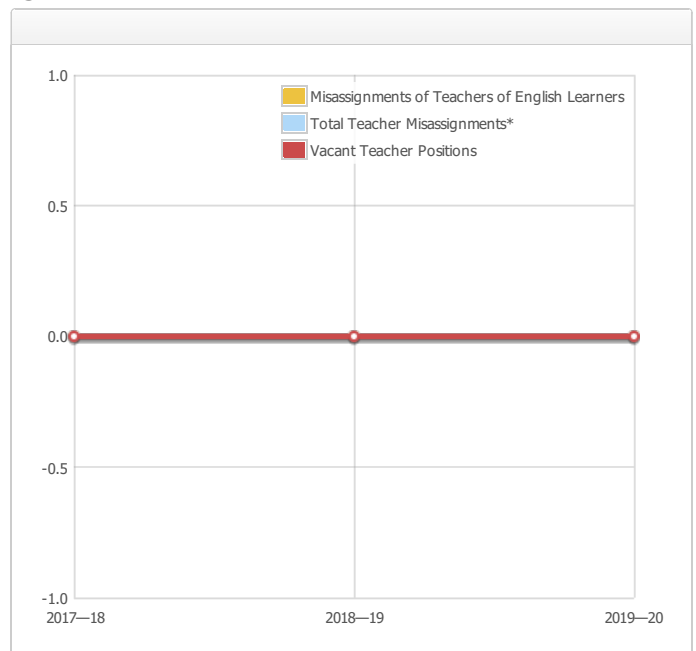
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	87	86	75	267
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/18/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/18/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

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 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 Sens</p>	Yes	0.00 %
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	0.00 %
Science	<p>Paradigm Publishing, Inc. Biotechnology: Science for the New Millennium © 2012</p> <p>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> <p>Cummings Campbell AP Biology, 10th Edition © 2005</p>	Yes	0.00 %

History-Social Science	<p>Prentice Hall: 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	0.00 %
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	0.00 %
Health	<p>Glencoe/McGraw Hill Glencoe Teen Health © 2005</p>	No	0.00 %
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.

Last updated: 1/20/2020

School Facility Conditions and Planned Improvements

Vanden 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, a video production lab, two gyms, one staff room, two cafeterias, a student common area, one theater, tennis courts, baseball fields, 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: 1/25/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Shubin - The Green Room had water damage that is under contract repair. The following are the areas of damage: (D) Ceiling tiles missing, damaged or loose (D) Walls have damage from cracks, tears, holes or water damage (D) Carpeting damaged or stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
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 2019

Overall Rating	Exemplary
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Last updated: 1/20/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	72.0%	68.0%	57.0%	56.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	40.0%	35.0%	42.0%	42.0%	38.0%	39.0%

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: 1/20/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	405	395	97.53%	2.47%	67.59%
Male	206	201	97.57%	2.43%	59.20%
Female	199	194	97.49%	2.51%	76.29%
Black or African American	61	59	96.72%	3.28%	50.85%
American Indian or Alaska Native	--	--	--	--	
Asian	21	21	100.00%	0.00%	90.48%
Filipino	54	54	100.00%	0.00%	87.04%
Hispanic or Latino	97	93	95.88%	4.12%	62.37%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	121	119	98.35%	1.65%	68.07%
Two or More Races	43	42	97.67%	2.33%	69.05%
Socioeconomically Disadvantaged	105	102	97.14%	2.86%	57.84%
English Learners	--	--	--	--	
Students with Disabilities	39	36	92.31%	7.69%	8.33%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/20/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	405	396	97.78%	2.22%	34.60%
Male	206	202	98.06%	1.94%	31.68%
Female	199	194	97.49%	2.51%	37.63%
Black or African American	61	60	98.36%	1.64%	13.33%
American Indian or Alaska Native	--	--	--	--	
Asian	21	20	95.24%	4.76%	50.00%
Filipino	54	54	100.00%	0.00%	57.41%
Hispanic or Latino	97	94	96.91%	3.09%	23.40%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	121	119	98.35%	1.65%	38.66%
Two or More Races	43	42	97.67%	2.33%	42.86%
Socioeconomically Disadvantaged	105	102	97.14%	2.86%	22.55%
English Learners	--	--	--	--	
Students with Disabilities	39	37	94.87%	5.13%	2.70%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/20/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/20/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

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: 1/25/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	632
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	77.60%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	8.80%

*Last updated: 1/20/2020***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.83%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	44.85%

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 2018—19)

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	19.30%	23.90%	37.70%

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

Last updated: 1/21/2020

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 2019—20)

Parents play an important role at Vanden High School through active participation and involvement on leadership teams, Athletic, Band, 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 teams, 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/874>.

State Priority: Pupil Engagement

Last updated: 1/25/2020

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

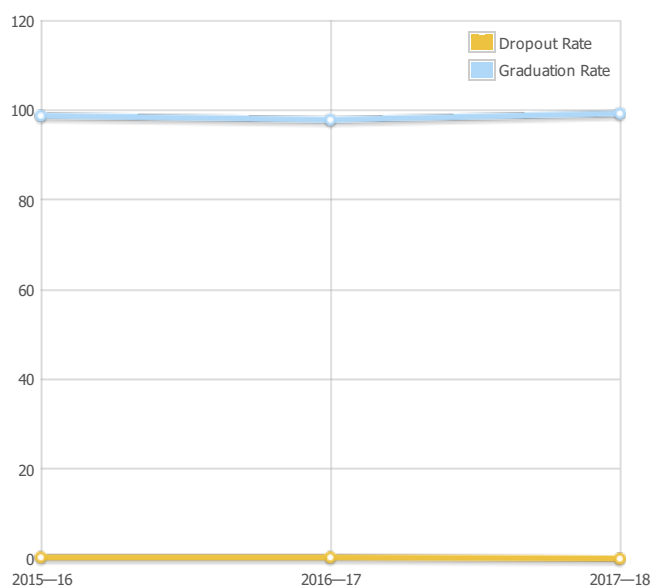
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.30%	1.20%	9.70%
Graduation Rate	98.70%	97.50%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.30%	0.00%	1.00%	0.90%	9.10%	9.60%
Graduation Rate	97.80%	99.20%	96.30%	97.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/20/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	4.90%	4.60%	5.50%	4.20%	3.90%	4.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.20%	0.10%	0.00%	0.10%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/20/2020

School Safety Plan (School Year 2019—20)

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 five campus monitors, four administrators, 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: 1/25/2020

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	11	27	24
Mathematics	28.00	11	34	13
Science	28.00	2	46	
Social Science	29.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	15	26	24
Mathematics	27.00	16	26	20
Science	27.00	2	52	
Social Science	31.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	13	28	22
Mathematics	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.

Last updated: 1/20/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	432.50

*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.

**Average Number of Pupils per Counselor

Last updated: 1/20/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.20
Social Worker	1.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	14.00

*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.

Last updated: 1/31/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6301.94	\$766.05	\$5535.89	\$70777.27
District	N/A	N/A	\$6883.10	\$71905.00
Percent Difference – School Site and District	N/A	N/A	80.43%	98.43%
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	73.75%	90.67%

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

Last updated: 1/20/2020

Types of Services Funded (Fiscal Year 2018—19)

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.

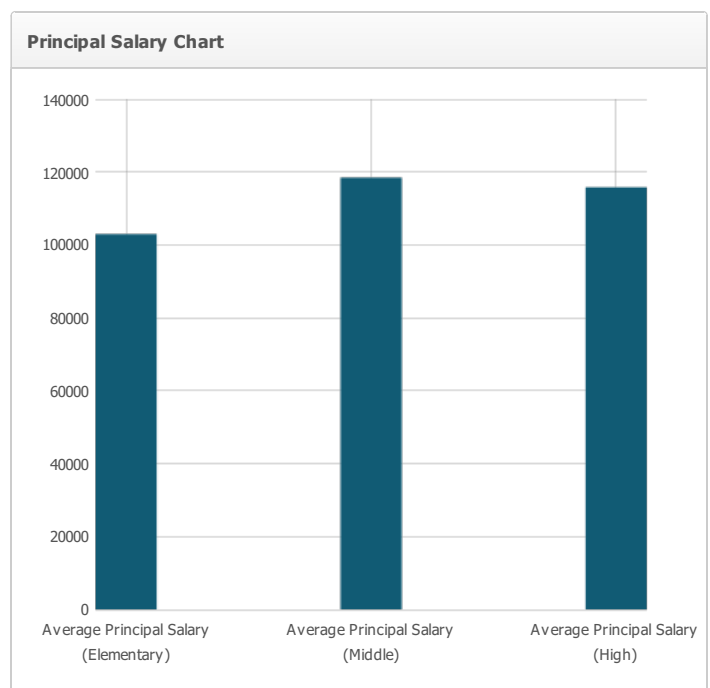
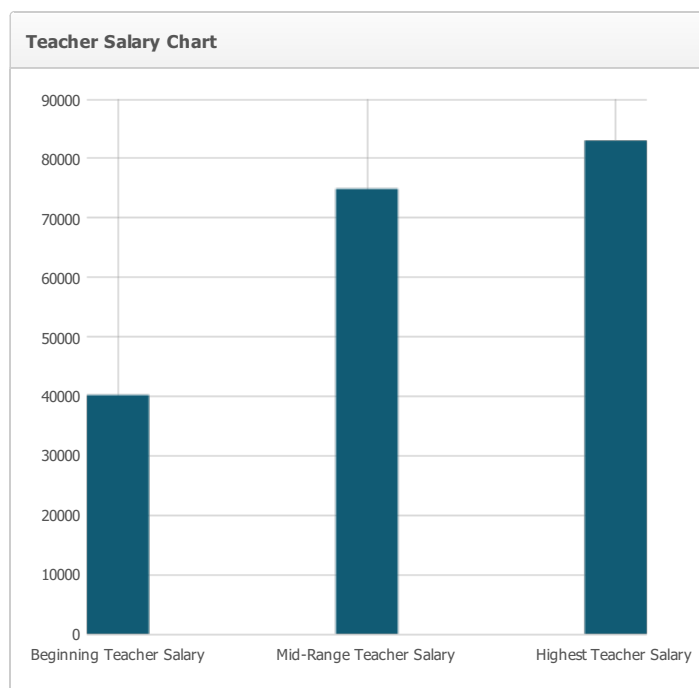
With LCFF, districts are required to develop, adopt, and annually update a three year Local Control and Accountability Plan (LCAP). The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific 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: 1/20/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,206	\$49,084
Mid-Range Teacher Salary	\$74,909	\$76,091
Highest Teacher Salary	\$83,038	\$95,728
Average Principal Salary (Elementary)	\$102,972	\$118,990
Average Principal Salary (Middle)	\$118,479	\$125,674
Average Principal Salary (High)	\$115,817	\$137,589
Superintendent Salary	\$203,250	\$230,096
Percent of Budget for Teacher Salaries	38.00%	35.00%
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: 1/20/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	5	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	9	N/A
All Courses	25	23.00%

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

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

Last updated: 1/20/2020

Professional Development

All totals include 1 full district day and a combination of partial and full days.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	2