

Acton-Agua Dulce Unified School District

32248 Crown Valley Road Acton, CA 93510 ▪ www.aadusd.k12.ca.us

Eric Sahakian, Ed.D., Superintendent ▪ esahakian@aadusd.k12.ca.us ▪ (661) 269-0750



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Vasquez High School

Grades 9-12
CDS Code 19-75309-1995786

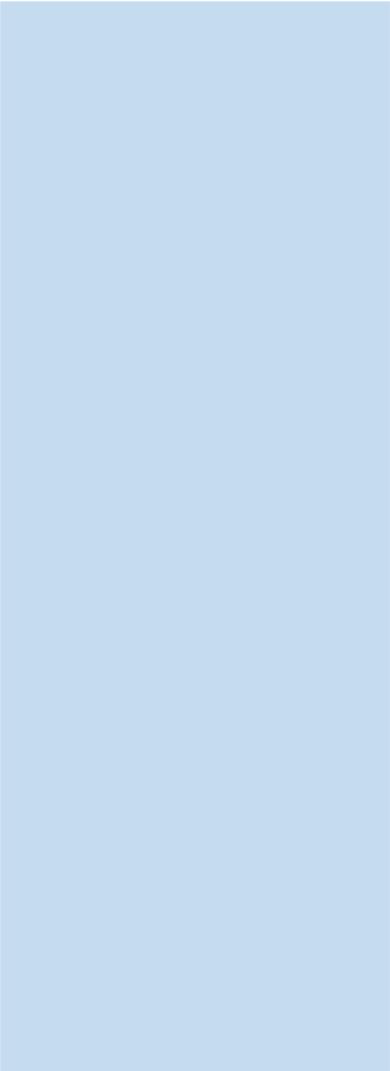
Paula Chamberlain, Ed.D., Principal
pchamberlain@aadusd.k12.ca.us

33630 Red Rover Mine Road
Acton, CA 93510
(661) 269-0451

www.aadusd.k12.ca.us/Domain/10



VASQUEZ
— HIGH SCHOOL —





Principal's Message

Vasquez High School is a 9-12 high school that offers a full college and career curriculum. Our culinary, broadcasting and performing arts are award-winning programs. We partner with local community colleges to provide clear avenues for post-high school success.

Our teachers have committed to a high standard of academic rigor and a cultural environment that propels students to not just succeed, but thrive. Our goal is always to push students forward while meeting their needs where they are at. Discussions into common assessments and rubrics to guide cohesive accountability have begun within departments at Vasquez.

Even amid the program challenges inherent to small school settings, Vasquez High offers a comprehensive University of California (UC) college preparatory course list with a robust array of advanced placement and honors courses. Our UC-approved virtual online academy serves both full-time and part-time students, permitting even more course customization for every student's four-year plan. Low teacher-to-student ratios encourage individual attention and deep mastery of subject material.

A dynamic associated student body (ASB) program, heavy community support and an active parent-teacher-student organization positively contribute to campus culture. Creative student outlets include choir, theater, digital photography and design, yearbook, video production, broadcast journalism, and music theory. Vasquez High School also offers 13 California Interscholastic Federation (CIF)-sanctioned athletic sports in addition to dance and cheer. Our athletic teams often participate in CIF playoffs. We are committed to student success at Vasquez High School, and look forward to an exciting year ahead together!

School Mission Statement

It is the mission of Vasquez High School to provide a rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st-century environment, including critical thinking, effective communication and the fluent use of technology. We provide a rigorous academic program through which effective educators lead students to take responsibility for learning and maximize their potential. We are committed to sustaining a school in which individuals representing diverse cultures and experiences instruct one another in the meaning and value of community and the importance of lifelong learning.

Parental Involvement

The Parent-Teacher-Student Organization (PTSO) meets the first Monday of each month at 8:30 a.m. at the high school. All are invited to attend.

For more information on how to become involved at the school, please contact Tracy Costan, PTSO president, at (661) 269-0451.

School Safety

The key elements of the plan include fire and evacuation routes and procedures for earthquakes or other catastrophic disasters. The plan is quite extensive, covering specific actions of individual employees to ensure the safety of students during an emergency. New additions to the safety plan include crisis interventions and more specific protocol for potential threats. The school safety plan was reviewed, updated and discussed with staff in February 2023.

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

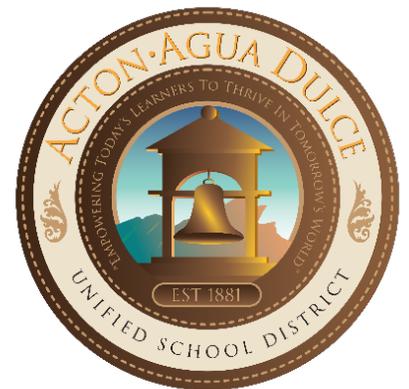


School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Vision Statement

The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals who can achieve their highest degree of potential and who will responsibly shape the future.



Board of Trustees

- Tim Jorgensen, *President*
- Chad Wadsworth, *Vice President*
- Brianna Taksony, *Clerk*
- Ken Pfalzgraf, *Member*
- Kelly Jensen, *Member*



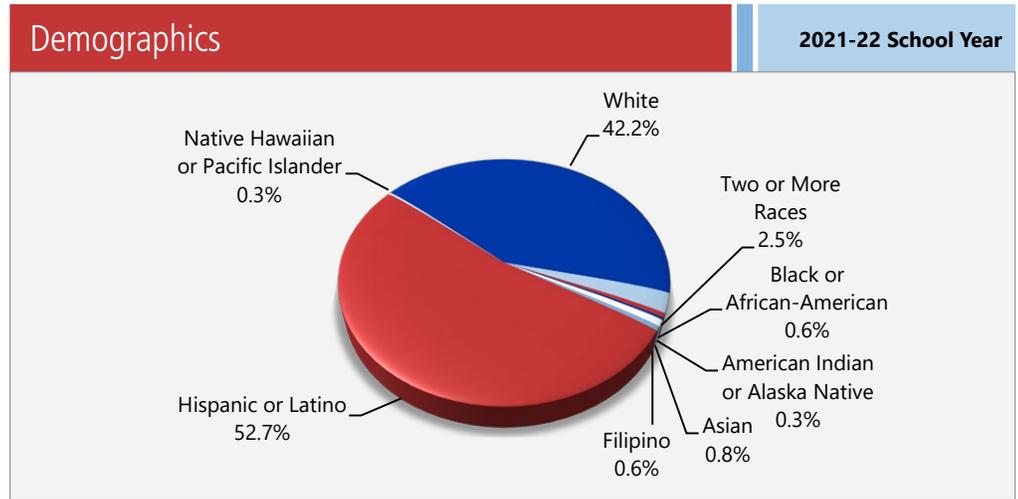
School Motto
Empowering Today's Learners to Thrive in Tomorrow's World!

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	46.50%
Male	53.50%
Non-Binary	0.00%
English learners	12.50%
Foster youth	0.60%
Homeless	1.40%
Migrant	0.00%
Socioeconomically Disadvantaged	56.10%
Students with Disabilities	15.60%

Enrollment by Student Group

The total enrollment at the school was 353 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

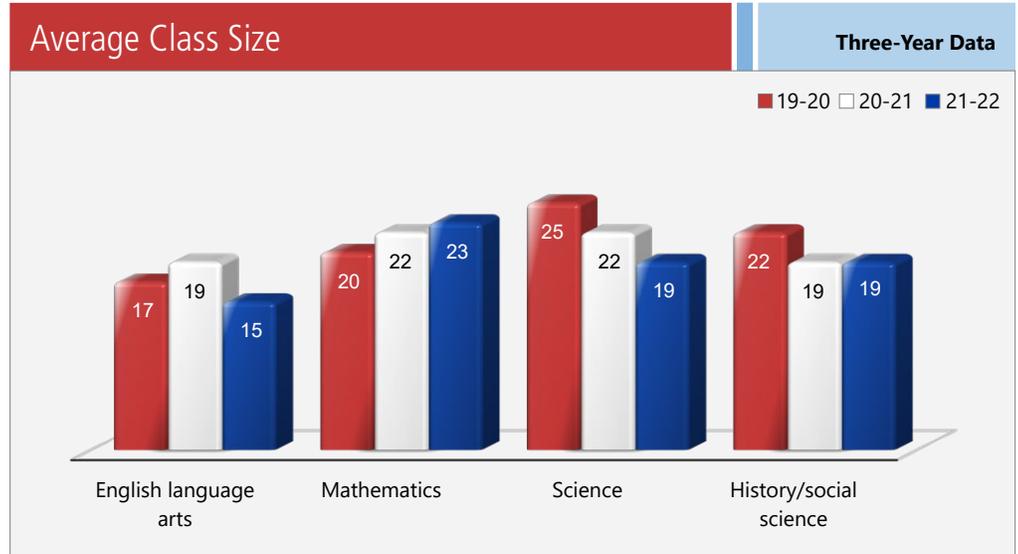


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.



Subject	Number of Classrooms by Size								
	2019-20			2020-21			2021-22		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	22	14		10	3	1	1	7	4
Mathematics	19	9	2	7	6		5	6	6
Science	20	11	1	5	6	1	4	6	1
History/social science	10	10	2	9	2			6	1





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Vasquez HS		AADUSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	4.0%	0.0%	0.4%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

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.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Vasquez HS	AADUSD	California
	19-20	19-20	19-20
Suspension rates	5.2%	3.2%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	4.0%	0.0%	
Female	3.6%	0.0%	
Male	4.4%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	5.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	3.3%	0.0%	
English Learners	6.3%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	4.7%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	11.3%	0.0%	

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2020-21	3
2021-22	3
2022-23	3

Career Technical Education Programs

The federal School-to-Work Opportunities Act of 1994 places responsibility on California schools for successful transition from school to future careers.

To accomplish this, the school's instructional program is developing activities that foster student acquisition of work-readiness skills, such as problem solving, technical literacy and interpersonal relations. Efforts are underway to integrate vocational programs with the academic curriculum and to design career-technical paths and course sequences that provide students with the opportunity to obtain academic and occupational competency.

The students at Vasquez High School are provided career guidance and exploratory opportunities through job shadowing, mentoring and internship opportunities in the business community. We are involved in coordinating sequential experiences for students in grades 9-12 to involve business and industry in validating skills necessary for a successful transition into the workforce.

Career technical education (CTE) classes offered in the 2022-23 school year:

- AVID Program
- AV College Dual Enrollment
- LA County Arts Ed Collective
- Career Connections
- CA Cadet Corps
- Paper Online Tutoring
- Culinary Arts
- Drama
- Video Production
- Digital Photo and Design
- Yearbook/Journalism
- Leadership
- Anatomy & Physiology
- Sociology/Psychology

Continued on page 6

Career Technical Education Programs

Continued from page 5

Vasquez High School uses Naviance software to seed and develop student career pathway interests and program design as early as seventh grade through our middle school feeder. Bolstering bridges with local community colleges College of the Canyons (COC) and Antelope Valley College (AVC) have provided students a postsecondary continuation option for CTE careers, and we continue to develop formal relationships with business partners to develop internship opportunities for our students.

Our primary contact for CTE programs is head counselor Nicole Salcedo who may be reached at (661) 269-0451, ext. 109.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Vasquez HS	
2021-22 Participation	
Number of pupils participating in a CTE program	161
Percentage of pupils who completed a CTE program and earned a high school diploma	98%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	33%

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.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	373	361	135	37.40%
Female	169	163	65	39.90%
Male	204	198	70	35.40%
American Indian or Alaska Native	2	2	2	100.00%
Asian	4	3	2	66.70%
Black or African American	4	3	3	100.00%
Filipino	2	1	1	100.00%
Hispanic or Latino	199	194	72	37.10%
Native Hawaiian or Pacific Islander	1	1	1	100.00%
Two or More Races	8	8	3	37.50%
White	153	149	51	34.20%
English Learners	48	46	20	43.50%
Foster Youth	9	7	4	57.10%
Homeless	6	6	3	50.00%
Socioeconomically Disadvantaged	214	208	85	40.90%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	62	59	29	49.20%



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in 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

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.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Vasquez HS		AADUSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	*	16.78%	*	17.23%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Vasquez HS		AADUSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	57%	*	40%	*	47%
Mathematics	*	13%	*	21%	*	33%

* This district did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 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 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	147	143	97.28%	2.72%	16.78%
Female	64	61	95.31%	4.69%	18.03%
Male	83	82	98.80%	1.20%	15.85%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	75	74	98.67%	1.33%	9.46%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	67	64	95.52%	4.48%	25.00%
English Learners	12	12	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	86	82	95.35%	4.65%	8.54%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	23	21	91.30%	8.70%	9.52%

❖ Scores are not shown 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.





CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	71	68	95.77%	4.23%	57.35%
Female	33	30	90.91%	9.09%	73.33%
Male	38	38	100.00%	0.00%	44.74%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	34	33	97.06%	2.94%	54.55%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	34	32	94.12%	5.88%	62.50%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	38	35	92.11%	7.89%	57.14%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	11	10	90.91%	9.09%	❖

❖ Scores are not shown 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.



CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	71	68	95.77%	4.23%	13.24%
Female	33	30	90.91%	9.09%	16.67%
Male	38	38	100.00%	0.00%	10.53%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	34	33	97.06%	2.94%	12.12%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	34	32	94.12%	5.88%	15.63%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	38	35	92.11%	7.89%	11.43%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	11	10	90.91%	9.09%	❖

❖ Scores are not shown 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.



Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	19-20	20-21	21-22	19-20	20-21	21-22
Vasquez HS	94.00%	93.40%	96.30%	4.80%	5.50%	2.50%
AADUSD	23.70%	26.00%	37.90%	29.10%	27.60%	26.90%
California	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group	2021-22 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	80	77	96.30%
Female	33	33	100.00%
Male	47	44	93.60%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	42	41	97.60%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	36	34	94.40%
English Learners	16	16	100.00%
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	55	52	94.50%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	16	14	87.50%

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>.

❖ Scores are not shown 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.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses

2021-22 School Year

Number of AP courses offered at the school	23
--	----

Number of AP Courses by Subject

Computer science	0
English	12
Fine and performing arts	0
Foreign language	1
Mathematics	3
Science	2
Social science	5

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

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission

Vasquez HS

2020-21 and 2021-22 School Years

Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	98.26%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	32.56%

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2022-23 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2022-23 School Year	
Data collection date	10/27/2022

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Textbooks and Instructional Materials

Vasquez High School, in conjunction with the K-8 schools in the district, adopts textbooks using the same adoption schedule as recommended by the California Department of Education.

All textbooks used at Vasquez High School are approved by our Board of Education, and all books are state-approved California textbooks. They are consistent with the curriculum framework cycles adopted by the State Board of Education. Every student at Vasquez High School has access to both a class copy and home copy of the textbook. During a recent visit from a Williams case settlement committee, Vasquez was found to be in full compliance with state law.

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>The Language of Literature</i> , McDougal Littell	2002
Reading/language arts	<i>Language Network</i> , McDougal Littell	2001, 2004
Reading/language arts	<i>Literature: World Masterpieces</i> , Prentice Hall	1996
Reading/language arts	<i>Perrine's Literature: Structure, Sound & Sense</i> ; Wadsworth	2012
Reading/language arts	<i>The Riverside Reader</i> , Houghton Mifflin	2009
Reading/language arts	<i>Readings for Writers</i> , Wadsworth	2010
Reading/language arts	<i>American Literature</i> , Pearson	2003
Reading/language arts	<i>World Literature</i> , Pearson	2007
Mathematics	<i>Prealgebra</i> , McGraw-Hill	2017
Mathematics	<i>Algebra 1</i> , McGraw-Hill	2014
Mathematics	<i>Calculus</i> , by Larson and Edwards; Cengage Learning	2017
Mathematics	<i>Geometry</i> , McGraw-Hill	2014
Mathematics	<i>Algebra 2</i> , McGraw-Hill	2014
Mathematics	AP Calculus, Cengage	2016
Mathematics	<i>Precalculus with Limits</i> , Cengage Learning	2016
Mathematics	<i>Consumer Economics and Personal Finance</i> , McDougal Littell	2003
Mathematics	<i>Stats: Modeling the World</i> , Pearson	2010
Mathematics	<i>Consumer Mathematics</i> , Pearson	2003
Science	<i>Earth Science</i> , McDougal Littell	2005
Science	<i>Biology Honors</i> , Miller & Levine	2020
Science	<i>World of Chemistry</i> , McDougal Littell	2007
Science	AP Chemistry, Pearson	2017
Science	<i>Chemistry</i> , Pearson	2021
Science	AP Physics and Physics; Holt, Rinehart and Winston	2007
Science	AP Environmental Science, Pearson-Withgott/Laposata	2021
Science	<i>Understanding Human Anatomy & Physiology</i> , McGraw-Hill	2005
Science	<i>Essential Environment: The Science Behind the Stories</i> , Pearson	2010
Science	<i>Biology</i> , Miller & Levine	2020
Science	<i>Earth Science</i> , Pearson	2004

Continued on page 13



Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
Science	<i>General Science</i> , Pearson	2004
History/social science	<i>AP World History</i>	2016
History/social science	<i>Traditions & Encounters</i> , McGraw-Hill	2006
History/social science	<i>The Americans</i> , McDougal Littell	2003
History/social science	<i>Government by the People</i> , Pearson	2009
History/social science	<i>World History: The Modern World</i> , Prentice Hall	2007
History/social science	<i>World Geography</i> , McGraw-Hill	2005
History/social science	<i>American Government</i> , Prentice Hall	2006
History/social science	<i>Economics: Concepts and Choices</i> , McDougal Littell	2008
History/social science	<i>America's History</i> , Bedford/St. Martin's	2008
History/social science	<i>World History</i> , Pearson	2008
History/social science	<i>United States History</i> , Pearson	2005
History/social science	<i>United States Government</i> , Pearson	2005
History/social science	<i>Economics</i> , Pearson	2005

Types of Services Funded

The district provides a number of supplemental programs and services to meet the diverse needs of all students:

- Project Lead the Way
- AVID Program
- Paxton Patterson
- AV College Dual Enrollment
- Makerspace Innovative Lab
- LA County Arts Ed Collective
- PAPER Online Tutoring
- Career Connections
- CA Cadet Corps.
- SOAR Reading Program
- Special education services include speech and language, a resource program, special day class, adaptive physical education, and other services for identified students with special needs
- English language development for English learners
- Title I reading and writing-intensive instruction for identified students in grades 1-5
- Safe and Drug-Free Schools and Communities: State Grants

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2022-23 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	2/17/2023	



School Facilities

Vasquez High School includes 20 classrooms, two science labs, a state-of-the-art culinary lab and computer lab. Facilities include locker rooms for physical education and athletics, a weight room, a football/soccer field, baseball field and softball field. Gym/multipurpose room (MPR) with a full stage, indoor basketball and volleyball.

The general condition of the school is good. Two custodians, working from 1 p.m. to late night, clean campus proper daily.

A full-time supervisor patrols the site each school day enforcing our safety and behavior policies. Vasquez High School is a closed campus.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
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)	10.9	61.1%	237.1	43.7%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1	5.6%	9.2	1.7%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.1	28.7%	18.6	3.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	4.4%	268.9	49.6%	12,115.8	4.4%
Unknown	0	0.1%	8.5	1.6%	18,854.3	6.9%
Total Teaching Positions	17.9	100.0%	542.6	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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	**	**	**	**	**	**

** Data not available from the state at this time.

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfash201.asp>.

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





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	**
Misassignments	5.1	**
Vacant Positions	0.0	**
Total Teachers Without Credentials and Misassignments	5.1	**

** Data not available from the state at this time.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.8	**
Local Assignment Options	0.0	**
Total Out-of-Field Teachers	0.8	**

** Data not available from the state at this time.

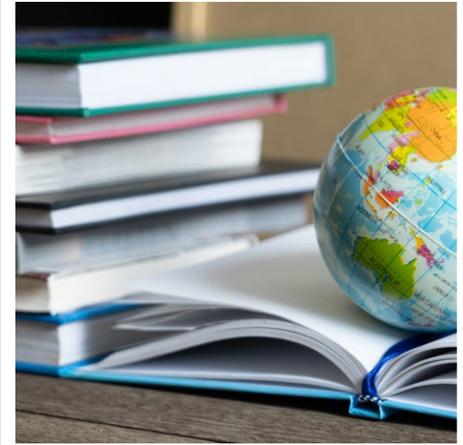
Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	37.6%	**
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.9%	**

** Data not available from the state at this time.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	235:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.500
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.000
Psychologist	0.050
Social worker	0.000
Nurse	0.333
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	2.000



The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2020-21 Fiscal Year	
Total expenditures per pupil	\$6,635
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$6,635
Annual average teacher salary	\$65,483

Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2020-21 Fiscal Year	
	AADUSD	Similar Sized District
Beginning teacher salary	◇	\$46,419
Midrange teacher salary	◇	\$69,902
Highest teacher salary	◇	\$97,912
Average elementary school principal salary	◇	\$111,731
Average middle school principal salary	◇	\$122,012
Average high school principal salary	◇	\$122,212
Superintendent salary	◇	\$150,971
Teacher salaries: percentage of budget	27%	29%
Administrative salaries: percentage of budget	8%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Vasquez HS	\$6,635	\$65,483
AADUSD	\$12,144	\$74,275
California	\$6,594	\$73,001
School and district: percentage difference	-45.4%	-11.8%
School and California: percentage difference	+0.6%	-10.3%

◇ Data is not available at this time.

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of January 2023.