Vasquez High School

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Grades 9-12
CDS Code 19-75309-1995786

SARC

2016-17
School Accountability
Report Card

Published in 2017-18

Acton-Agua Dulce USD

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Principal's Message

Welcome to Vasquez High School! With the arrival of a brand-new campus, including a state-of-the-art gymnasium and multipurpose facility, classrooms, science labs, culinary, art and music rooms, as well as a dedicated library and administration building, we have truly come home. Finally, we have facilities that mirror the professionalism of our instructional program, while preserving the warmth of our campus culture. In 2017, U.S. News & World Report ranked Vasquez High School in the top 9 percent of all high schools in our nation, awarding our school a silver medal for college and career readiness.

Inside the classroom, our teachers have collaboratively committed to a high standard of academic rigor, the development of ethical community-centered thought, and a cultural environment that propels students to not just succeed, but thrive. Professional development for the current year features a strong emphasis on essential questions and student skill development, technology, and a true K-12 collaborative synergy with our elementary and middle school partners. Our new math and English language arts (ELA) adoptions provide unparalleled support resources for our students.

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. The College Board awarded Vasquez High honor roll status for achievement in participation and performance on Advanced Placement (AP) exams, placing our AP program in the top 8 percent of California high schools. Our UC-approved virtual online academy serves both full-time and part-time students, permitting even more course customization in every student's four-year plan. Low teacher-to-student ratios encourage individual attention and deep mastery of subject material.

Award-winning CTE program fields include culinary arts, technology, science and entertainment, all of which serve as culminating courses in blossoming career pathways. Targeted proactive intervention programs driven by student study teams, individualized education plans and 504s, peer tutoring, and data-driven differentiated instruction collectively weave an additional net to ensure success for all students.

A dynamic associated student body (ASB) program, heavy community support, and an active parent-teacher-student organization positively contribute to campus culture. A small-town environment, bolstered by expanding club offerings and a strong counseling department, further unify our student body. Creative student outlets include choir, theater, digital photography and design, yearbook, video production, broadcast journalism, and music theory, and Vasquez High School offers 13 California Interscholastic Federation (CIF)-sanctioned athletic sports as well as dance and cheer. Our athletic teams often participate in CIF playoffs, and in the previous year, our girls' softball team won the Desert Mountain League Championship, finishing the season undefeated in league play.

We are committed to student success at Vasquez High School, and look forward to an exciting year ahead together!

Ty Devoe
Principal

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 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 Tuesday 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 Christy Lewis, PTSO president, at christy@lewisevents.com.

School Safety

The school safety plan was reviewed and updated in October 2017. 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.

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.

ESTABLISHED 1881
Acton-Agua Dulce
UNIFIED SCHOOL DISTRICT
"Many Paths to Learning, One Standard of Excellence"

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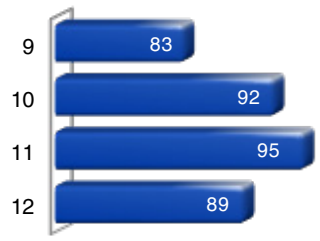
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted suspensions.

Suspension and Expulsion Rates

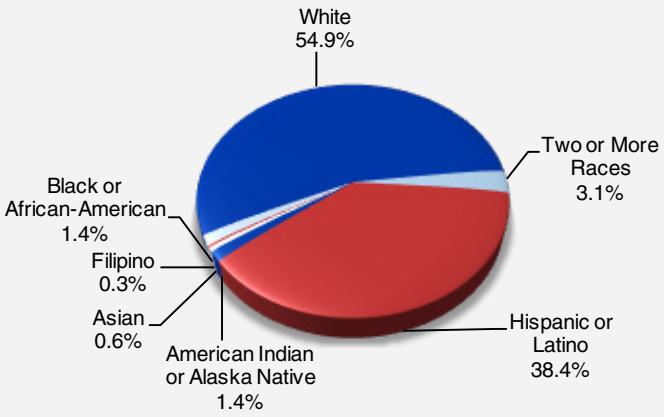
Vasquez HS			
	14-15	15-16	16-17
Suspension rates	6.1%	5.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%
AADUSD			
	14-15	15-16	16-17
Suspension rates	3.7%	2.1%	0.4%
Expulsion rates	0.0%	0.1%	0.1%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 359 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year



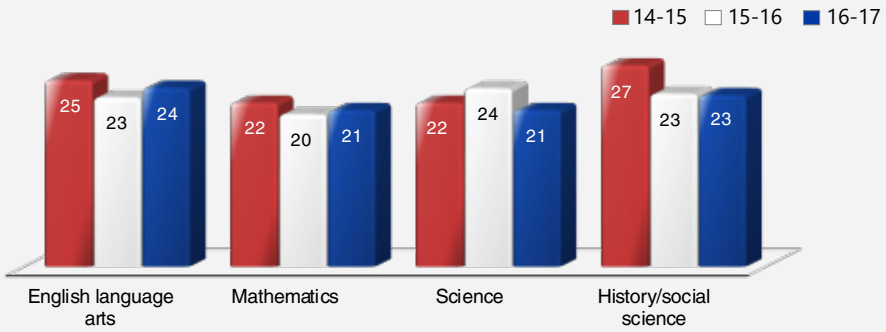
Socioeconomically disadvantaged	English learners	Students with disabilities	Foster youth

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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Subject	2014-15			2015-16			2016-17		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	11	4	4	14	9		5	6	2
Mathematics	7	7	2	14	4		6	7	
Science	8	7		8	4	2	5	6	
History/social science	6	6	5	10	7	1	5	6	

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced — Two-Year Data

	Vasquez HS		AADUSD		California	
Subject	**14-15**	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	63%	37%	55%	50%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards — Two-Year Data

	Vasquez HS		AADUSD		California	
Subject	**15-16**	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
English language arts/literacy	52%	54%	45%	44%	48%	48%
Mathematics	17%	23%	29%	28%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program — 2017-18 School Year

	Vasquez HS	AADUSD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2012-2013
Year in Program Improvement	✧	Year 2
Number of schools currently in Program Improvement		0
Percentage of schools currently in Program Improvement		0.00%

✧ Not applicable. The school is not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/ Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

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 CAAs 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 Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards

2016-17 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	95	93	97.89%	53.76%
Male	51	50	98.04%	50.00%
Female	44	43	97.73%	58.14%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	44	43	97.73%	41.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	45	44	97.78%	68.18%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	41	40	97.56%	42.50%
English learners	14	13	92.86%	30.77%
Students with disabilities	20	19	95.00%	36.84%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	95	93	97.89%	22.58%
Male	51	50	98.04%	30.00%
Female	44	43	97.73%	13.95%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	44	43	97.73%	13.95%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	45	44	97.78%	29.55%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	41	40	97.56%	17.50%
English learners	14	14	100.00%	7.14%
Students with disabilities	20	19	95.00%	10.53%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at http://admission.universityofcalifornia.edu.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or 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.

UC/CSU Admission	2015-16 and 2016-17 School Years
	Vasquez HS
Percentage of students enrolled in courses required for UC/CSU admission in 2016-17	98.89%
Percentage of graduates who completed all courses required for UC/CSU admission in 2015-16	27.72%

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 2015-16 school year:

- Stagecraft Technology
- Culinary Arts
- Drama
- Video Production
- Digital Photo and Design
- Yearbook/Journalism
- Vocals
- Advanced Vocals
- Advanced Vocals
- Music Theory
- Leadership
- Anatomy & Physiology
- Child Development
- Sociology/Psychology

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 COC and 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 Anali Ortiz, 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	
2016-17 Participation	
Number of pupils participating in a CTE program	253
Percentage of pupils who completed a CTE program and earned a high school diploma	73%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	64%

"Inside the classroom, our teachers have collaboratively committed to a high standard of academic rigor, the development of ethical community-centered thought, and a cultural environment that propels students to not just succeed, but thrive."

Advanced Placement Courses

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

Advanced Placement Courses	
2016-17 School Year	
Percentage of total enrollment enrolled in AP courses	16.40%
Number of AP courses offered at the school	5
Number of AP Courses by Subject	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	1
Mathematics	2
Science	0
Social science	2

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhs-gradreq.asp.

Completion of High School Graduation Requirements	Graduating Class of 2016		
Group	**Vasquez HS**	**AADUSD**	**California**
All students	94.39%	39.35%	87.11%
Black or African-American	❖	19.11%	79.19%
American Indian or Alaska Native	❖	11.11%	80.17%
Asian	100.00%	46.67%	94.42%
Filipino	❖	❖	93.76%
Hispanic or Latino	95.65%	31.60%	84.58%
Native Hawaiian or Pacific Islander	❖	28.57%	86.57%
White	92.45%	69.04%	90.99%
Two or more races	100.00%	92.00%	90.59%
Socioeconomically disadvantaged	100.00%	29.23%	85.45%
English learners	50.00%	19.39%	55.44%
Students with disabilities	90.91%	55.95%	63.90%
Foster youth	100.00%	30.00%	68.19%

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. For more information, please visit http://dq.cde.ca.gov/dataquest.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			**Dropout Rate**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Vasquez HS	86.67%	94.44%	96.19%	11.40%	4.40%	3.80%
AADUSD	86.67%	94.44%	90.99%	11.40%	4.40%	9.00%
California	80.95%	82.27%	83.77%	11.50%	10.70%	9.70%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

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 — 2017-18 School Year

Subject	Textbook	Adopted
Reading/language arts	*The Language of Literature*, McDougal Littell	2002
Reading/language arts	*Language Network*, McDougal Littell	2001, 2004
Reading/language arts	*Literature: World Masterpieces*, Prentice Hall	1996
Reading/language arts	*Perrine's Literature: Structure, Sound & Sense*; Wadsworth	2012
Reading/language arts	*The Riverside Reader*, Houghton Mifflin	2009
Reading/language arts	*Readings for Writers*, Wadsworth	2010
Reading/language arts	*American Literature*, Pearson	2003
Reading/language arts	*World Literature*, Pearson	2007
Mathematics	*Algebra 1*, McGraw-Hill	2014
Mathematics	*Calculus*, by Larson and Edwards; Cengage Learning	2006
Mathematics	*Geometry*, McGraw-Hill	2014
Mathematics	*Algebra 2*, McGraw-Hill	2014
Mathematics	*Precalculus with Limits*, Houghton Mifflin	2008
Mathematics	*Consumer Economics and Personal Finance*, McDougal Littell	2003
Mathematics	*Stats: Modeling the World*, Pearson	2010
Mathematics	*Algebra*, McGraw-Hill	2014
Mathematics	*Geometry*, McGraw-Hill	2014
Mathematics	*Consumer Mathematics*, Pearson	2003
Social Studies	*Traditions & Encounters*, McGraw-Hill	2006
Social Studies	*The Americans*, McDougal Littell	2003
Social Studies	*Government by the People*, Pearson	2009
Social Studies	*World History: The Modern World*, Prentice Hall	2007
Social Studies	*World Geography*, McGraw-Hill	2005
Social Studies	*American Government*, Prentice Hall	2006
Social Studies	*Economics: Concepts and Choices*, McDougal Littell	2008
Social Studies	*America's History*, Bedford/St. Martin's	2008
Social Studies	*World History*, Pearson	2008
Social Studies	*United States History*, Pearson	2005
Social Studies	*United States Government*, Pearson	2005
Social Studies	*Economics*, Pearson	2005

Continued on page 10

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

2017-18 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

2017-18 School Year	
Data collection date	10/12/2017

Quality of Textbooks

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

Quality of Textbooks	
2017-18 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Types of Services Funded

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

- Special-education services including 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

Textbooks and Instructional Materials, *Continued from page 9*

Textbooks and Instructional Materials List		**2017-18 School Year**
Subject	**Textbook**	**Adopted**
Science	*Earth Science*, McDougal Littell	2005
Science	*Biology*, Holt	2007
Science	*World of Chemistry*, McDougal Littell	2007
Science	*Chemistry*, McGraw-Hill	2005
Science	*Physics*; Holt, Rinehart and Winston	2007
Science	*Understanding Human Anatomy & Physiology*, McGraw-Hill	2005
Science	*Essential Environment: The Science Behind the Stories*, Pearson	2010
Science	*Biology*, Pearson	2004
Science	*Earth Science*, Pearson	2004
Science	*General Science*, Pearson	2004
Health	*Health*, Glencoe/McGraw-Hill	2001
Foreign language	*Paso a Paso*: Level 1, Prentice Hall	2000
Foreign language	*Paso a Paso*: Level 2, Prentice Hall	2000
Foreign language	*Paso a Paso*: Level 3, Prentice Hall	2000
Foreign language	*Abriendo Paso*, Prentice Hall	2012

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. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" 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	**2016-17 School Year**
Percentage of Students Meeting Fitness Standards	**Vasquez HS**
	Grade 9
Four of six standards	22.7%
Five of six standards	24.0%
Six of six standards	38.7%

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.

School Facility Good Repair Status — 2017-18 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	Exemplary
Date of the most recent school site inspection	10/9/2017
Date of the most recent completion of the inspection form	10/9/2017

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs — 2017-18 School Year

Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	The alarm panel was on trouble mode. Technician repaired.	10/25/17
Electrical	Two lights were out on campus. Two lights replaced.	10/24/17

School Facilities

Vasquez High School is a closed campus. Vasquez High School just moved onto a beautiful new campus located adjacent to its former permanent site. Vasquez has 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 electronic marquee.

The general condition of the school is good, and the campus proper is cleaned daily by one custodian working from 1 p.m. to late night.

A full-time campus supervisor patrols the site each school day enforcing our safety and behavior policies.

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 a 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.

"A small-town environment, bolstered by expanding club offerings and a strong counseling department, further unify our student body."

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).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	2.00
Average number of students per academic counselor	187
Support Staff	**FTE**
Social/behavioral counselor	1.00
Career development counselor	1.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.33
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	2.00
Other	**FTE**
Instructional assistants	3.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information				Three-Year Data
	AADUSD	**Vasquez HS**		
Teachers	**17-18**	**15-16**	**16-17**	**17-18**
With a full credential	55	20	17	18
Without a full credential	1	0	1	1
Teaching outside subject area of competence (with full credential)	0	0	1	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions			Three-Year Data
	Vasquez HS		
Teachers	**15-16**	**16-17**	**17-18**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

Each year, the district provides "buyback days" for districtwide staff-development activities. Professional development in recent years has been provided in the following areas.

- Special-education requirements and instructional strategies
- Strategies for meeting the needs of English learners
- Strengthening students' written language skills
- Safe schools/first-aid and CPR training
- Effective communication with parents, colleagues and students
- Using data analysis to strengthen instruction

School Improvement funds and Title II, Part A federal funds are used to bring in staff-development consultants and to send teachers out to conferences to improve areas of identified need. Teachers and administrators help select and evaluate professional development activities based on school and district improvement needs. Faculty meeting time and grade-level/department meetings are also used throughout the school year for collegial data analysis, improvement activities, instructional planning and sharing instructional strategies.

Professional Development Days			Three-Year Data
	2015-16	**2016-17**	**2017-18**
Vasquez HS	1 day	3 days	3 days

Financial Data

The financial data displayed in this SARC is from the 2015-16 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.

District Salary Data — 2015-16 Fiscal Year

	AADUSD	Similar Sized District
Beginning teacher salary	◈	$41,164
Midrange teacher salary	◈	$61,818
Highest teacher salary	◈	$84,567
Average elementary school principal salary	◈	$96,125
Average middle school principal salary	◈	$103,336
Average high school principal salary	◈	$101,955
Superintendent salary	◈	$126,855
Teacher salaries: percentage of budget	27%	32%
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 — 2015-16 Fiscal Year

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Vasquez HS	$6,458	$68,774
AADUSD	$10,471	$70,455
California	$6,574	$62,381
School and district: percentage difference	-38.3%	-2.4%
School and California: percentage difference	-1.8%	+10.2%

◈ Information is not available at this time.

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

2015-16 Fiscal Year	
Total expenditures per pupil	$6,469
Expenditures per pupil from restricted sources	$10
Expenditures per pupil from unrestricted sources	$6,458
Annual average teacher salary	$68,774

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.

Vasquez High School

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 November 2017.

School Accountability Report Card

PUBLISHED BY: SIA School Innovations & Achievement

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