

Acton-Agua Dulce Unified School District

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SARC

2022-23

School Accountability
Report Card
Published in 2023-24



Vasquez High School

Grades 9-12
CDS Code 19-75309-1995786

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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.

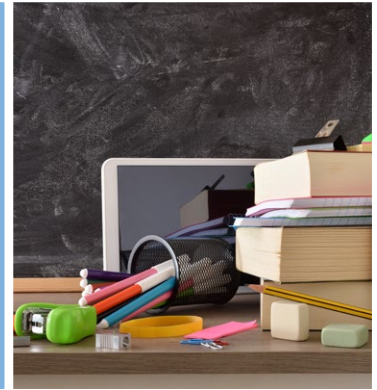
Parental Involvement

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 2024.



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 Mission 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

- Brianna Taksony, President
- Ken Pfalzgraf, Vice President
- Lester Mascon, Clerk
- Tom Costan, Member
- Jorge De Jesus, Member

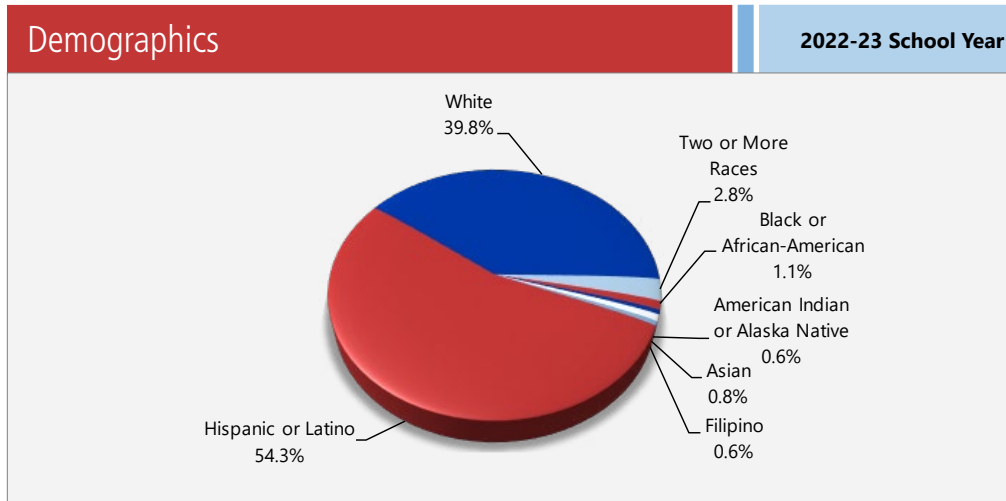


School Motto: Empowering Today's Learners to Thrive in Tomorrow's World!



Enrollment by Student Group

The total enrollment at the school was 359 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

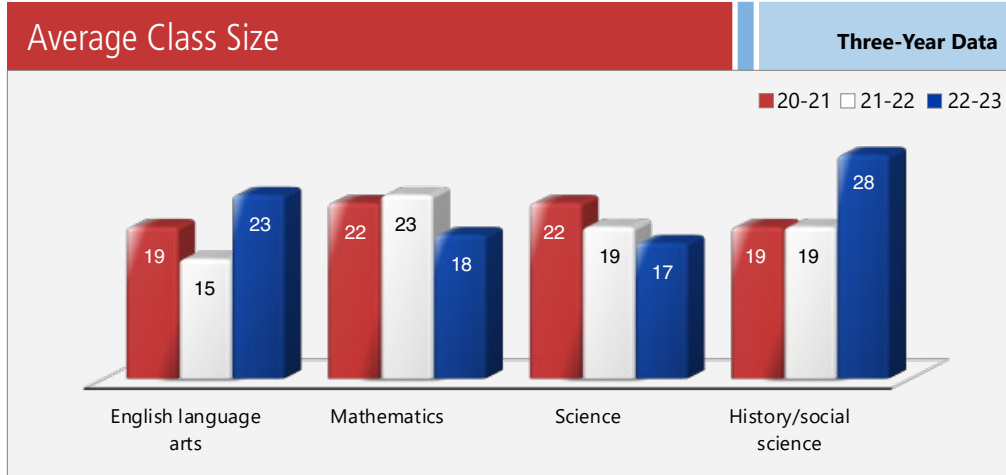


Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	44.60%
Male	55.20%
Non-Binary	0.30%
English learners	8.10%
Foster youth	2.80%
Homeless	0.80%
Migrant	0.00%
Socioeconomically Disadvantaged	61.00%
Students with Disabilities	16.70%

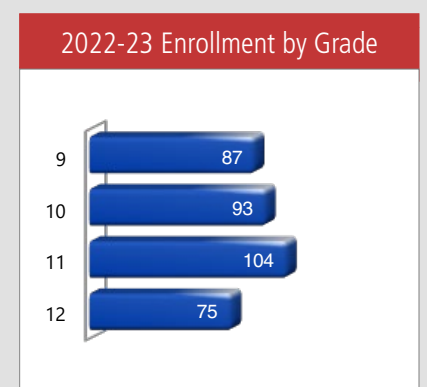
Class Size Distribution

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 2022-23 school year.



Subject	Number of Classrooms by Size								
	2020-21			2021-22			2022-23		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	10	3	1	1	7	4	5	9	
Mathematics	7	6		5	6	6	9	5	
Science	5	6	1	4	6	1	1	6	9
History/social science	9	2		6	1		1	6	





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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Vasquez HS			AADUSD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	4.00%	6.30%	0.00%	0.40%	0.30%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	6.30%	0.00%	
Female	3.60%	0.00%	
Male	8.40%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	8.50%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	3.40%	0.00%	
English Learners	15.20%	0.00%	
Foster Youth	7.70%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	7.10%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	9.50%	0.00%	

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.

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.

Percentage of Students Participating in each of the Five Fitness Components

2022-23 School Year	
Grade 9	
Component:	%
1. Aerobic Capacity	100%
2. Abdominal Strength and Endurance	100%
3. Trunk Extensor and Strength and Flexibility	100%
4. Upper Body Strength and Endurance	100%
5. Flexibility	100%

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.



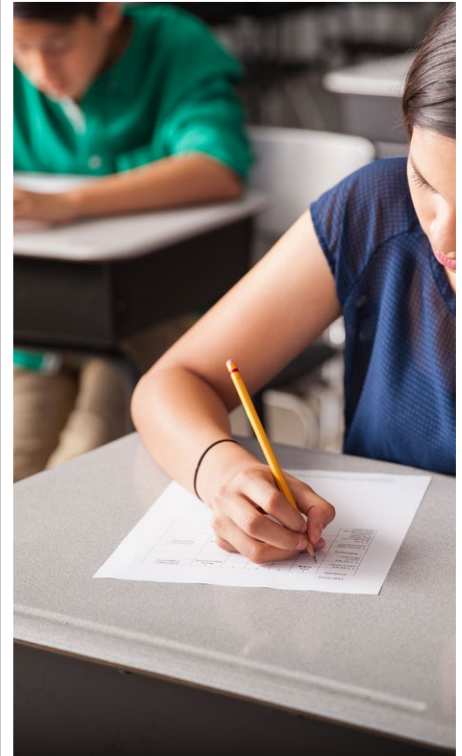


Statewide Assessments

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

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	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	16.78%	22.22%	17.23%	19.47%	29.47%	30.29%

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	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	57%	66%	40%	39%	47%	46%
Mathematics	13%	20%	21%	21%	33%	34%

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 Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	159	153	96.23%	3.77%	22.22%
Female	67	63	94.03%	5.97%	20.63%
Male	92	90	97.83%	2.17%	23.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	81	80	98.77%	1.23%	15.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	67	63	94.03%	5.97%	28.57%
English Learners	11	11	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	90	87	96.67%	3.33%	14.94%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	17	94.44%	5.56%	11.76%

❖ 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 Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	95	93	97.89%	2.11%	65.59%
Female	42	41	97.62%	2.38%	85.37%
Male	52	51	98.08%	1.92%	50.98%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	51	100.00%	0.00%	60.78%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	40	39	97.50%	2.50%	71.79%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	55	53	96.36%	3.64%	66.04%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	14	14	100.00%	0.00%	35.71%

❖ 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.

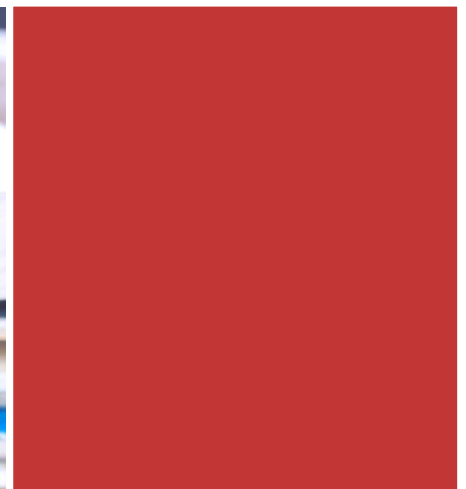




CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	95	93	97.89%	2.11%	20.43%
Female	42	41	97.62%	2.38%	26.83%
Male	52	51	98.08%	1.92%	15.69%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	51	100.00%	0.00%	9.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	40	39	97.50%	2.50%	33.33%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	55	53	96.36%	3.64%	11.32%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	14	14	100.00%	0.00%	7.14%

❖ 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.





Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2022-23 School Year	
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	381	376	169	44.90%
Female	165	163	72	44.20%
Male	215	212	96	45.30%
Non-Binary	1	1	1	100.00%
American Indian or Alaska Native	2	2	2	100.00%
Asian	3	3	2	66.70%
Black or African American	5	5	2	40.00%
Filipino	2	2	1	50.00%
Hispanic or Latino	213	209	103	49.30%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	10	10	3	30.00%
White	146	145	56	38.60%
English Learners	33	32	19	59.40%
Foster Youth	13	13	9	69.20%
Homeless	5	5	3	60.00%
Socioeconomically Disadvantaged	240	235	122	51.90%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	63	62	36	58.10%

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 co-ordinating 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 (CTE)
- CA Cadet Corps
- Culinary Arts

Continued on sidebar

Career Technical Education Programs

Continued from left

- Drama
- Video Production
- Digital Photo and Design
- Yearbook/Journalism
- Leadership
- Anatomy & Physiology
- 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 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

2022-23 Participation

Number of pupils participating in a CTE program	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%



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		
	20-21	21-22	22-23	20-21	21-22	22-23
Vasquez HS	93.40%	96.30%	97.40%	5.50%	2.50%	2.60%
AADUSD	26%	37.90%	32.40%	27.60%	26.90%	24.40%
California	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

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

Graduation Rate by Student Group	2022-23 School Year		
	Student Group	Number of Students in Cohort	Number of Cohort Graduates
All Students	76	74	97.40%
Female	35	34	97.10%
Male	41	40	97.60%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	38	36	94.70%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	34	34	100.00%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	53	51	96.20%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	14	12	85.70%

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 where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
Percentage of students enrolled in AP courses	28.20%
Number of AP courses offered at the school	24
Number of AP Courses Offered	
Computer science	0
English	9
Fine and performing arts	0
Foreign language	0
Mathematics	5
Science	4
Social science	6

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	
2021-22 and 2022-23 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2022-23	97.77%
Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22	14.10%



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		2023-24 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	<i>AP Calculus</i> , 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	<i>AP Chemistry</i> , Pearson	2017
Science	<i>Chemistry</i> , Pearson	2021
Science	AP Physics and Physics; Holt, Rinehart and Winston	2007
Science	<i>AP Environmental Science</i> , 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

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

2023-24 School Year

Subject	Percentage
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

2023-24 School Year

Data collection date	Date
	10/12/2023

Quality of Textbooks

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

Quality of Textbooks

2023-24 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, *Continued from page 11*

Textbooks and Instructional Materials List		2023-24 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

School Facility Good Repair Status

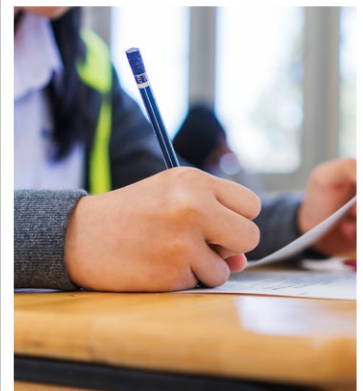
The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility 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		2023-24 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 FIT report	12/1/2023	

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
- 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 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. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display 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)	9.5	59.9%	271.4	43.4%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.0	0.8%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.6	35.0%	19.7	3.2%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	318.6	50.9%	11,953.1	4.3%
Unknown	0.8	5.1%	10.9	1.7%	15,831.9	5.7%
Total Teaching Positions	15.9	100.0%	625.8	100.0%	279,044.8	100.0%

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/calpadsupdfdash201.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	0.0
Misassignments	5.1	5.6
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	5.1	5.6

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	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.8	0.0

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%	40.2%
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%	0.0%

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>.

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2021-22	3
2022-23	3
2023-24	4

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

2022-23 School Year

	Ratio
Pupils to Academic counselors	172:1
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	0.666
Social worker	0.000
Nurse	0.666
Speech/language/hearing specialist	1.500
Resource specialist (nonteaching)	2.000



Financial Data

The financial data displayed in this SARC is from the 2021-22 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	2021-22 Fiscal Year	
	AADUSD	Similar Sized District
Beginning teacher salary	◇	\$47,615
Midrange teacher salary	◇	\$75,580
Highest teacher salary	◇	\$100,485
Average elementary school principal salary	◇	\$114,066
Average middle school principal salary	◇	\$123,621
Average high school principal salary	◇	\$125,385
Superintendent salary	◇	\$157,977
Teacher salaries: percentage of budget	24.14%	27.82%
Administrative salaries: percentage of budget	6.35%	5.78%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Vasquez HS	\$6,998	\$77,692
AADUSD	\$12,090	\$75,914
California	\$7,607	\$77,993
School and district: percentage difference	-42.1%	+2.3%
School and California: percentage difference	-8.0%	-0.4%

◇ Information is not available at this time.

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.

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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$7,005
Expenditures per pupil from restricted sources	\$7
Expenditures per pupil from unrestricted sources	\$6,998
Annual average teacher salary	\$77,692

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

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 2024.