SARC

2019-20
School Accountability
Report Card
Published in 2020-21

Vasquez High School

Grades 9-12
CDS Code 19-75309-1995786

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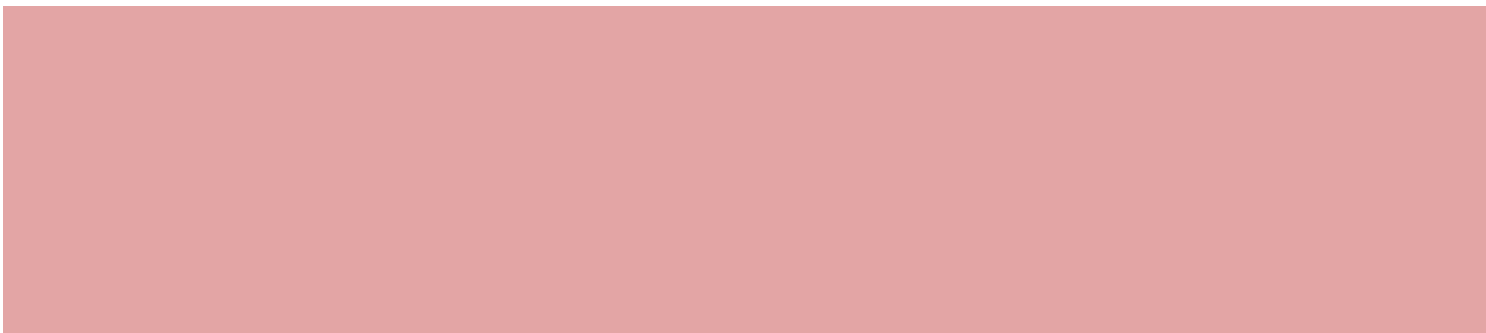
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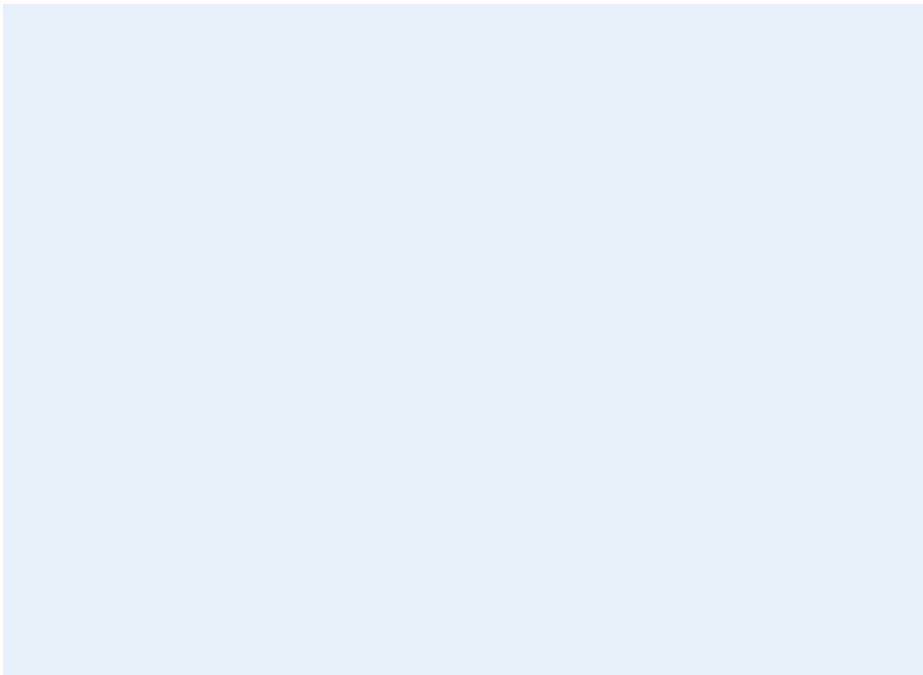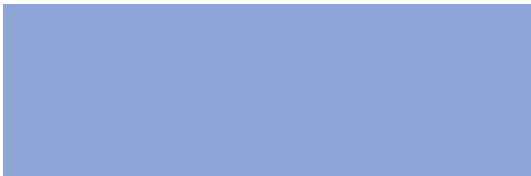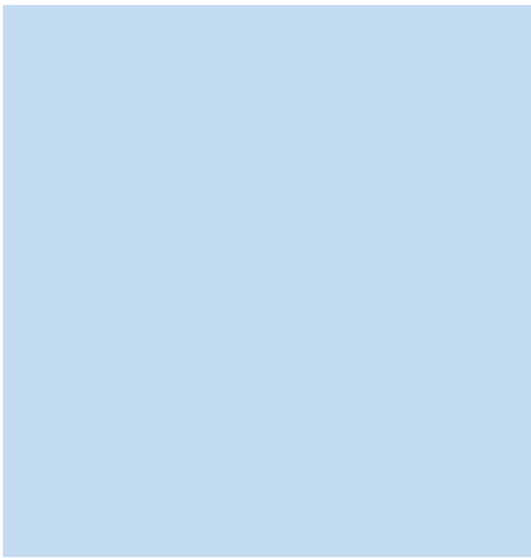# Acton-Agua Dulce Unified School District

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

Mr. Lawrence M. King, Superintendent ▪ lking@aadusd.k12.ca.us ▪ (661) 269-0750

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 in 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!

Matthew Brockway

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.
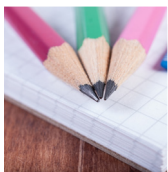
*Empowering Today's Learners to Thrive in Tomorrow's World!*

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 Angie Martin, PTSO president, at mrsangelike_martin@yahoo.com.

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 will be shared with staff in February 2021.
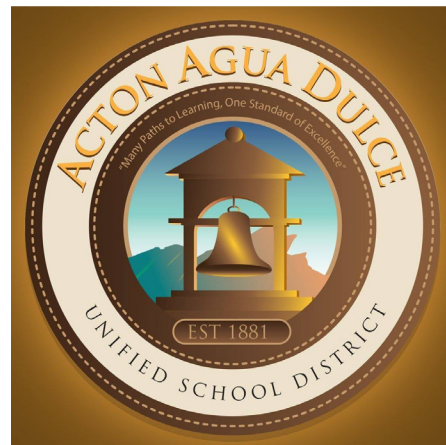
School Accountability Report Card

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
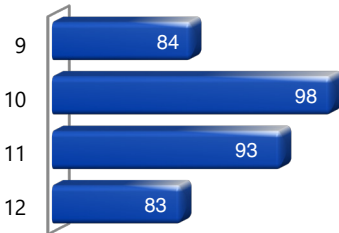
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

Grade	Enrollment
9	84
10	98
11	93
12	83

Professional Development

Professional Development Days

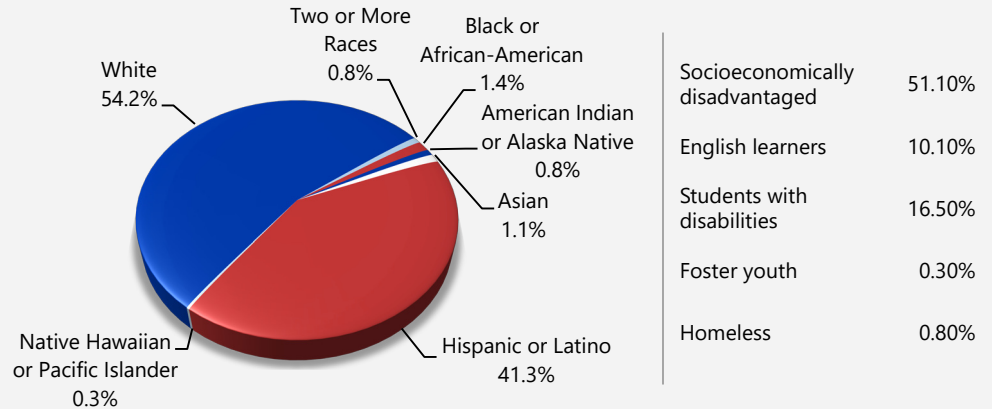|	Number of school days dedicated to staff development and continuous improvement
2018-19	3
2019-20	4
2020-21	3

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.

Enrollment by Student Group

The total enrollment at the school was 358 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2019-20 School Year

- White 54.2%
- Two or More Races 0.8%
- Black or African-American 1.4%
- American Indian or Alaska Native 0.8%
- Asian 1.1%
- Hispanic or Latino 41.3%
- Native Hawaiian or Pacific Islander 0.3%

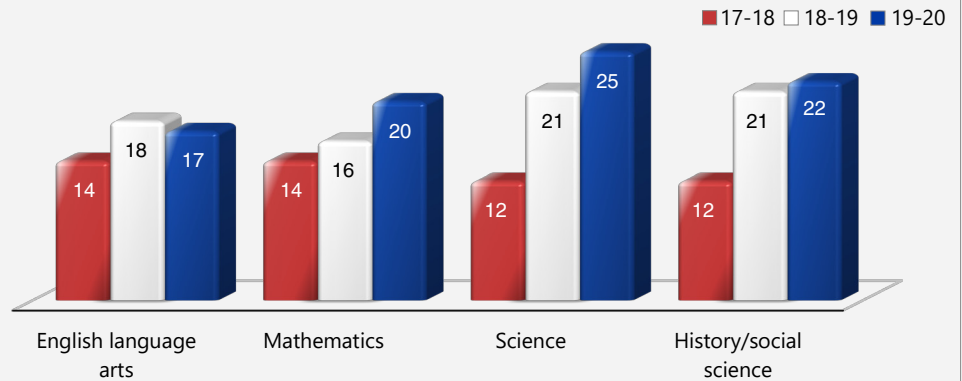|	2019-20 School Year
Socioeconomically disadvantaged	51.10%
English learners	10.10%
Students with disabilities	16.50%
Foster youth	0.30%
Homeless	0.80%

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

Subject	17-18	18-19	19-20
English language arts	14	18	17
Mathematics	14	16	20
Science	12	21	25
History/social science	12	21	22

Number of Classrooms by Size — Three-Year Data

Subject	2017-18 1-22	2017-18 23-32	2017-18 33+	2018-19 1-22	2018-19 23-32	2018-19 33+	2019-20 1-22	2019-20 21-32	2019-20 33+
English language arts	19	8	2	13	6		22	14	
Mathematics	16	10		13	3		19	9	2
Science	14	6	1	6	7		20	11	1
History/social science	22	4	2	6	5		10	10	2

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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Vasquez HS		AADUSD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	17%	◈	23%	◈	30%	◈

CAASPP Test Results in ELA and Mathematics for All Students (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	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	49%	◈	41%	◈	51%	◈
Mathematics	17%	◈	20%	◈	40%	◈

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	2019-20 School Year
Percentage of Students Meeting Fitness Standards	Vasquez HS
	Grade 9
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

California Assessment of Student Performance and Progress (CAASPP)

For the 2019-20 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 and science in grades 5, 8 and high school. 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 and mathematics 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: 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.

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

CAASPP Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

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

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.
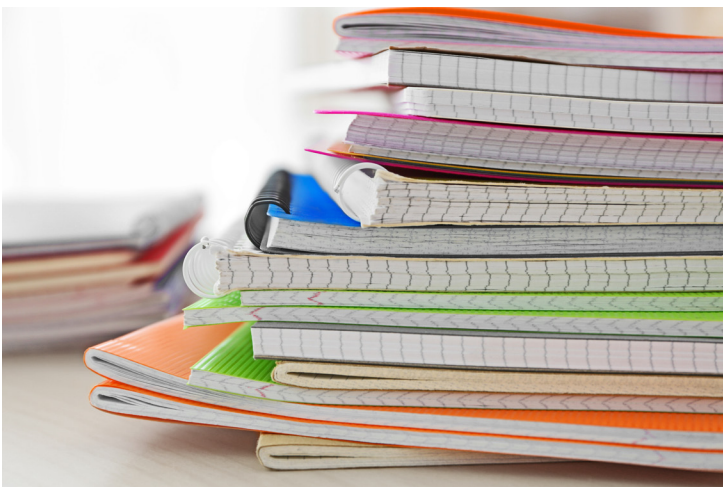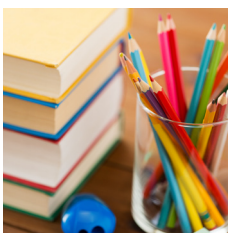
CAASPP Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

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 2019-20 school year:

- Culinary Arts
- Music
- Vocals
- Stage Production
- Choir
- Drama
- Video Production
- Digital Photo and Design
- Yearbook/Journalism
- 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 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	2019-20 Participation
	Vasquez HS
Number of pupils participating in CTE	111
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

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		
	16-17	17-18	18-19	16-17	17-18	18-19
Vasquez HS	94.30%	96%	96.50%	4.50%	3.00%	3.50%
AADUSD	32.30%	26.40%	22.60%	34.80%	27.20%	35.00%
California	82.70%	83%	84.50%	9.10%	9.60%	9.00%

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	
2018-19 and 2019-20 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2019-20	99.44%
Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19	25.00%

Advanced Placement Courses

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

Advanced Placement Courses	
2019-20 School Year	
Percentage of total enrollment enrolled in AP courses	30.30%
Number of AP courses offered at the school	16
Number of AP Courses by Subject	
Computer science	0
English	5
Fine and performing arts	0
Foreign language	1
Mathematics	4
Science	2
Social science	4

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	
2020-21 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	
2020-21 School Year	
Data collection date	9/10/2020

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.

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		2020-21 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
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
History/social science	*Traditions & Encounters*, McGraw-Hill	2006

Textbooks and Instructional Materials, *Continued from page 10*

Textbooks and Instructional Materials List		2020-21 School Year
Subject	**Textbook**	**Adopted**
History/social science	*The Americans,* McDougal Littell	2003
History/social science	*Government by the People,* Pearson	2009
History/social science	*World History: The Modern World,* Prentice Hall	2007
History/social science	*World Geography,* McGraw-Hill	2005
History/social science	*American Government,* Prentice Hall	2006
History/social science	*Economics: Concepts and Choices,* McDougal Littell	2008
History/social science	*America's History,* Bedford/St. Martin's	2008
History/social science	*World History,* Pearson	2008
History/social science	*United States History,* Pearson	2005
History/social science	*United States Government,* Pearson	2005
History/social science	*Economics,* Pearson	2005
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

## 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	2020-21 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	12/4/2020
Date of the most recent completion of the inspection form	12/4/2020

Quality of Textbooks

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

Quality of Textbooks	
2019-20 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
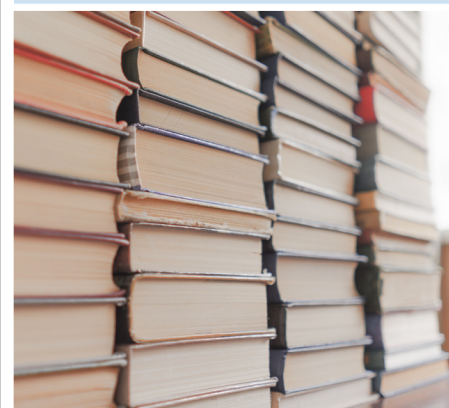
School Facilities

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/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 cleans 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 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	20-21	18-19	19-20	20-21
With a full credential	59	18	18	18
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	14	5	10	14

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	18-19	19-20	20-21
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior 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 prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions				Three-Year Data	
	Vasquez HS		AADUSD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	5.0%	3.3%	2.9%	2.3%	3.5%	3.5%
Expulsion rates	0.5%	0.0%	0.2%	0.0%	0.1%	0.1%

	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%

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	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	358:1.5
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	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)	1.00

Financial Data

The financial data displayed in this SARC is from the 2018-19 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		2018-19 Fiscal Year
	AADUSD	**Similar Sized District**
Beginning teacher salary	◈	$44,318
Midrange teacher salary	◈	$67,053
Highest teacher salary	◈	$90,163
Average elementary school principal salary	◈	$106,389
Average middle school principal salary	◈	$113,976
Average high school principal salary	◈	$114,214
Superintendent salary	◈	$141,066
Teacher salaries: percentage of budget	28%	29%
Administrative salaries: percentage of budget	7%	6%

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.

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		2018-19 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Vasquez HS	$7,699	$72,454
AADUSD	$10,480	$72,776
California	$7,750	$68,990
School and district: percentage difference	-26.5%	-0.4%
School and California: percentage difference	-0.7%	+5.0%

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
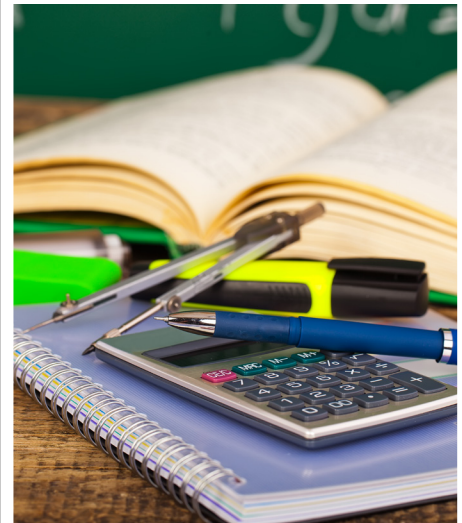
School Financial Data

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	
2018-19 Fiscal Year	
Total expenditures per pupil	$7,928
Expenditures per pupil from restricted sources	$229
Expenditures per pupil from unrestricted sources	$7,699
Annual average teacher salary	$72,454

Vasquez High School