

Vasquez High School

Grades 9-12
CDS Code 19-75309-1995786

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Acton-Agua Dulce Unified School District

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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 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!

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 Monday of each month at 8:30 a.m. at the high school. All are invited to attend.

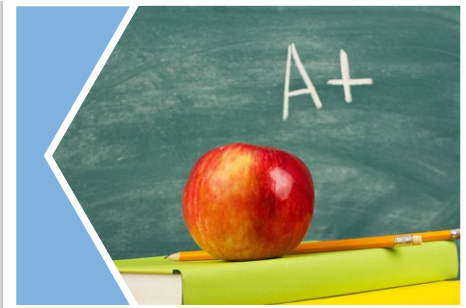
For more information on how to become involved at the school, please contact Tracy Costan, PTSO president, at (661) 269-0451.

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 2022.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



School Accountability Report Card

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

District Vision Statement

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



"Empowering Today's Learners to Thrive in Tomorrow's World!"

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Enrollment by Student Group

Demographics

2020-21 School Year

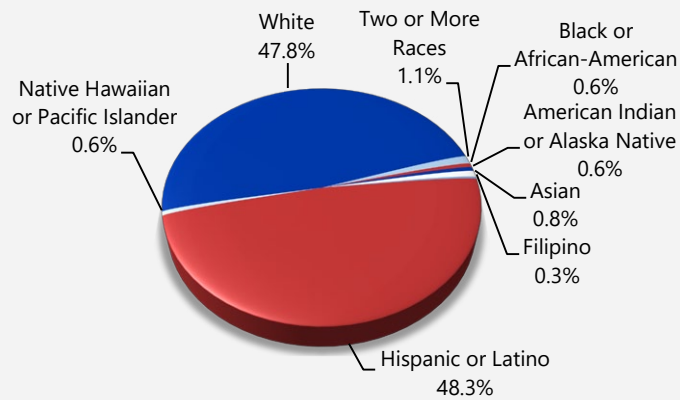
Female	47.20%
Male	52.80%
Non-Binary	0.00%
English learners	12.60%
Foster youth	0.80%
Homeless	1.40%
Migrant	0.00%
Socioeconomically Disadvantaged	53.60%
Students with Disabilities	17.00%

Enrollment by Student Group

The total enrollment at the school was 358 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year

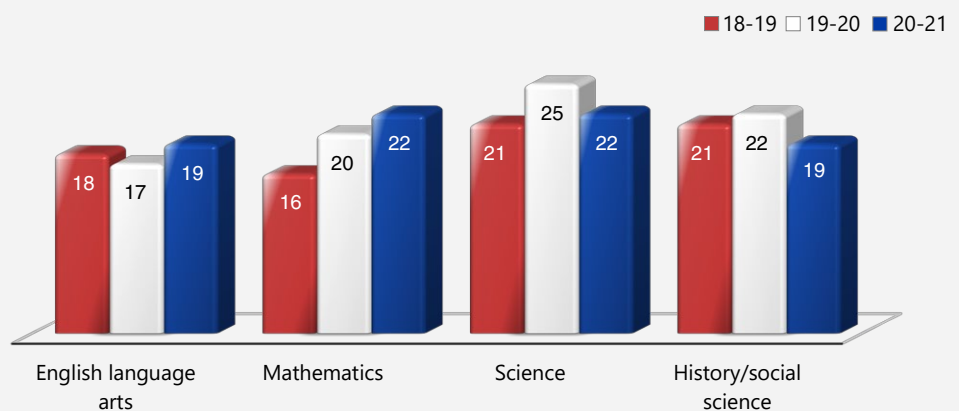


Class Size Distribution

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

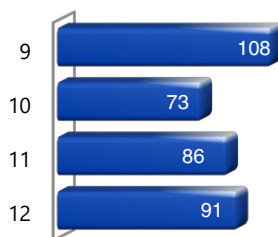
Three-Year Data



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	13	6		22	14		10	3	1
Mathematics	13	3		19	9	2	7	6	
Science	6	7		20	11	1	5	6	1
History/social science	6	5		10	10	2	9	2	



Suspensions and Expulsions

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

Suspensions and Expulsions					Two-Year Data	
	Vasquez HS		AADUSD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	3.3%	0.0%	2.3%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

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

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

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

Note: The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	0.00%	0.00%		
Female	0.00%	0.00%		
Male	0.00%	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	0.00%	0.00%		
Native Hawaiian or Pacific Islander	0.00%	0.00%		
Two or More Races	0.00%	0.00%		
White	0.00%	0.00%		
English Learners	0.00%	0.00%		
Foster Youth	0.00%	0.00%		
Homeless	0.00%	0.00%		
Socioeconomically Disadvantaged	0.00%	0.00%		
Students Receiving Migrant Education Services	0.00%	0.00%		
Students with Disabilities	0.00%	0.00%		



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 2020-21 school year:

- Culinary Arts
- 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.

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Career Technical Education Programs

Continued from page 5

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	
2020-21 Participation	
Number of pupils participating in a CTE program	202
Percentage of pupils who completed a CTE program and earned a high school diploma	13%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	40%



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. 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		2020-21 School Year
Percentage of Students Meeting Fitness Standards		Vasquez HS
		Grade 9
Four of six standards		◇
Five of six standards		◇
Six of six standards		◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2020-21 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	378	363	0	0.00%	
Female	178	171	0	0.00%	
Male	200	192	0	0.00%	
American Indian or Alaska Native	2	2	0	0.00%	
Asian	3	3	0	0.00%	
Black or African American	2	2	0	0.00%	
Filipino	1	1	0	0.00%	
Hispanic or Latino	183	176	0	0.00%	
Native Hawaiian or Pacific Islander	2	2	0	0.00%	
Two or More Races	4	4	0	0.00%	
White	181	173	0	0.00%	
English Learners	49	47	0	0.00%	
Foster Youth	4	3	0	0.00%	
Homeless	12	12	0	0.00%	
Socioeconomically Disadvantaged	212	201	0	0.00%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	68	63	0	0.00%	

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Vasquez HS		AADUSD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	**	■	**	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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	
	Vasquez HS		AADUSD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

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

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

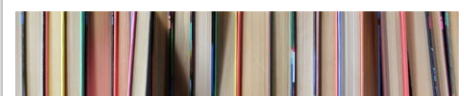
The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



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

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

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

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





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

Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	354	65	18.36%	79.18%	40.00%
Female	81	31	38.27%	61.73%	32.26%
Male	90	34	37.78%	62.22%	55.88%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	162	20	12.35%	87.65%	35.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	171	34	19.88%	80.12%	52.94%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



Local Assessment Test Results by Student Group: Mathematics (grade 11)

Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	354	61	17.23%	82.77%	49.18%
Female	81	29	36.25%	64.20%	41.38%
Male	90	33	36.67%	63.33%	48.48%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	162	20	12.35%	87.65%	40.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	171	34	19.88%	80.12%	55.88%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).





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		
	18-19	19-20	20-21	18-19	19-20	20-21
Vasquez HS	96.50%	94.00%	93.40%	3.50%	4.80%	5.50%
AADUSD	22.60%	23.70%	26.00%	35.00%	29.10%	27.60%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

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

Graduation Rate by Student Group		2020-21 School Year	
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	91	85	93.40%
Female	43	42	97.70%
Male	48	43	89.60%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	35	31	88.60%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	53	51	96.20%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	48	44	91.70%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	19	17	89.50%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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Advanced Placement Courses

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

Advanced Placement Courses	
2020-21 School Year	
Percentage of total enrollment enrolled in AP courses	25.40%
Number of AP courses offered at the school	21
Number of AP Courses by Subject	
Computer science	0
English	7
Fine and performing arts	0
Foreign language	1
Mathematics	3
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	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	29.11%

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	
2021-22 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	
2021-22 School Year	
Data collection date	9/9/2021

Quality of Textbooks

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

Quality of Textbooks	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Textbooks and Instructional Materials

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

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

Textbooks and Instructional Materials List		2021-22 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>Algebra 1</i> , McGraw-Hill	2014
Mathematics	<i>Calculus</i> , by Larson and Edwards; Cengage Learning	2006
Mathematics	<i>Geometry</i> , McGraw-Hill	2014
Mathematics	<i>Algebra 2</i> , McGraw-Hill	2014
Mathematics	<i>Precalculus with Limits</i> , Houghton Mifflin	2008
Mathematics	<i>Consumer Economics and Personal Finance</i> , McDougal Littell	2003
Mathematics	<i>Stats: Modeling the World</i> , Pearson	2010
Mathematics	<i>Algebra</i> , McGraw-Hill	2014
Mathematics	<i>Geometry</i> , McGraw-Hill	2014
Mathematics	<i>Consumer Mathematics</i> , Pearson	2003
Science	<i>Earth Science</i> , McDougal Littell	2005
Science	<i>Biology</i> , Holt	2007
Science	<i>World of Chemistry</i> , McDougal Littell	2007
Science	<i>Chemistry</i> , McGraw-Hill	2005
Science	<i>Physics</i> , Holt, Rinehart and Winston	2007
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> , Pearson	2004
Science	<i>Earth Science</i> , Pearson	2004
Science	<i>General Science</i> , Pearson	2004
History/social science	<i>Traditions & Encounters</i> , McGraw-Hill	2006

Continued on page 13

Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
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
Health	<i>Health</i> , Glencoe/McGraw-Hill	2001
Foreign language	<i>Paso a Paso: Levels 1-3</i> , Prentice Hall	2000
Foreign language	<i>Abriendo Paso</i> , 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		2021-22 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	3/30/2021	

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	4
2020-21	3
2021-22	3

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 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

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Teacher Preparation and Placement

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

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

This table displays the percent of authorization/assignment 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/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Vasquez HS	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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/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>.



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.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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

2020-21 School Year

Indicator	Vasquez HS
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

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

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

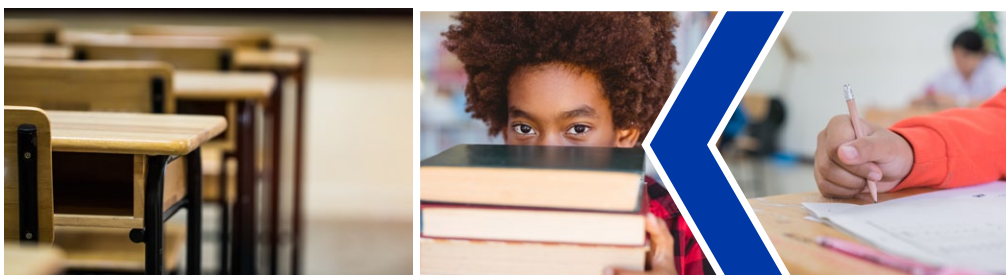
Class Assignments

2020-21 School Year

Indicator	Vasquez HS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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>.



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

2020-21 School Year

	Ratio
Pupils to Academic counselors	230:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.33
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	2.00

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$7,525
Expenditures per pupil from restricted sources	\$232
Expenditures per pupil from unrestricted sources	\$7,293
Annual average teacher salary	\$63,351

Financial Data

The financial data displayed in this SARC is from the 2019-20 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		2019-20 Fiscal Year
	AADUSD	Similar Sized District
Beginning teacher salary	◇	\$45,813
Midrange teacher salary	◇	\$70,720
Highest teacher salary	◇	\$93,973
Average elementary school principal salary	◇	\$111,613
Average middle school principal salary	◇	\$119,477
Average high school principal salary	◇	\$120,270
Superintendent salary	◇	\$150,704
Teacher salaries: percentage of budget	27%	29%
Administrative salaries: percentage of budget	7%	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		2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Vasquez HS	\$7,293	\$63,351
AADUSD	\$11,780	\$75,946
California	\$8,444	\$71,544
School and district: percentage difference	-38.1%	-16.6%
School and California: percentage difference	-13.6%	-11.5%

◇ Data not available at this time.

Expenditures Per Pupil

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

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 2022.

School Accountability Report Card

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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	474	NT	NT	NT	NT
Female	237	NT	NT	NT	NT
Male	237	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	16	NT	NT	NT	NT
White	213	NT	NT	NT	NT
English Learners	106	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	295	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	107	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	474	NT	NT	NT	NT
Female	237	NT	NT	NT	NT
Male	237	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	16	NT	NT	NT	NT
White	213	NT	NT	NT	NT
English Learners	106	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	295	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	107	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8 and 11)
Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	925	438	47.35%	52.65%	41.78%
Female	457	220	48.14%	51.86%	41.82%
Male	468	218	46.58%	53.42%	41.74%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	439	215	48.97%	51.02%	34.42%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	23	--	--	--	--
White	419	192	45.82%	54.18%	51.56%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	--	--	--	--	--
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	47	8	17.02%	82.98%	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8 and 11)
Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	925	395	42.70%	57.29%	54.68%
Female	457	200	43.76%	56.23%	51.50%
Male	468	193	41.24%	58.76%	58.03%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	439	197	44.87%	55.13%	49.24%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	23	--	--	--	--
White	419	174	41.53%	58.47%	61.49%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	--	--	--	--	--
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	47	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

