

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## Executive Summary School Accountability Report Card, 2007-08

### Will C. Wood High School

Address: 998 Marshall Rd. , Vacaville CA 95687-5735 Phone: (707) 453-6900  
Principal: Chris Strong Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## I. Data and Access

### DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### 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 on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Will C. Wood High	District Name	Vacaville Unified
Street	998 Marshall Rd.	Phone Number	(707) 453-6117
City, State, Zip	Vacaville , CA 95687-5735	Web Site	www.vacavilleusd.org
Phone Number	(707) 453-6900	Superintendent	John Aycock
Principal	Chris Strong	E-mail Address	jaycock@vusd.solanocoe.k12.ca.us
E-mail Address	cstrong@vacavilleusd.org	CDS Code	48-70573-4830089

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

The mission of Will C. Wood High School, as a collaborative learning community of students, staff, and families is to empower all students to be life-long learners, critical thinkers, and productive citizens by inspiring excellence through a rigorous curriculum and innovative, imaginative teaching.

- School Goal #1 - 2008-09 English Language Arts: Fifty percent of all students will perform at 50% proficiency and advanced on the ELA CST. Our CAHSEE goal is that 88% of 10<sup>th</sup> graders pass the Exit Exam with 63% at proficiency by August 2009.

- School Goal #2 (2009-10) Mathematics: Twenty percent of all Algebra 1 students will perform at proficient or advanced on the Algebra 1 CST. Thirty percent of all Geometry students will perform at proficient or advanced on the Geometry CST by August 2009. Our CAHSEE goal is that 88% of 10<sup>th</sup> graders pass the Exit Exam with 63% at proficiency by August 2009.
- School Goal #3 (2009-10) English Language Learners: All limited English Proficient students will have access to the core curriculum and will progress toward proficiency in ELA and Mathematics by August of 2009.
- School Goal #4 (2008-09) Special Education Students: Special Education students will meet their I.E.P. goals and continue to work towards meeting proficiency as set forth by the requirements of NCLB by August 2009. In regards to the CAHSEE, Special Education Students passing rate will improve by 5% by August 2009. The level of proficiency on the CAHSEE will increase by 3% by August 2009.
- School Goal #5 (2009-2010) To increase the academic achievement and learning opportunities for all students by integrating WASC, WCW Strategic Plan Objectives, SPSA, and District Strategic Plan, including LEA plan by August 2009.
- School Goal # 6 (2009-10) To increase parent and community involvement at Will C. Wood

### **Opportunities for Parental Involvement (School Year 2007-08)**

This section provides information about opportunities for parents to become involved with school activities.

Parents can become involved in Will C. Wood through a variety of programs which include:

- a. Site Council – the advisory council for the Principal and staff. Contact person: Chris Strong
- b. Athletic Boosters – Parents and community members who support all Wood athletic programs. Contact person: Mrs. Esler
- c. Safe and Sober Grad Nite – the parent group who plans the all-night party after graduation. Contact person: Karen Cohick
- d. Band Boosters – the parent group who works with band activities. Contact person: Aaron Smith
- e. Sylvan Choir Boosters – the parent group who works with the choral programs. Contact person: David Barthelmess
- f. PTC – Parents, teachers and community members meet to complete projects and goals for the school. Contact Person: Suzanne Weisker

Wildcat Night Athletics Fundraiser- parent group who plans, organizes and participates in the development and implementation of the event which honors student achievement. Contact person: Chris Strong

### **Student Enrollment by Grade Level (School Year 2007-08)**

This table displays the number of students enrolled in each grade level at the school.

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	589
Grade 10	502
Grade 11	504
Grade 12	420
Total Enrollment	2015

### **Student Enrollment by Group (School Year 2007-08)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

<b>Group</b>	<b>Percent of Total Enrollment</b>
African American	10.02 %
American Indian or Alaska Native	0.55 %
Asian	2.08 %
Filipino	1.94 %
Hispanic or Latino	17.32 %
Pacific Islander	0.74 %

White (not Hispanic)	51.56 %
Multiple or No Response	15.78 %
Socioeconomically Disadvantaged	29 %
English Learners	5 %
Students with Disabilities	10 %

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.8	37	27	15	24.7	36	21	15	22.4	51	24	9
Mathematics	25.9	29	23	10	25.4	26	36	6	23.9	39	18	12
Science	30.5	3	23	21	30.4	4	22	20	29.3	4	32	6
Social Science	29.2	4	31	15	29.2	7	27	17	28.1	11	26	14

### III. School Climate

#### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The Safe School Plan is a comprehensive document designed to prepare students, staff and administration for extraordinary situations in which their safety may be in jeopardy and is updated annually as District policy is modified or changed. The District and City have in place an Emergency plan for all situations.

School security is further enhanced with four full time members of the campus security team, three full time administrators and a Youth Services Office housed on the campus of Will C. Wood and staffed by a Youth Services Police Officer, a School Resource Officer, and a Master Social Worker. The school is a closed campus.

Athletics, student clubs, student government activities and the GOTCHA Award Program, sponsored by the City of Vacaville Youth Round Table and the Vacaville Chamber of Commerce, are among the programs that create a positive environment at Will C. Wood. The school provides a comprehensive athletic program for all students. There are thirty-two active clubs on campus that address the interests of the school's diverse student body. Additionally, the school has awards for Student of the Month and multiple academic, leadership, and specialized awards.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08

Suspensions	18.4	16.0	17.5	16.0	16.7	17.6
Expulsions	0.4	0.5	0.2	0.2	0.4	0.1

## **IV. School Facilities**

### **Facility Conditions and Planned Improvements (School Year 2008-09)**

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

#### **Age of School Buildings**

Will C. Wood High School has 65 permanent classrooms, 24 portable classrooms, two gymnasiums, team and physical education locker rooms, library, athletic fields, cafeteria, Little Theatre, and an administration/counseling building. The campus was originally built in 1969, 1972 and 1988. It is in the middle of several phases of a major renovation and new construction project using State School Facilities Program funding and local Measure V general obligation funding. This project was begun in 2006/07 and is scheduled for completion in 2010. Portable classrooms and restrooms have been added over the years to accommodate growth.

#### **Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### **Cleaning Process and Schedule**

The district follows cleaning standards for all schools in the district. A summary of these standards is available at the Maintenance Department at 353 Brown Street, Vacaville, CA, 95688. The Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### **Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the district has budgeted approximately \$550,000.00 for the deferred maintenance program. This represents 1/2 percent of the district's general fund budget. In addition, the District receives a dollar-for-dollar State match, or another approximately \$550,000.00, for a total Deferred Maintenance Program budget of \$1,100,000.00 for the District.

#### **Deferred Maintenance Projects (if applicable)**

For the 2007-08 school year, the district's governing board has approved deferred maintenance projects for this school that will result in no new DM projects. The district's complete deferred maintenance plan is available at the district office at 751 School Street and at the Maintenance Department Office at 353 Brown Street.

#### **Modernization Projects (if applicable)**

Will C. Wood High is undergoing a major renovation project that is being done in various phases. The first project was the Gymnasium Lighting Project, which was completed in summer, 2006. The Lower Field Project was started in spring, 2007 and was completed in fall, 2007. Modernization of all existing buildings and classrooms at the school is scheduled to begin in summer 2007 and is scheduled for completion in 2010.

**New School Construction Projects (if applicable)**

There will be a new Science Building constructed as part of the Measure V program. The building will consist of 16 classrooms and labs, teacher workrooms and storage, and restrooms. The site work associated with that project was started in spring, 2007 and was completed in fall, 2007. The building construction began in winter, 2007 and is scheduled to be completed in December, 2008.

**School Facility Good Repair Status (School Year 2008-09)**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

**Overall Summary of School Facility Good Repair Status (School Year 2008-09)**

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

**V. Teachers**

## Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	79	84	83	665
Without Full Credential	8	3	3	31
Teaching Outside Subject Area of Competence	--	--	--	N/A

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	8
Total Teacher Misassignments	0	0	8
Vacant Teacher Positions	0	0	0

## More Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant or non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	90.5	9.5
All Schools in District	87.2	12.8
High-Poverty Schools in District		
Low-Poverty Schools in District	90.0	10.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	403
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A

Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	1:1	0%
Mathematics	1:1	0%
Science	1:1	0%
History-Social Science	1:1	0%
Foreign Language	1:1	0%
Health	1:1	0%
Visual and Performing Arts	1:1	0%
Science Laboratory Equipment (grades 9-12)	1:1	0%

WCW

Course	Primary Text(s)	Publisher	Copyright Date	Board Approval Date
Algebra I-P	<u>Algebra I: Concepts and Skills</u>	Algebra 8A	2001	2001
Geometry-P	<u>Math 2: Geometry, 2<sup>nd</sup> Edition, (Text, supplement and teacher edition) (8/31/01)</u>	CPM Educational Program	2002	8/3/2001
Algebra II-P	<u>Algebra and Trigonometry</u>	Addison-Wesley Publishing	1990	5/15/2003
	<u>College Prep Mathematics: Changes from Within</u>	CPM Educational Program	2000-2002	8/3/2001
Trig/Anal-P	<u>Precalculus with Unit-Circle Trigonometry. Cohen, David</u>	Brooks/Cole	1998	5/15/2003
Trig/Anal-P-HP	College Prep Math 4	CPM Educational Program	2001	6/16/1998
AP Calculus AB	<u>Calculus (2/3/00)</u>	Key Curriculum Press	1998	2/3/2000
AP Statistics	<u>Introduction to Statistics &amp; Data Analysis, Peck, Olsen &amp; Devore (5/17/01)</u>	Thompson Learning Distribution Center	2001	5/17/2001

### 9-12 Science

Course	Primary Text	Publisher	Copyright Date	Board Approval Date
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Earth and Physical Science-P	<u>Earth Science</u> (CA Edition)	Pearson Prentice Hall	2006	4/19/2007
Environmental Science II	<u>Science Explorer-Life Science</u>	Pearson Prentice Hall	2005	7/13/2006
Biology-P	<u>Biology</u> (CA Edition) – Prentice Hall	Pearson/Prentice Hall	2007	4/19/2007
Biology-P-XL	<u>BSCS Biology – A Molecular Approach</u>	Glencoe/McGraw Hill	2001	8/16/2001
Chemistry-P	<u>Holt Chemistry: Visualizing Matter</u>	Holt, Rinehart and Winston	2000	8/16/2001
Honors Chemistry-P	<u>Modern Chemistry</u>	Holt, Rinehart and Winston	1999	8/16/2001
Human Anatomy and Physiology	<u>Introduction to the Human Body: The Essentials of Anatomy and Physiology</u> , Tortora and Grabowski	John Wiley & Sons, Inc.	2004	5/4/2006
Conceptual Physics P-XL	<u>Conceptual Physics, 9<sup>th</sup> Ed</u> , Paul Hewitt	Addison Wesley & Benjamin Cummings	2002	5/16/2002
	<u>Conceptual Physics: Lab Manual</u> , Paul Robinson	Addison-Wesley	2001	5/16/2002
	<u>Concept Development Exercises</u> , Paul Hewitt	Addison-Wesley	1991	8/15/1991
Physics HP	<u>Physics: Principles with Applications</u> , Giancoli, Douglas C.	Prentice-Hall Inc.	1985	2/16/1988
AP Physics B	<u>Physics: Principles with Applications</u> (5 <sup>th</sup> Ed)	Prentice Hall	1998	8/16/2001
	<u>Physics: Principles with Applications</u> (2 <sup>nd</sup> & 3 <sup>rd</sup> Ed)	Prentice Hall	1991	1988

### 9-12 Social Science

Course	Primary Text	Publisher	Copyright Date	Board Approval Date
Modern World History, Culture and Geography	<u>World History: Modern Times</u>	Glencoe	2006	5/4/2006
US History	<u>The American Vision: Modern Times</u>	Glencoe	2006	5/4/2006
AP US History	<u>The Enduring Vision</u> , (5 <sup>th</sup> edition) Boyer, Clark, et.al.	McDougal Littell	2004	5/19/2005
American Government	<u>United States Government: Democracy in Action</u>	Glencoe	2006	5/4/2006
Economics				
	<u>Economics: Principles and Practices</u>	Glencoe	2006	5/4/2006

### 9-12 English

Course	Primary Text	Publisher	Copyright Date	Board Approval Date
English 9	<u>Timeless Voices, Timeless Themes</u> (gold level)	Prentice Hall	2002	5/30/2002
English 10	<u>Timeless Voices, Timeless Themes</u> (platinum level)	Prentice Hall	2002	5/30/2002
English 11	<u>Timeless Voices, Timeless Themes: American Experience</u>	Prentice Hall	2002	5/30/2002
English 12	<u>Timeless Voices, Timeless Themes: World Masterpieces</u>	Prentice Hall	2003	5/30/2002
AP Lit & Comp	<u>English and Western Literature:</u>	Scribner-Macmillan	1984	1/4/1996
Reading Access	<u>Language!, The Comprehensive Literacy Curriculum, 3<sup>rd</sup> Ed</u>	Sopris West	2005	5/19/2006

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,157.00	\$1,024.00	\$4,133.00	\$57,606.00
District	N/A	N/A	\$4,994.30	\$55,203.00
Percent Difference – School Site and District	N/A	N/A	17.2%	-4.2%
State	N/A	N/A	\$5,300.00	\$63,458.00
Percent Difference – School Site and State	N/A	N/A	22.0%	9.2%

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Description	Resources	Function	Goal	Amount
Special Education	3310-3315-3320-6500			1,454,577.11
Bilingual Program	3020-4203-7091-6286			
School Based Coordinated Program	7395			29,315.48
				7,601.77
Vocational Education	7010-3550-6350			34,172.22
Pupil Services		3000		705,598.79
Alternative Education			3400-1155,3100	-

Total				2,231,265.37
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### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,093	\$39,708
Mid-Range Teacher Salary	\$55,270	\$63,805
Highest Teacher Salary	\$75,045	\$82,081
Average Principal Salary (Elementary)	\$88,381	\$102,166
Average Principal Salary (Middle)	\$95,738	\$107,816
Average Principal Salary (High)	\$97,308	\$116,474
Superintendent Salary	\$156,660	\$183,478
Percent of Budget for Teacher Salaries	43.1 %	40.6 %
Percent of Budget for Administrative Salaries	5.6 %	5.2 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	47	41	45	48	48	51	42	43	46
Mathematics	32	28	25	43	42	45	40	40	43
Science	44	39	42	39	42	48	35	38	46
History-Social Science	34	27	30	41	36	39	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	34	11	28	15
American Indian or Alaska Native	27	33	*	*

Asian	62	52	82	45
Filipino	53	35	64	33
Hispanic or Latino	30	16	24	20
Pacific Islander	41	30	*	17
White (not Hispanic)	51	28	47	35
Male	42	29	45	34
Female	48	19	39	26
Economically Disadvantaged	29	16	24	
English Learners	1	11	4	5
Students with Disabilities	7	7	6	

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	55.8	49.8	59.5	56.0	52.1	60.7	51.1	48.6	52.9
Mathematics	57.8	55.6	59.2	52.7	55.3	56.2	46.8	49.9	51.3

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced

All Students	40.5	49.8	9.7	40.8	37.6	21.6
Male	43.2	48.6	8.2	38.5	36.2	25.3
Female	37.9	50.9	11.2	43.0	39.0	17.9
African American	56.0	38.0	6.0	54.0	36.0	10.0
Filipino	15.4	76.9	7.7	15.4	53.8	30.8
Hispanic or Latino	56.3	36.8	6.9	51.7	37.9	10.3
White (not Hispanic)	33.1	55.4	11.5	35.6	37.8	26.7
English Learners	69.2	28.2	2.6	65.0	30.0	5.0
Socioeconomically Disadvantaged	61.2	33.9	5.0	54.5	35.5	9.9
Students with Disabilities	83.3	14.3	2.4	88.1	7.1	4.8

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	35.2

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	6	7	6
Similar Schools	4	8	7

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 4830089

- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	22	-6	-4	719
African American	18	4	1	671
Hispanic or Latino	14	-10	-11	642
White (not Hispanic)	31	-7	-2	751
Socioeconomically Disadvantaged	14	14	12	635
Students with Disabilities	55	-24	31	507

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

### AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

## Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	11.8

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	2.0	1.6	4.0	2.1	2.6	4.2	3.1	3.5	4.4
Graduation Rate	94.9	90.4	87.6	91.5	88.7	86.9	85.0	83.0	79.5

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student

group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	407	927	N/A
African American	48	86	N/A
American Indian or Alaska Native	1	2	N/A
Asian	15	30	N/A
Filipino	18	25	N/A
Hispanic or Latino	70	176	N/A
Pacific Islander	1	6	N/A
White (not Hispanic)	250	596	N/A
Socioeconomically Disadvantaged	66	150	N/A
English Learners	8	25	N/A
Students with Disabilities	26	57	N/A

### Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Will C. Wood offers a comprehensive Career Tech Education Program designed to meet the needs of students interested in post secondary education in the Trades. All students have access to these courses regardless of future career goals.

### Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	847
Percent of the school's pupils completing a CTE program and earning a high school diploma	20%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	1.4%

### Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	65.9
Graduates Who Completed All Courses Required for UC/CSU Admission	22.4

### Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A

Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	1	N/A
All courses	6	2.1

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Vacaville Unified School District (VUSD) provides professional development opportunities for teachers at all stages of their careers. Peer Assistance and Review (PAR), Beginning Teacher Support and Assessment (BTSA), and Title II of the No Child Left Behind Act, SB 472 and AB 430 are the primary funding sources.

BTSA is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium which provides mentoring and support for all new teachers.

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. SB 472 funds have been utilized to train many VUSD teachers in the areas of reading and mathematics. Elementary principals have received training in reading due to an AB 430 grant. Other areas of professional development include: Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, and training for Special Education teachers.

Many teachers serve on district CAMP committees. These collaborative groups work together to discuss best practices, identify essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, student achievement data, input from PAR and BTSA and staff surveys.

All teachers participate in site-based professional development via collaborative planning time once per week. This time is utilized to discuss topics related to student achievement.

Instructional assistants who work with students are invited to attend after school sessions in any subject area that applies to their job requirements. Clerical staff receives technology in-services in areas of job requirements, such as: attendance programs, library inventories, word processing and email.

For the past several years, Vacaville Unified School District used one full SBCP day for professional development. This has taken place in the fall, before school starts. Other professional development opportunities take place during summer, on release time, after school, evenings and weekends.