

SOLANO COUNTY CIVIL GRAND JURY

2025 – 2026

CONTINUATION SCHOOLS
IN SOLANO COUNTY

May 22, 2026

CONTINUATION SCHOOLS IN SOLANO COUNTY

2025-2026 Solano County Civil Grand Jury

I. SUMMARY

Per the 2021-22 California Department of Education statistics, 7.7% of Solano's High School students are at risk of not graduating due to lack of credits. When faced with this situation, the options are between a Continuation School and Independent Study. Surprisingly, some parents and students alike have outdated information pertaining to Continuation High Schools. Stigmas surrounding continuation high schools often stem from the misconception that they are a "last resort" for "bad kids" rather than a specialized educational pathway.

Continuation High Schools exist to offer a unique and valuable educational opportunity designed to meet individual needs while helping achieve academic success; they use processes and procedures that will allow them to focus on supporting students towards graduation and beyond.

This report highlights how the continuation schools in Solano County are leaning into this challenge. Through interviews, site visits, and systems analysis, the Jury discovered that the provision of a separate Continuation School plays an effective role in meeting the diverse academic needs of all students seeking alternative pathways to graduation. Continuation High Schools in Solano County with adequate resources, robust career readiness programs, and engaging curriculum show higher rates of student achievement and graduation. Overall, the goal is to ensure that continuation high schools are not where opportunity ends, but where it begins.

II. INTRODUCTION

In October through December of 2025, the Solano County Civil Grand Jury (Jury) elected to investigate the continuation schools throughout Solano County to better understand their operations and how these schools serve students.

Four (4) Continuation High Schools were fully reviewed:

1. Liberty High School in Benicia
2. Maine Prairie High School in Dixon
3. Sem Yeto High School in Fairfield
4. John W. Finney High School in Vallejo

Vacaville does not have a separate Continuation High School; they assist students in credit deficit situations in the regular High School and hope to have a physical school site in the future. Rio Vista operates a Continuation High School outside the Solano County jurisdiction. Travis Unified School District also has an alternative school; however, it is operated differently than the other schools. For these reasons, these three schools were not included in the report for comparison purposes.

The Jury conducted research into each school's demographics, performed site visits, and reviewed a variety of information provided by School Administrative Staff to create this report. The main report reviewed is called the School Accountability Report Card (SARC). The SARC is an annual report that provides parents and the community with detailed information about a school's performance, resources, and student demographics and is available online for review. This report compares these four schools side by side, supported by visuals, charts, visitation observations, and demographic data. The Jury's evaluation identified the factors that may be considered should a high school student face a credit deficiency - demographics of the schools, curriculum, career readiness, and overall student engagement.

Charts 1 through 3 on the following pages were created to help with comparisons:

- Chart 1 reflects data from the School Accountability Report Card (SARC) for each of the schools
- Chart 2 reflects information learned from the Jury’s site visits
- Chart 3 reflects information provided by the schools

Chart #1 – School Demographics

| Demographic | Benicia – Liberty High School | Dixon – Maine Prairie High School | Fairfield/Suisun - Sem Yeto High School | Vallejo – John W. Finney High School |
|---|--------------------------------------|--|--|---|
| <i>Students</i> | 50 | 75 | 310 | 143 |
| <i>Average Class Size</i> | 7-10 | 9-13 | 25-26 | Not reported |
| <i>English Learners</i> | 4 | 17 | 41 | 41 |
| <i>Foster Youth</i> | Not reported | 1 | 2 | Not reported |
| <i>Homeless Students</i> | 1 | 13 | 8 | 2 |
| <i>Socioeconomically Disadvantaged</i> | 26 | 62 | 230 | 127 |
| <i>Students with Disabilities</i> | 9 | 15 | 44 | 22 |
| <i>African American</i> | 7 | 2 | 63 | 37 |
| <i>Asian</i> | Not reported | Not reported | Not reported | 2 |
| <i>Filipino</i> | 3 | 1 | 6 | 7 |
| <i>Hispanic</i> | 19 | 44 | 180 | 87 |
| <i>Pacific Islander</i> | Not reported | Not reported | 5 | 2 |
| <i>White</i> | 17 | 25 | 31 | 6 |
| <i>Two+ Ethnicities</i> | Not reported | 2 | 16 | 2 |
| <i>5 yr graduation rate</i> | 97.3% | 68% | 74.5% | 80.2% |
| <i>Beginning Teacher Salary in District</i> | \$58,821 | \$52,179 | \$63,352 | \$59,813 |
| <i>\$ Per Student</i> | \$24,759 | \$14,625 | \$15,036 | \$14,872 |
| <i>Chronic Absenteeism Rate</i> | 69.4% | 86.1% | 75.2% | Not reported |

Source: 2024-25 School Accountability Report Card: [California School Dashboard \(CA Dept of Education\)](#)

Note: Demographics reported on the SARC for Continuation Schools are reflective of general demographics for each School District

Chart # 2 - Information Learned During Site Visits

| | Benicia – Liberty High School | Dixon – Maine Prairie High School | Fairfield/Suisun - Sem Yeto High School | Vallejo – John W. Finney High School |
|---|---|--|--|---|
| <i>How Students are Referred</i> | School Counselor | School Counselor | Assistant Principal uses a database | School Counselor |
| <i>Avg Daily Attendance Rate</i> | 87% | 90% | 87-91% | 87% |
| <i>Current # of Students</i> | 48 | 48 | 300 | 148 |
| <i>How School Keeps Students Engaged</i> | -Small class size -Field trips -Focus on career readiness -Arts integrated in curriculum | -Smaller school -Food and clothes closets -Access to gym -Lounge area in cafeteria | -Smaller school -Student support -Students may participate in some school activities | -Smaller school -Students may participate in high school activities |
| <i>Learning Program Utilized</i> | Big Picture Learning (BPL) Portfolio Based Assessment (PBA) | Advancement Via Individual Determination (AVID) Positive Behavioral Interventions and Supports (PBIS) | Personalized Competency Based Education (PCBE) | Positive Behavioral Interventions and Supports (PBIS) |
| <i>Teacher to Student Ratio</i> | 1:15 | 1:12 | 1:25 | 1:24 |
| <i>#Certified Teachers</i> | 6 | 6 | 8 | 8 |

Chart # 3 - Information Provided by Schools

| | Benicia – Liberty High (model) | Dixon – Maine Prairie High School | Fairfield/Suisun - Sem Yeto High School | Vallejo – John W. Finney High School | | | | |
|--|--|---|---|--|---------|-----|---------|-----|
| <i>Continuation Philosophy</i> | -Operated by district -Independent, own principal & staff | -Offer all students a robust program in a small school environment, providing access to same services and programs at the high school. | -Provide safe, welcoming and supporting learning environment (smaller) -Create a seamless transition for students back and forth between schools | -Student-centered, flexible pathway to diploma -Provide comprehensive individualized support | | | | |
| <i>Reasons students need credit recovery</i> | -Personal, family, or health challenges -Difficulty keeping up with coursework -Work or family responsibilities -Changes in living situations -Needing smaller environment | -Learning Disruptions -Extra Academic Support -Extra Social Emotional Support -Personal challenges such as job or family needs | Academic, attendance, and social-emotional factors including: -chronic absenteeism, -gaps in foundational skills -behavioral challenges -family or work responsibilities. | -Credit deficiency -Chronic Absence -Academic Struggles -Work or Family Responsibilities -Socio-economic or mental health barriers | | | | |
| <i>Homeschool vs. continuation enrollment</i> | Info not available | 43 | HS No data | 48 | No data | 422 | No data | 136 |
| <i>Model School Distinction</i> | -Awarded a model school distinction -District provided support to principal to apply | -Meet the criteria, have been short staffed to manage the application process but wish to convene a committee to apply in the future. | -The district supports the pursuit of this designation and has provided research, site visits, and has guided the team. | -Have not submitted an application but remains committed to excellence. | | | | |

II. INTRODUCTION (continued)

Continuation schools serve as supportive communities that emphasize personal growth, responsibility, and life skills that challenge students facing impediments, difficulties and obstacles that exist both inside and outside the classroom. Continuation schools provide access to additional services such as mentorship programs, career guidance, and mental health resources, which help students navigate academic and personal obstacles. These supportive measures enable students to regain direction, rebuild self-esteem, and develop a renewed commitment to their education.

The effectiveness of continuation schools can be seen in their ability to re-engage students with their learning while preparing them for future success. Overall, because these schools offer flexible scheduling, alternative credit options, and career readiness programs, students gain the tools they need to graduate and transition confidently into college, vocational training, or the workforce. Ultimately, these schools demonstrate the power of understanding, adaptability, and encouragement in education, showing that with the right environment, every student has the potential to succeed.

III. STATEMENT OF FACTS

A continuation school is by definition, “An alternative public high school program for older students, typically 16+, at risk of dropping out due to credit deficiency.” According to the California Department of Education, students must earn 220 credits to graduate from high school, including English, Mathematics, Science, History, Fine Arts or Languages, and Electives.

The classes offered at Continuation Schools are all core subjects such as English, Mathematics, History, and Science. This individualized attention to core subjects fosters a sense

of confidence and motivation in students. Continuation schools do not offer a variety of electives; therefore, to graduate you are only required to obtain 180 credits. Additionally, Continuation Schools operate on a quarter or trimester system, which allows more credits to be earned.

The primary reason cited by students, counselors and administrators for a student's request for enrollment or placement into a continuation school is credit recovery. Counselors regularly review student progress towards these credits, and when a deficiency is noted after the tenth grade, the Counselor attempts to engage the student and parents providing options, including enrollment in the Continuation High School. This gives students a path to high school graduation not possible at the traditional high school because they are too far behind in credits.

Each school was asked about placement of students at the Continuation School with disciplinary issues because that is the common perception of these alternative high schools. Each school site confirmed that the continuation programs do not serve students with disciplinary placements or expulsions, emphasizing they work with students who are in a credit deficit situation who need extra support to graduate.

The Jury also learned that post-COVID, many students attending traditional high schools faced learning challenges that required more flexible and individualized instructional approaches which are provided by continuation schools. These schools respond to these needs by offering smaller campuses, reduced class sizes, and a faster way to earn credits towards graduation. This structure (program) creates a lower teacher-to-student ratio, allowing for increased academic support and personalized instruction. These conditions foster a positive learning environment which encourages student engagement. The goals used in continuation schools allow students'

interests to be incorporated into certain aspects of the curriculum, making learning more relevant and meaningful to the students.

BENICIA - Liberty High School

Per the 2024-2025 Liberty High School School Accountability Report Card (SARC), the school is described as a California Model Continuation School that is a fully accredited, standards-based continuation school within the Benicia Unified School District, serving 16-18 years old students in grades 10-12. The goal of the school is to assist students to develop a plan and provide an opportunity to graduate on time. To accomplish this goal, the teachers and staff of Liberty High work together, collaborating weekly to discuss student progress focusing on improving students' critical thinking, reading, writing skills, and building the life skills they will need in the future as part of the workforce.

The school's website further states that they are a small campus with less than 100 students and small class sizes (See Chart #1 for demographics). The Jury noted that teachers have six (6) to 17 years of tenure working at the school, and it was stated, "[We] hire teachers the students deserve" meaning that high quality individuals had been hired to serve this population, and they love their job.

In addition to engaged teachers, the school also offers many ways for parents to engage and get involved with the school such as back-to-school nights, parent surveys, workshops, and advisory groups.

Liberty High's motto is "Together We Soar," and their mission is displayed as you enter the school: "Liberty High School, an alternative school of choice, founded on an educational

environment which fosters inclusion, joy and love. We prioritize creating a safe, respectful and supportive atmosphere that empowers development. Education is a collaborative journey and our staff, students, parents, volunteers, and community work together to inspire students to realize their fullest potential. The diverse and unique needs of each student are integral to our mission. We are dedicated to promoting their individual growth, academic excellence, and personal safety. We challenge our students to become responsible and productive.”



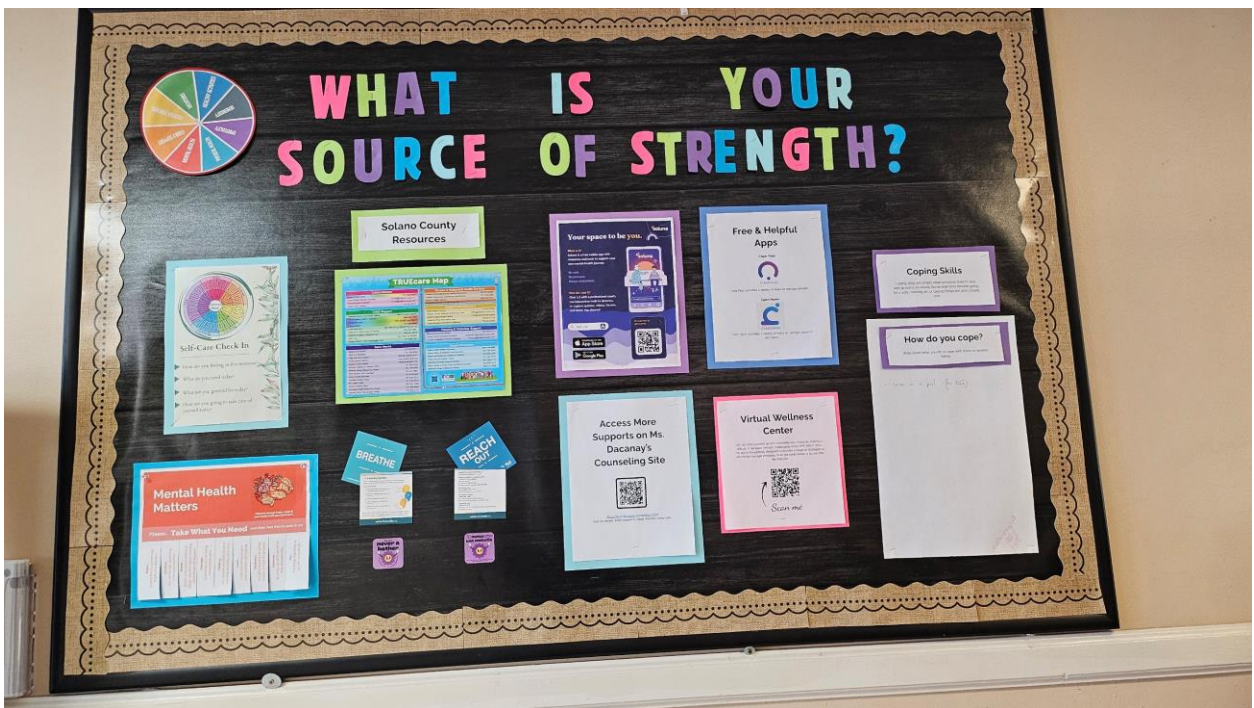
Halls at Liberty High School showcasing motto and Model School Distinction

Liberty High School is a “Big Picture Learning School” which is defined as a student-centered, non-traditional school model focused on “one student at a time” personalization, real-world internships, and portfolio-based assessment (PBA). Additionally, the school understands

that many students' post-secondary goals may or may not be built around going to college and are primarily shaped by their interests. As such, Liberty High School's approach of "Learning Through Interest" (LTI) is personalized to each student's interests, strengths, talents, and needs, looking at each student individually.

In addition to the LTI approach towards learning, Liberty High School works closely with the students to help them better understand how to navigate multiple pathways post-graduation, whether it be college, the trades, the workforce, or the military.

The Jury observed that the halls in the school were filled with displays, most created by students which exhibit this approach and provide data about student success.



Mental Health Display at Liberty High School

Liberty High School was one of only 35 schools to be recognized in 2017 by the California Department of Education as a Model Continuation High School (MCHS). They were also awarded this distinction in school year 2024.

The Jury observed that the quality of attention, time and dedication of the principal and teaching staff to students and their well-being were all factors that contribute to student success and the school's 97.3% graduation rate.

DIXON - Maine Prairie High School



Maine Prairie High School

Per the 2025 School Accountability Report Card, Maine Prairie High School (MPHS) is described as serving students in grades 10-12, a majority enrolling to remediate credit deficiencies. The school's website lists the mission of Maine Prairie High School is to "foster an atmosphere of mutual respect and trust; [they] provide students with a supportive, caring, and alternative learning environment. Their standards-based educational program prepares students to successfully achieve academic, personal, and post-secondary goals."

MPHS partners with the local elementary schools to assist by allowing students to volunteer in the classrooms helping teachers and students, lead schoolwide activities and events, and partners with local groups such as the Rotary, the Chamber of Commerce to play key roles in supporting and mentoring students.

Through research and site visit, the Jury learned that MPHS is staffed to serve up to 100 students in grades 10-12, with 48 students attending the school at the time of the visit. MPHS employs a total of 17 staff, with credentialed staff dedicated to teaching the core classes of English, Mathematics, Science, Social Science; the student to teacher ratio was stated to be 20:1; the SARC shows class size ranging from 9 to 13. The 5-year graduation rate for MPHS is around 68%, and the SARC shows marked improvement in the dropout rate since 2022.

MPHS provides instruction in all the core subjects and their curriculum utilizes a program called Advancement Via Individual Determination (AVID) to prepare students for college and careers, especially those from underrepresented groups. AVID students typically achieve higher GPAs and college acceptance rates than their peers. The program teaches critical skills like organization, time management, and collaboration while encouraging students to take rigorous coursework. At the site visit, the Jury was able to view planning information for this program:



Picture of AVID goals for teaching displayed at Maine Prairie High School

Additionally, MPHS received the Silver Medal Award in 2023 for their Positive Behavior Interventions and Supports (PBIS). Examples of PBIS include setting clear routines for students, providing breaks to help students focus, encouraging students to pay attention and stay on task, as well as suggestions to teachers when teaching new topics.

MPHS was recently moved to a new location which was previously the old John Knight Middle School. As such, MPHS offers a gym and outdoor space for physical education, a full cafeteria and multipurpose space with activities for students to use during bad weather, a kitchen where food is prepared on site instead of being brought in by the School District, a lawn area for outdoor classroom use, a science classroom with sinks, storage and adequate space to conduct experiments, an art studio, and ample space for parking.

MPHS utilizes unused classrooms to offer a well-equipped Wellness Center, a Career Readiness room, and a food/clothes resource room. Additionally, the school partners with food programs such as “End 68 Hours of Hunger” to provide food bags every Friday to students who may not have access to food when not in school. At the time of the site visit, staff stated that 14-15 bags of food are picked up by students each Friday after school.



Resource Room at Maine Prairie High School

The SARC for MPHS noted that the 2024-2025 school year graduation rate was 68%. The jury concluded that Maine Prairie High School is heading in a positive direction with smaller class sizes than in previous years, but low graduation rates continue to be a concern for this Continuation High School.

FAIRFIELD/SUISUN – Sem Yeto Continuation High School

Sem Yeto Continuation High School (Sem Yeto) comprises two campuses located in the city of Fairfield, each adjacent to the Fairfield and Armijo High School campuses. Both campuses are operated as one continuation school under one Principal and Assistant Principal and serve all the high school students in the Fairfield area, including Rodriguez High School.

Per the SARC, “Sem Yeto envisions that students will meet the challenge of becoming 21st century learners by demonstrating the ability to communicate clearly, collaborate effectively, create authentically, and think critically. Their mission is to create a safe and supportive environment where students improve their academic and social-emotional skills in an alternative setting, to recover their deficient credits, so that they can successfully transition from Sem Yeto.”

The curriculum offered at Sem Yeto includes core subjects and they have implemented “Proficiency Scales” into their daily instruction. The Proficiency Scales ensure student accountability and engagement with the content being taught in the class, also known as Personalized Competency Based Education (PCBE). PCBE is a learning approach which emphasizes personalization and competency-based learning. It focuses on ensuring that students move forward after demonstrating proficiency in the current level, rather than based on time.

Key characteristics of PCBE include mastery-based learning (progressing only after mastering the material), student choice in their learning process, and a flexible learning environment. According to PCBE, the strengths of this approach are allowing students to learn at their own pace, focusing on mastering skills for more effective learning, and the tailored content enhances student engagement because they are relevant to the students' interests. Weaknesses to this approach include potential for procrastination if students don't feel a sense of urgency, measuring mastery can be difficult, and schools may struggle to manage the curriculum effectively, as students' progress at different rates.

Sem Yeto High School supports students in special education in the resource program and is continually exploring ways to expose all Sem Yeto students to career and technical education learning experiences, such as partnering with the adult school to enable Sem Yeto students to take Welding, Carpentry, Culinary, Automotive, and Electrical classes, as well as partnering with Solano Community College to enroll Sem Yeto students in various programs.

Sem Yeto High School encourages parental involvement in various council and leadership groups, Parent Education Nights, Back to School Night, Family Activity Nights, volunteering opportunities, utilizing parent leader representatives. A Sem Yeto Family Newsletter is sent once a month to families containing upcoming events and information on ways they can engage in the school and community.

The SARC also provides information on the types of services funded. Sem Yeto offers online credit recovery as well as "Edgenuity Boot Camps" after school. The program was designed for students to earn additional credits beyond the credits they earn within the regular school day. Edgenuity Boot Camps are designed to provide students with a structured and interactive learning experience, typically including lessons from expert, on-screen teachers and

multimedia tools, allowing students to build knowledge and essential skills while understanding real-world applications. These boot camps are particularly beneficial to students who need extra support or have failed courses and need a way to earn missing credits.

Sem Yeto additionally has a College and Career Center which works to help students plan for their life after high school and discover their passion. The College and Career Technician walks alongside students intentionally to assist in learning and exploring opportunities available. This program opens the world to the students, by bringing in leaders and business owners to assist the students to know what options are available after high school.

Furthermore, Sem Yeto has established a multi-tiered system of support for social emotional learning with mental health clinicians and counselors. These supports include advisory counseling for all students.

During the site visit, the Jury noted that Sem Yeto had recently transitioned to new Administration, and changes had been implemented to aid in the selection of appropriate credit-deficient students to attend Sem Yeto. Additionally, it was noted that Sem Yeto was fortunate to keep on most of the teachers from the previous year, as staff turnover had been a challenge recently.

For School year 2024-25, Sam Yeto achieved an 82% graduation rate, up from 62.2% two years previous. The Jury observed improvements in graduation rates, attributed to the implementation of PCBE.

Per the SARC, class size for English, Math and Social Science in the 2024-25 school year, was 25-26 students per class. The California Department of Education (CDE) recommends a teacher to student ratio of 1:20 for Continuation Schools. The Jury visited two classrooms.

Staff in the classrooms at Sem Yeto verified large class sizes, mentioning that it is sometimes challenging; they usually can only spend 1-2 minutes per student each class session.

VALLEJO - JOHN W. FINNEY High School



John W. Finney High School

John W. Finney Education Complex houses a continuation high school, an academy serving students with Individualized Education Plans (IEP), and the Independent Study Academy. The Grand Jury focused on the Continuation High School portion of the complex.

The SARC for school year 2024-25 states this school "...provides a safe, supportive foundation that empowers students to become open-minded, reflective, and responsible citizens. [The school] emphasizes self-confidence, resilience, and academic achievement...graduates are equipped to communicate effectively, think critically, collaborate skillfully, adapt to change, and contribute meaningfully to their communities."

The SARC further states that they foster learning through engaging, challenging, and culturally relevant curriculum, committed to preparing students for postsecondary pathways. Their programs focus on credit recovery, improving graduation rates, and building strong relationships between students, families, and community partners.

At the time of the Jury visit, staff stated that 148 students were enrolled, 8 experienced teachers (some with tenure over 30 years), with a teacher to student ratio of 1:24. The SARC does not provide data about class size for school year 24-25, but in previous years the class size ranged from 21 to 28 students, which is outside the CDE's recommended class size of 1:20.

Subjects offered include core subjects such as Reading/Language Arts, Mathematics, Science, History-Social Science, and Health. Assignments are given to students to work on through a computer device. This type of instruction is similar to "packets" which contain study guides, worksheets, and reading material which allows the student to work independently from their teacher. Staff also mentioned using Positive Behaviors and Intervention Supports (PBIS) as described in previous sections which helps improve student engagement in schools.

The student handbook shows that students may take 5-6 classes per quarter, for a total of 20-24 credits per quarter. To earn extra credits, students also may enroll in Edgenuity classes to earn an additional 8 credits, provided they are passing all other classes.

While the dashboard shows an 80.2% graduation rate over the last 5-year period, the SARC does not list the graduation, dropout, or absenteeism rate for school year 2024-25. This could be an indicator that a report was not filed, or the numbers have not been made public through the SARC as of the date of this report. Per the California Department of Education, each school must submit a completed SARC by February 1 of the following year. At the time of this report, John Finney's SARC has not been updated for school year 2024-25.

When the Jury asked about how the school keeps students engaged, it was noted that several student supports were offered such as a wellness center, college readiness, and student support teams. Additionally, students may participate in high school activities with permission slips while attending continuation school.

The SARC provides information about parental involvement; they are encouraged to take an active role in shaping the direction of the school through various formal and volunteer opportunities. The school has expanded engagement methods to include online, alongside traditional meetings to enable continuation of important activities and communication.

Regarding school facility conditions, the most recent report conducted in October 2025, the school was rated “poor” in overall cleanliness, and for structural damage to the school. There was no mention of repairs planned or actions to be taken on the SARC. The Jury visited the school site prior to February 1, 2026 when the final SARC was due, and no damage or disrepair was noted in the areas toured.

VACAVILLE UNIFIED SCHOOL DISTRICT

Continuation programs are attached to the two high schools in Vacaville, Vacaville High and Will C. Wood High. The school district’s philosophy for continuation schools is to address the barriers to learning as early as possible, and do not offer a stand-alone high school for credit recovery. Administrative staff provided information that students needing credit recovery have the same barriers to education as in other school districts in Solano County. Given that standalone schools offer more resources and supports to students, Vacaville Unified School District intends to explore this option.

RIO VISTA SCHOOL DISTRICT

Rio Vista schools are physically located in Solano County, but they are administratively part of a tri-county district (Solano, Sacramento and Yolo Counties), managed by the Sacramento County Office of Education. Rio Vista schools belong to the River Delta Unified School District. As this district is outside the jurisdiction of the Solano County Civil Grand Jury, it was not reviewed for this report.

TRAVIS UNIFIED SCHOOL DISTRICT – TRAVIS EDUCATION CENTER

Travis Education Center (TEC) is an accredited high school, the same as Vanden High School in Vacaville. The TEC operates differently than the other schools in that it houses grades 9-12 and provides both core and elective classes. This school requires all students who attend to graduate with the full 220 credits instead of 180 like most others. Additionally, the school board is a little different than the other districts. The Travis Unified School District Governing Board consists of five members who serve four-year terms. One member represents Trustee Area No. 1 (Travis Air Force Base) and must reside on the base. The other four members represent Trustee Area No. 2 (Travis USD area except for the base). Additionally, a student member, selected by his or her peers, represents the students of the district and votes in an advisory capacity. Given that this school operates differently than the others, the Jury did not conduct a full assessment for this report.

IV. Findings and Recommendations

F1. The 2024-25 SARC for Maine Prairie High School shows a 68% graduation rate for students, 15-20% lower than the other Continuation Schools, which is detrimental to the future of students' education and success beyond graduation.

R1: The Dixon Unified School District explore and implement best practices to improve graduation rates at Maine Prairie High School by July 2027.

F2. The 2024-25 SARC for Sem Yeto High School shows a 1:24 teacher to student ratio; staff at Sam Yeto report having little time to spend with individual students due to large class sizes, which negatively impacts student-teacher time.

R2. The Fairfield-Suisun Unified School District hire additional teaching staff to ensure Sem Yeto High School maintains a 1:20 teacher to student ratio in line with CDE recommendations by July 2027.

F3. As of the date of this report, the incomplete 2024-25 SARC for John W. Finney High School does not show teacher to student ratio; previous reports show classes averaged 21-28 students, which negatively impacts student-teacher time.

R3a. The Vallejo Unified School District complete the information as required in the SARC for school year 2024-25 immediately.

R3b. Hire additional teaching staff to ensure John W. Finney High School maintains a 1:20 teacher to student ratio in line with CDE recommendations by July 2027.

F4. Per the 2024-2025 School Accountability Report Card, John W. Finney rated poor in cleanliness and structural damage, resulting in safety concerns for students attending that school.

R4. Per the 2024-25 SARC, Vallejo Unified School District needs to clean and make repairs to the John W. Finney Education Complex to make the site safe and update the 2024-25 SARC with this information immediately.

F5. John W. Finney High School utilizes an outdated method of teaching which does not maximize student and teacher interaction, which is integral to overall student comprehension and success.

R5. Vallejo Unified School District consider additional curriculum at the John W. Finney High School to foster engagement, better learning outcomes, and student achievement.

F6. John W. Finney does not offer robust career readiness programs; this impacts student success upon graduation.

R6. Vallejo Unified School District consider adding more robust career readiness programs to students attending John W. Finney High School.

F7. Vacaville Unified School District does not have a standalone Continuation High School to provide extra resources and support to credit deficient high school students.

R7. The Vacaville Unified School District continue to explore avenues to offer a standalone school to ensure Vacaville High School students have the same access to resources and support as other students in Solano County.

IV. GLOSSARY

Advanced Via Individual Determination (AVID) - Provides a career and college readiness programs specifically targeting students with lower grade averages.

Big Picture Learning (BPL) - Follows the philosophy of educating one student at a time.

Edgenuity – An accelerated short term in-person or virtual program designed to help students recover failed credits for core academic courses.

Personalized Competency Based Education (PCBE) - A system of instruction for students to advance based on their demonstrated mastery of specific skills or concepts rather than the amount of time spent in a classroom., or “seat time”

Portfolio Based Assessment (PBA) - A holistic evaluation method that students curate a systematic collection of their work to demonstrate their skills, progress, and achievements over a period of time.

Positive Behavioral Interventions and Supports (PBIS) - An evidence based tiered framework used to support the behavioral, academic, social, and emotional success of students

V. METHODOLOGY

A. Toured Facilities

1. John W. Finney Education Complex – 1347 Amador St. Vallejo, CA 94590
2. Liberty High School – 351 East J St. Benicia, CA 94510
3. Maine Prairie High School – 200 N. Lincoln St. Dixon CA 95620
4. Sam Yeto – 824 Washington St. Fairfield CA 94533

B. Resources

1. 2022 – 2023 Civil Grand Jury Report titled “Solano County Public Schools Post Pandemic and Safety Measures”
2. School Plan for Student achievement (SPSA)
3. Budget Reports Summary (2021 – 2022) for each high school
4. Parent/Student Handbook 2025 – 2026 for each high school
5. 2024 School Accountability Report Card SARC)
6. California School Dashboard (CSD, CA Dept of Education)
7. 2024 – 2025 California Assessment of student Performance Progress article - 10/12/2025
8. Photos of each campus taken by Teri Ruggiero – 09/09/2025 thru 10/09/2025
9. Questionnaires and responses to management staff at each school

C. Websites

1. Benicia – Liberty High School – <https://lhs.beniciaunified.org/our-school/about-liberty/>
2. Dixon – Maine Prairie High School – <http://www.dixonusd.org/mphs/home-preview>
3. Fairfield-Suisun - Sam Yeto High School – <http://www.fsusd.org>
4. Travis Education Center -- <https://tec.travisusd.org/about-us/mission-and-vision>
5. Vallejo – John W. Finney High School – <https://johnfinney.vcusd.org>
6. SARC – <https://www.cde.ca.gov/ta/ac/sa/>.
7. CSD – <https://www.caschooldashboard.org>
8. Daily Republic – <https://www.dailyrepublic.com>
9. [State Minimum High School Graduation Requirements - High School \(CA Dept of Education\)](#),
10. Photographer: Teri Ruggiero – truggiero.gj@gmail.com

D. Interviews with Administrative Staff at:

1. John W. Finney High School
2. Liberty High School
3. Maine Prairie High School
4. Sam Yeto High School
5. Solano County Office of Education (SCOE)

VI. REQUIRED RESPONSES

Pursuant to penal code section 933.05, the following responses are required within 90 days of the date of this report:

- Dixon Unified School District Board
 - (Finding 1)
- Fairfield/Suisun Unified School District Board
 - (Finding 2)
- Vallejo Unified School District Board
 - (Finding 3-6)
- Vacaville Unified School District Board
 - (Finding 7)

INVITED RESPONSES

- Superintendents in the following districts:
 1. Benicia Unified Schools District
 2. Dixon Unified School District
 3. Fairfield/Suisun Unified School District
 4. Rio Vista Unified School District
 5. Vacaville Unified School District
 6. Vallejo Unified School District
- Superintendent of Solano County Office of Education

COURTESY COPIES

Principals of Schools Visited