

Valley Oak High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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 may 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.

2023-24 School Contact Information

School Name	Valley Oak High School
Street	1600 Myrtle Street
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3791
Principal	Maria Cisneros
Email Address	mcisneros@nvusd.org
School Website	https://vohs-nvusd-ca.schoolloop.com/
County-District-School (CDS) Code	28662662830149

2023-24 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2023-24 School Description and Mission Statement

Valley Oak High School (VOHS), formerly known as Temescal High School, opened in 1975. In August 2002, the school moved to a new site and changed its name. VOHS is the only comprehensive continuation high school for the Napa Valley Unified School District. The school draws students from all high school programs operated in the NVUSD and has a maximum enrollment of 250 students. In the 2018-2019 school year, Valley Oak expanded by adding a self-contained classroom at American Canyon High School in south Napa. The program consists of 4-periods per day that meet the 180 daily instructional minute requirement. The program is taught by one teacher. She uses both traditional and online instruction through Cyber High. VOHS is a WASC accredited school and students are awarded a high school diploma upon completion of the graduation requirements. In the Spring of 2020, VOHS was named as a California Model Continuation School. The mission is to inspire academic and personal growth that prepares students for success in life. We accomplish that through the established vision; to provide all students with equal access and equitable opportunities to move towards mastery of grade-level standards, and to cultivate a shared understanding among adults of excellent teaching and learning strategies and how to sustain high expectations for each child. Valley Oak High School is committed to every child having high-quality teachers and administrators who, through data-driven professional development and collaborative decision making, engage students in powerful learning towards grade-level standards so each child can maximize the opportunity for mastery. Our progress monitoring consists of reviewing the STAR Math and Reading scores, end of grade period grades, number of credits obtained and attendance percentages. In addition, the MTSS team reviews students that may be struggling academically and emotionally. The MTSS teams meets once every other week and reviews students that have been pre-referred by staff. Google Classroom student/teacher platform where all assignments can be accessed by students. As a school, our goals continue to focus on the 4C's (Student Learning Outcomes) and Work Ethic are still implemented in the classroom. They are:

- Be effective communicators and collaborators through writing, speaking, listening, performing, demonstrating, modeling, and analyzing.
- Be critical thinkers and problem solvers as measured through their application of knowledge.
- Be active and compassionate participants within the school community by meeting the school's academic and behavioral expectations.
- Work to develop self-determination and a sense of empowerment through creative and real-world application projects, as evidenced through exhibition, performance, and written expression
- Become eco-literate citizens; environmental and social awareness will be evidenced through their classwork and actions.

2023-24 School Description and Mission Statement

Valley Oak High School is an educational option for 16-18-year-old students that are credit deficient and need an alternative setting and or pathways to complete their graduation requirements. The unique setting allows for personalized learning through our 25:1 student to teacher ratio. Students that enroll have the opportunity to accelerate their credit recovery in order to graduate on time or transfer to Adult Education or other educational programs after their 12th-grade year. The staff at Valley Oak is committed to the three R's: Relationships, Relevance, and Rigor. The support provided for students is to help them achieve in their academics and social/emotional growth. The values emphasized in our school culture are Compassion, Respect, Responsibility, and Safety.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	55
Grade 12	140
Total Enrollment	196

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.8%
Male	58.2%
Black or African American	1.5%
Filipino	1%
Hispanic or Latino	72.4%
Two or More Races	3.1%
White	21.4%
English Learners	17.3%
Foster Youth	0.5%
Homeless	3.6%
Migrant	3.6%
Socioeconomically Disadvantaged	82.1%
Students with Disabilities	8.2%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

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)	8.50	78.89	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	14.91	22.40	2.98	12115.80	4.41
Unknown	0.60	6.11	34.50	4.59	18854.30	6.86
Total Teaching Positions	10.80	100.00	753.20	100.00	274759.10	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)	8.10	74.59	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.92	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	10.37	22.50	3.08	11953.10	4.28
Unknown	1.50	13.94	42.00	5.75	15831.90	5.67
Total Teaching Positions	10.90	100.00	731.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.60	1.10
Total Out-of-Field Teachers	1.60	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The State Board approves a list of core curriculum textbooks. In Napa Valley Unified, textbook adoptions are recommended by an Advisory Board of Curriculum and approved by the Board of Trustees. Literature is selected from the core, extended, and recommended state list. Software must meet district and digital high school guidelines. Specific subject areas and core textbooks are too numerous to mention. Please contact the school for information on instructional materials used in specific classes. Students at Valley Oak are not assigned their own copy of the textbooks. Students do not take school work home that requires the use of a textbook. If a student did not complete the class work, then students are provided with the textbook and they return it the next day.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TXBK: Holt Lit. and Lang. Arts: Mastering Fourth and Fifth - 2003 IXL English - online program IM: English 3D	Yes	0
Mathematics	MathBook: Carnegie Learning, Inc. HS Math Solution MATHbook - Integrated Math I 9th -12th Student Edition Vol. 1 and Vol. 2 MathBook: Carnegie Learning, Inc. HS Math Solution MATHbook - Integrated Math II 9th -12th Student Edition Vol. 1 and Vol. 2 TXBK: Integrated CME Project: Mathematics 1, II, III - Pearson CME Project - 2014/2015 IXL Math - online program IM: California Mathematics Review - 2003	Yes	0
Science	TXBK: Earth Science - Geology TXBK: Biology.. The Dynamics of Life - 2002 TXBK: Environmental Science 6th Edition - Unknown IM: California Education and the Environmental Initiative - 2014/2015 TXBK: Discovery Education: The Living Earth TXBK: Discovery Education: Physics of the Universe TXBK: Discovery Education: Chemistry in the Earth Systems TXBK: Discovery Education: La Tierra Viviente Online: Discovery Education - access to all online resources	Yes	0
History-Social Science	TXBK: History Alive! World Connections TXBK: Government Alive! Power, Politics, and You TXBK: Econ Alive! The Power to Choose Online History Alive! resources for World History, Government and Economics TXBK: American Government (Magruder's) - 2001 TXBK: American Odyssey - Unknown TXBK: Economics Principles in Action - 2001 TXBK: World History continuity and Change - 1999	Yes	0
Foreign Language	NA - Foreign Language not offered	Yes	0
Health	TXBK: HOLT Health - 1994	Yes	0
Visual and Performing Arts	NA - Textbook Instructional materials are developed by instructor	Yes	0

School Facility Conditions and Planned Improvements

Valley Oak High School is a well maintained, clean, and safe school. The head custodian and evening custodian keep the school both inside classrooms and outside, clean and ready for students and staff. The head custodian is in charge of fixing or sending work orders for any issues that may arise related to any safety issue. The school is located adjacent to the Boys and Girls Club of Napa Valley. The school went through a major seismic upgrade in the summer of 2017 as part of the Measure M funding. In the 2018 summer, the school was painted on the exterior. The school facilities include a multi-media lab, a small Wellness Center, Career Center, and a multipurpose room. Channel 28, a public access TV station, is located on our campus. VOHS students have access to 1:1 Chromebooks that are connected to the school-wide WiFi.

Year and month of the most recent FIT report

9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	17	6	43	42	47	46
Mathematics (grades 3-8 and 11)	0	2	27	27	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	107	103	96.26	3.74	5.83
Female	46	43	93.48	6.52	6.98
Male	61	60	98.36	1.64	5.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	79	76	96.20	3.80	5.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	22	21	95.45	4.55	4.76
English Learners	27	25	92.59	7.41	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	82	78	95.12	4.88	3.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	0.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	108	103	95.37	4.63	1.94
Female	46	43	93.48	6.52	0.00
Male	62	60	96.77	3.23	3.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	80	76	95.00	5.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	22	21	95.45	4.55	9.52
English Learners	27	25	92.59	7.41	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	82	77	93.90	6.10	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.27	1.82	24.20	25.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	55	72.37	27.63	1.82
Female	30	22	73.33	26.67	0.00
Male	45	33	73.33	26.67	3.03
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	57	41	71.93	28.07	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	11	73.33	26.67	0.00
English Learners	16	15	93.75	6.25	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	45	71.43	28.57	2.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Students transferring to VOHS are typically behind in their core content areas and do not need elective credit to graduate. The focus is mainly on credit recovery in English, Math, SS, Science, and PE. The CTE course that VOHS offers is Digital Media 1 & 2. The school-wide project that the Digital Media class works on is the Yearbook. We did not have any graduating eligible 12th-grade students in the Digital Arts program. Students receive career awareness education through the advisory class and our Acorn Center: Where Roots Grow Deep. Valley Oak hosts a career fair on a yearly basis. The 19th Annual Career Fair took place on May 2023. The format allowed students to listen to speaker representing the area of: Hospitality, Health Care and Trades Pathways. The event was held at the Boys and Girls Club. During lunch other community partners and agencies joined the Resource Fair and provided information to students. Students were to ask specific questions at each table in order to get the representatives signature on the bingo form. This year VOHS will hold a Career Fair in early March 2024. Students that participate in the fairs often meet with potential employers.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	49
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Valley Oak Staff welcomes parents for the first time at each orientation. Parents are informed of ways they can be engaged with the school in addition to our annual Back to School Night, Open House, and ELAC. Parents give feedback on parent surveys. Parents are more likely to engage on an individual basis based on their students' needs and are also invited to communicate with teachers and staff via Parent Square messaging, emails, and text & What'sApp messaging (when applicable). Parents can attend one or more of the following meetings: parent conferences, IEP's, Student Study Teams, Site Council meetings, financial aid workshops, student recognition events where parents are encouraged to take part in such as Scholarship Award night, Student of the Month board meetings, and Rotary Club recognitions. The Golden Acorns, an ELD student club on campus, continues to plan, collaborate with staff, and facilitate the quarterly ELAC parent meetings. VOHS Community Liaison supports all families, especially, Spanish-speaking families seeking information regarding the school, district, and community services offered and/or student progress. She is also available to interpret at parent meetings, support the front office and teachers, welcome families seeking in-person support, connect families to school-related events, coordinate parent & community volunteers, and provide assistance to the administration and students as needed at various meetings. VOHS always has a goal of increasing parent participation in large group settings. Parent participation at orientations is mandatory prior to their student enrollment at VOHS. Administration meets with parents 6-7 times per year at orientation. Since the pandemic, student and parent orientations take place virtually via Zoom meetings. The zoom environment allows other family members to join and learn about the Valley Oak program. We have found that more families participate in the orientation process as we welcome them to Valley Oak. In addition, administration, counselors, and teachers often meet with parents on an on-going basis to support student achievement and engagement.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	23.9	6.6	18.2	4.9	3	4.3	9.4	7.8	8.2
Graduation Rate	66.4	77	72.1	91.5	93.6	92.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	154	111	72.1
Female	67	48	71.6
Male	85	61	71.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	112	77	68.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	32	27	84.4
English Learners	27	18	66.7
Foster Youth	--	--	--
Homeless	19	13	68.4
Socioeconomically Disadvantaged	136	100	73.5
Students Receiving Migrant Education Services	16	8	50.0
Students with Disabilities	15	8	53.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	301	291	207	71.1
Female	132	124	97	78.2
Male	166	164	108	65.9
Non-Binary	3	3	2	66.7
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	5	5	3	60.0
Filipino	2	2	1	50.0
Hispanic or Latino	219	209	145	69.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	9	9	7	77.8
White	62	62	50	80.6
English Learners	61	59	38	64.4
Foster Youth	4	3	2	66.7
Homeless	14	14	11	78.6
Socioeconomically Disadvantaged	250	241	170	70.5
Students Receiving Migrant Education Services	15	15	6	40.0
Students with Disabilities	30	29	21	72.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.14	7.97	0.07	3.67	3.96	0.20	3.17	3.60
Expulsions	0.00	0.36	0.66	0.00	0.13	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.97	0.66
Female	6.06	0
Male	9.64	1.2
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	8.22	0.46
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.45	1.61
English Learners	13.11	1.64
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	9.2	0.8
Students Receiving Migrant Education Services	6.67	0
Students with Disabilities	10	0

2023-24 School Safety Plan

The quality and character of Valley Oak's school life is our most important goal for our students and staff to feel social, emotionally, and physically safe in school. We know a positive school climate is critically related to school success to improve attendance, achievement, retention, and rates of graduation. Our priorities are based on the 3R's: Relationships, Relevance and Rigor. The 3R's builds a sense of safety and connection focused on the emotional well-being and academic success for all students. As a small alternative high school we have approximately one adult per every 10 students. The small setting allows students to know each other, build a sense of community, and for everyone to feel part of the school. Small class size allows for individualized instruction and emotional support. Students feel safe, connected, and engaged at Valley Oak. Through our advisory class, leadership class, and school-wide activities students are given the opportunity to provide input regarding our school policies, safety protocols, and community building activities. As part of our Restorative practices, students are active participants in following and providing feedback on school-wide expectations. Student buy-in helps create a safe environment that is collaborative, respectful, compassionate, and safe. Our Comprehensive School Safety Plan Process (SB187) includes procedures pertaining to Annual Safety Goals, Mandated Reporting, Child Abuse, Suspension/Expulsion, Sexual Harassment, School Discipline, Dress Code, Emergency Procedures, Suicide, and Napa Valley Unified School Districts Board Policies and Administrative Regulations. The CSSP is reviewed annually by the Site Safety and Council Committee that includes staff, parents, and representatives of law enforcement. A campus supervisor helps maintain our safe learning environment with the support of an on-call Resource Officer. The safety plan is reviewed with staff as part of welcome back to school meetings. The final review was on October 17, 2023. VOHS main two goals are to address truancy issues in a timely matter by utilizing all forms of communication including but not limited to parent/student meetings and ParentSquare messages. Goal number 2 is to address credit completion that is directly tied to attendance. The overall goal is to increase attendance each semester by 10%. The plan was reviewed by staff on November 1, 2023. The Board approved the School Safety Plan on December 14, 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	9	2	
Mathematics	20	4	5	
Science	22	3	2	
Social Science	15	12	3	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	24		
Mathematics	15	16	2	
Science	16	12		
Social Science	12	36		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	12	6	0
Mathematics	23	2	8	0
Science	18	5	0	0
Social Science	12	24	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (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	Ratio
Pupils to Academic Counselor	196

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (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
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,921	\$1,316	\$14,604	\$110,248
District	N/A	N/A	\$6,297	\$91,425
Percent Difference - School Site and District	N/A	N/A	79.5	22.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	86.9	22.0

Fiscal Year 2022-23 Types of Services Funded

Services provided to students using Core and Supplemental funding include access to technology. Professional development targeted training for staff to support EL's and low socioeconomic students are provided by the district. ESSA/CIS funding was utilized to provide professional development support for math and English teachers. In addition the funding has been used to provide students with the opportunity to engage in schoolwide Wellness Fair, Career Fair, and educational field trips. The students in the science program have benefited from the funding by engaging in outdoor science lab opportunities via our community partners. Students have participated in planting oak trees, levee restoration, community garden upkeep and harvesting to name a few. Additionally, seniors have had the opportunity to participate in the Senior English Seminar Class where students are able to complete both their English requirement while completing all their college applications, personal statements, resume, scholarship application and Federal Financial Aid application. The goal of the Senior seminar class is for students to receive wrap around services so that they are better prepared for post-secondary education and the world of work. The goal of the funding is support students to meet graduation requirements within their 4-years of high school. VOHS met the 70% graduation benchmark in 2022 and 2023.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,046	\$55,550
Mid-Range Teacher Salary	\$82,778	\$84,645
Highest Teacher Salary	\$107,725	\$111,284
Average Principal Salary (Elementary)	\$139,347	\$139,860
Average Principal Salary (Middle)	\$149,130	\$146,440
Average Principal Salary (High)	\$157,455	\$158,447
Superintendent Salary	\$309,434	\$278,268
Percent of Budget for Teacher Salaries	34.67%	32.21%
Percent of Budget for Administrative Salaries	5.13%	4.89%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The school has an early release every Wednesday for professional development and collaboration. PD is determined based on student data; credit deficiency, attendance, grades, school-wide writing and reading lexile level. Student data drives the PD focus on reading, writing and math strategies while incorporating the 4C-s (collaboration, communication, creativity, and critical thinking). Based on data, teachers adjust instruction to better serve students that are more academically challenged; while maintaining the rigor for students that are further ahead. All content areas work on scaffolding instruction as a common practice. Teachers and administration continue to participate all district level training focused on the Board priorities. In

Professional Development

addition, teachers received training on English Language Learner instructional strategies and reading strategies; such as close reading. Math PLC is the strongest PLC as they continue to work on the math pacing calendar due to the new adoption. In addition, site representatives serve on content alike district committees. Teachers and admin participate in the following committees: Mathematics, English, Ethnic Studies, MTSS, MLL and Health. VOHS values the opportunity to serve on district committees to ensure that the voice of the alternative program is at the table where recommendations are being created. Teachers are fully engaged with their PLC as they dig deep in providing critical peer feedback on lesson plans, student work and grading practices. Over the course of last year, VOHS focused on completing the mid-cycle WASC study and grading practices. In addition, teachers have been trained on the Pre-interventions process so that students can receive additional supports as identified by the MTSS.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5