

Village Oaks High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 course 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 UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Village Oaks High School
Street	1900 W. Swain Road
City, State, Zip	Stockton, CA, 95207-3439
Phone Number	(209) 953-8740
Principal	Kendall Irely
Email Address	kirey@lUSD.net
School Website	https://vo.lUSD.net/
Grade Span	9-12
County-District-School (CDS) Code	39685693933793

2024-25 District Contact Information	
District Name	Lincoln Unified School District
Phone Number	209-953-8700
Superintendent	Kelly Dextraze
Email Address	kdextraze@lUSD.net
District Website	www.lUSD.net

2024-25 School Description and Mission Statement
<p>Our Mission Village Oaks High School is dedicated to empowering students with the tools and support they need to excel as self-advocates, responsible managers of their lives and futures, accountable individuals, resilient problem-solvers, and critical thinkers. Through a nurturing and inclusive environment, we strive to provide a personalized learning experience that fosters growth, independence, and lifelong success.</p> <p>Our Vision</p>

2024-25 School Description and Mission Statement

At Village Oaks High School we strive to cultivate a community of confident and capable graduates who embody the principles of self-advocacy, effective management, accountability, resilience, and critical thinking. We envision our students leaving prepared to not only meet life’s challenges, but to actively shape their futures, contribute to society, and achieve their fullest potential.

Village Oaks High School was established in August of 2015 when two schools, Sture Larsson and John McCandless were merged. Village Oaks High School is a fully accredited by WASC and received a six-year rating, the highest possible, at its last accreditation during the 2018-2019 school year and had a successful mid-year review during the 2021-2022 school year. In addition, Village Oaks High School, Sture Larsson and John McCandless were awarded Model Continuation High Schools during the 2010-2011, 2014-2015, 2017-2018, 2020-2021, and 2022-2023 school years. Village Oaks High School currently serves students in grades 10 through 12 who are needing additional support to achieve a high school diploma or are desiring an alternative small school setting.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	30
Grade 11	59
Grade 12	57
Total Enrollment	146

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.6
Male	66.4
American Indian or Alaska Native	1.4
Asian	4.1
Black or African American	16.4
Filipino	2.1
Hispanic or Latino	56.8
Native Hawaiian or Pacific Islander	1.4
Two or More Races	3.4
White	14.4
English Learners	10.3
Homeless	8.2
Socioeconomically Disadvantaged	87
Students with Disabilities	19.2

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)	15.00	65.42	350.40	79.19	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	1.92	19.60	4.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.60	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.90	30.05	38.20	8.64	12115.80	4.41
Unknown/Incomplete/NA	0.50	2.53	22.50	5.10	18854.30	6.86
Total Teaching Positions	22.90	100.00	442.60	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)	14.90	69.02	340.20	78.99	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	3.79	22.60	5.25	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.92	8.00	1.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.30	24.60	32.10	7.45	11953.10	4.28
Unknown/Incomplete/NA	0.30	1.57	27.60	6.42	15831.90	5.67
Total Teaching Positions	21.60	100.00	430.70	100.00	279044.80	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.

2022-23 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)	10.50	59.02	315.70	79.39	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	6.11	23.80	5.99	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.61	19.30	4.86	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.00	28.42	29.00	7.31	11746.90	4.23
Unknown/Incomplete/NA	0.10	0.73	9.70	2.45	14303.80	5.15
Total Teaching Positions	17.80	100.00	397.70	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0.5
Misassignments	0.00	0.20	0.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.20	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	6.90	5.30	5
Total Out-of-Field Teachers	6.90	5.30	5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.1	1.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Following a public hearing the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have textbooks or instructional materials, or both, to use in class or to take home through online versions.

Year and month in which the data were collected

Dec 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives Adoption Year 2022	Yes	0%
Mathematics	CPM Core Connections Integrated I Adoption Year 2018 CPM Core Connections Integrated II Adoption Year 2018	Yes	0%
Science	Savvas Biology Adoption year 2024 STEMScopes Physics Adoption Year 2022	Yes	0%
History-Social Science	Macgruder's American Government Adoption Year 2020 Economics CA 2019 Adoption Year 2020 America Through the Lens Adoption Year 2022 History Alive! World Connections Adoption Year 2020	Yes	0%

Foreign Language	Vista - Senderos Spanish Adoption year 2024	Yes	0%
Health	Health Essentials for HS Adoption Year 2024	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%
Note: Cells with N/A values do not require data.			

School Facility Conditions and Planned Improvements

Village Oaks High School is an older school, but it is well maintained and provides adequate size for students and staff. Maintenance repairs happen in a timely manner. There are enough classrooms to meet the needs of students and staff. The custodians do nightly cleanings of all classrooms and office space.

Year and month of the most recent FIT report

December 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	18	3	45	41	46	47
Mathematics (grades 3-8 and 11)	2	3	28	28	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	68	66	97.06	2.94	3.03
Female	19	19	100.00	0.00	5.26
Male	49	47	95.92	4.08	2.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	2.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	60	96.77	3.23	3.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	68	66	97.06	2.94	3.03
Female	19	19	100.00	0.00	0.00
Male	49	47	95.92	4.08	4.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	60	96.77	3.23	3.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	4.00	8.73	24.92	25.81	30.29	30.73

2023-24 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	130	127	97.69	2.31	8.73
Female	45	44	97.78	2.22	9.09
Male	85	83	97.65	2.35	8.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	23	95.83	4.17	4.35
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	2.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	29.41
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	114	98.28	1.72	8.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	5.26

2023-24 Career Technical Education Programs

Village Oaks High School students have historically had limited access to Career and Technical Education (CTE) programs available at Lincoln High School. To address this, a Child Development course was introduced at Village Oaks during the 2023-2024 school year. In 2024-2025, the Advanced Child Development course was added, allowing Village Oaks students to complete a full CTE Pathway. Students enrolled in Advanced Child Development spend three days per week working at TCK, a local elementary school, where they assist and support students during lunch. These courses are fully offered on the Village Oaks High School campus, providing students convenient access to CTE opportunities.

Students enrolled in our Advanced Child Development course have the opportunity to apply for Paraprofessional Apprenticeships. Successful applicants who are selected through an interview process are assigned paraprofessional roles in the after-school programs at LUSD elementary schools. To participate, students must also fulfill additional requirements, including enrollment in courses at San Joaquin Delta College. As long as students continue to meet all program requirements, they are guaranteed a paraprofessional position for up to three years and will receive a certificate upon successful completion of the program.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	117
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	44.52
2022-23 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.

2023-24 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 requires only participation results 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.

2024-25 Opportunities for Parental Involvement

With the collaboration between teachers, administrators and a broad range of stakeholders through School Site Council, PTSA, and parent surveys, Village Oaks High School works to identify areas of strength and concern to create a positive school climate and culture. Based on the identified student outcomes, school goals were identified to support the implementation of the newly identified mission, vision and student outcomes. All stakeholders were given opportunities to discuss and provide suggestions and input on student outcomes and school goals during various meetings held over the course of the school year.

2024-25 Opportunities for Parental Involvement

This ongoing process was followed during the development of the 2024-2025 SPSA and input meetings were held with School Site Council and PTSA. All parents are given the opportunity to complete the Youth Truth Survey. It is used to determine perceptive strengths and weaknesses of Village Oaks.

In addition to School Site Council and PTSA, Coffee at the Curb is held monthly and to engage with parents informally as they are dropping off students at school. Parent Conferences are held in the fall to review student transcripts and progress. Beginning this year, we will also hold parent conferences in the spring for all students new to VOHS and students who are identified as needing more support. VO Kick-off is held in August to provide an opportunity for parents to learn about each course the student is enrolled in. Regular messaging from administration is sent to parents through Parent Square. Advisory teachers do grade checks with students each week and email parents when students are not passing courses. Advisory teachers also follow a progressive system to contact home and hold meetings with families when students have been failing two ore more classes for a certain number of weeks. All parents are required to enroll with an Aeries account which gives them access to gradebooks and attendance. Student Study Team meetings or Student Attendance Review Team meetings are held when there are ongoing concerns with a student's progress. Parents of students who have an Individual Education Plan or 504 Accommodation Plan will attend at least an annual meeting to discuss student progress.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.2	9.4	1.6	4.0	5.8	1.7	7.8	8.2	8.9
Graduation Rate	95.7	78.1	98.4	93.8	92.1	95.6	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	63	62	98.4
Female	27	27	100.0
Male	36	35	97.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	12	12	100.0
Filipino	--	--	--
Hispanic or Latino	35	34	97.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	11	11	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	60	59	98.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	211	205	124	60.5
Female	74	72	48	66.7
Male	137	133	76	57.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	33	32	18	56.3
Filipino	--	--	--	--
Hispanic or Latino	128	125	77	61.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	24	17	70.8
English Learners	26	25	14	56.0
Foster Youth	--	--	--	--
Homeless	13	13	10	76.9
Socioeconomically Disadvantaged	183	180	111	61.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	32	31	18	58.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	23.26	16.26	16.11	6.62	6.8	5.81	3.17	3.6	3.28
Expulsions	3.13	4.43	2.84	0.76	0.61	0.79	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.11	2.84
Female	13.51	2.70
Male	17.52	2.92
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	15.15	3.03
Filipino	0.00	0.00
Hispanic or Latino	19.53	3.13
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.33	0.00
English Learners	11.54	3.85
Foster Youth	0.00	0.00
Homeless	23.08	7.69
Socioeconomically Disadvantaged	15.85	2.73
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.88	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The School Safety Plan is based upon five immediate action responses: Cover and Hold; Evacuation; Lockdown; Secure Campus; Shelter in Place. Lockdown Drills and Evacuation (Fire Drills) are conducted with staff and students. The plan was reviewed and approved by the School Site Council on January 25, 2024 and was approved by the school board on February 2024.

During the 2016-2017 school year, the district approved the assignment of a full-time San Joaquin County Sheriff Deputy to cover the needs of the Lincoln Unified School District and all schools located in the San Joaquin County boundaries. The School Resource Deputy (SRD) is housed on the Village Oaks High School campus. The SRD, custodial personnel, and site administrator regularly walk the grounds to check for hazards on campus.

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	13	19		
Mathematics	15	10		
Science	9	20		
Social Science	16	14		

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	10	18		
Mathematics	10	10		
Science	10	13		
Social Science	11	14		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	13		
Mathematics	13	3		
Science	11	6		
Social Science	13	12		

2023-24 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	73

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$6,412	\$601	\$5,812	\$51,273
District	N/A	N/A	\$4,878	\$86,208
Percent Difference - School Site and District	N/A	N/A	17.5	-50.8
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-59.8	-59.5

Fiscal Year 2023-24 Types of Services Funded

Village Oaks High School invests in programs and services that meet the various high needs of students, including credit deficiency, homelessness, missing parents, trauma, mental health, addiction, grief, and poverty. We fund a comprehensive counseling and outreach program serviced by a school counselor, a college and career counselor, an outreach worker, a part-time bilingual interpreter, and contracted services from outside agencies, Valley Community Counseling and Child Abuse Prevention Council. Students receive support from bilingual paraprofessionals and other paraprofessionals during classes. Students who are failing courses must attend Thursday School with two teachers until 4:00 P.M.

Juniors and seniors and eligible sophomores who are credit deficient have access to enroll in online Subject courses. Students can enroll in a support class (Directed Studies) if needed. Elective courses provided include: Foods/Nutrition, Culinary Arts block, Art, Career Exploration, Electronic Music, Guitar, Student Government, Child Development (CTE) and Advanced Child Development (CTE). Students also are provided opportunities to participate in after school athletic teams and competitions. We offer intramural athletics in the following areas: Volleyball, Flag Football, Basketball, Soccer, and Softball. We also offer students the opportunity to participate in a competitive ESports team after school.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$58,745	\$58,855
Mid-Range Teacher Salary	\$83,424	\$92,519
Highest Teacher Salary	\$114,171	\$114,665
Average Principal Salary (Elementary)	\$147,293	\$142,791
Average Principal Salary (Middle)	\$147,293	\$151,078
Average Principal Salary (High)	\$184,773	\$167,094
Superintendent Salary	\$254,890	\$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

2023-24 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

Every Monday is an early release for students so staff can attend collaboration with the staff or as a department. This year, at least one of our monthly collaboration meetings have focused on WASC and reviewing data, as well as evaluating our overall program. All VOHS teachers this year participated in training facilitated by Great Valley Writing Project specifically in the areas of improving incorporating evidence into argumentative writing in all subject areas. Our counselors have received ongoing training on guidance alignment provided by Orenda Education. Additionally, at the beginning of the year, all staff had the opportunity to attend a conference style Day of Teachers Teaching Teachers.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4