Valley Oak 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	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/
Grade Span	10-12
County-District-School (CDS) Code	28662662830149

2024-25 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

2024-25 School Description and Mission Statement

Valley Oak High School (VOHS), formerly Temescal High School, has served the Napa Valley Unified School District since 1975 as the district's only comprehensive continuation high school. With a maximum enrollment of 250 students, VOHS supports students aged 16-18 who are credit deficient, offering personalized learning through a 25:1 student-to-teacher ratio and opportunities for credit recovery. In 2002, VOHS moved to a new site, and in 2018, it expanded by adding a classroom at American Canyon High School.

VOHS is WASC-accredited and awards high school diplomas upon meeting graduation requirements. In 2020, it was named a

2024-25 School Description and Mission Statement

California Model Continuation School. The school's mission is to inspire both academic and personal growth, equipping students for success in life. VOHS is dedicated to providing equitable access to grade-level standards and fostering high expectations through collaborative decision-making and data-driven professional development.

The school focuses on the 4Cs—Communication, Collaboration, Critical Thinking, and Compassion—as well as work ethic, with an emphasis on eco-literacy, self-determination, and real-world application. VOHS also monitors student progress through STAR assessments, grades, credits, attendance, and MTSS team reviews.

VOHS values Compassion, Respect, Responsibility, and Safety, alongside its commitment to the "Three R's": Relationships, Relevance, and Rigor/responsibilities. The supportive environment encourages students to develop both academically and socially, preparing them for graduation or alternative pathways such as Adult Education.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	39
Grade 12	131
Total Enrollment	170

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.4
Male	57.1
Asian	1.2
Black or African American	0.6
Filipino	1.2
Hispanic or Latino	75.3
Two or More Races	2.4
White	19.4
English Learners	27.6
Foster Youth	0.6
Homeless	6.5
Migrant	5.9
Socioeconomically Disadvantaged	81.8
Students with Disabilities	9.4

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/Incomplete/NA	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/Incomplete/NA	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

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)	6.90	69.69	618.90	87.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	5.64	6.00	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	2.32	30.00	4.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	22.26	21.20	3.02	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	28.00	3.98	14303.80	5.15
Total Teaching Positions	9.90	100.00	704.30	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
Misassignments	0.00	0.10	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.10	0.2

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	1.60	1.10	2.2
Total Out-of-Field Teachers	1.60	1.10	2.2

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	1.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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

In Napa Valley Unified School District, core curriculum textbooks are approved by the State Board and selected by an Advisory Board of Curriculum, with final approval from the Board of Trustees. Literature is chosen from state-approved lists, and software must meet district guidelines. At Valley Oak High School, students primarily access the core curriculum electronically, although each class has a physical copy of the textbook available. Students generally prefer using the online system, but textbooks can be provided for use if needed. In the past three years, the district has adopted new curricula for Science, Math, Social Studies, Health, Language Arts, and World Languages.

Year and month in which the data were collected	September 2024

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

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Valley Oak High School is a clean, well-maintained, and safe environment, with a head custodian and evening custodian ensuring the school remains in good condition both inside and out. The head custodian handles safety-related issues and submits work orders as needed. The school is located next to the Boys and Girls Club of Napa Valley and underwent a seismic upgrade in 2017 through Measure M funding, followed by an exterior repainting in 2018.

VOHS offers several facilities, including a multi-media lab, a small Wellness Center, a Career Center, and a multipurpose room. It also hosts Channel 28, a public access TV station. All students have access to individual Chromebooks connected to the school's WiFi network. Future school improvements, such as HVAC upgrades, new classroom furniture, a new PA system, and ADA compliance enhancements, are contingent on the passage of a bond measure in Fall 2024.

If the bond passes, additional planned upgrades include infrastructure improvements, interior/exterior painting, and the removal of unused classroom portables. These improvements aim to enhance the overall learning environment for students and staff at Valley Oak High School.

Year and month of the most recent FIT report	9/2024

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)	6	8	42	40	46	47
Mathematics (grades 3-8 and 11)	2	0	27	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	91	87	95.60	4.40	8.05
Female	38	35	92.11	7.89	11.43
Male	52	51	98.08	1.92	5.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	71	67	94.37	5.63	5.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	12.50
English Learners	30	30	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	72	96.00	4.00	6.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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	97	92	94.85	5.15	0.00
Female	44	40	90.91	9.09	0.00
Male	52	51	98.08	1.92	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	75	70	93.33	6.67	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	0.00
English Learners	32	31	96.88	3.12	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	78	75	96.15	3.85	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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)	1.82	0.00	25.38	23.70	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	71	56	78.87	21.13	0.00
Female	30	22	73.33	26.67	0.00
Male	41	34	82.93	17.07	0.00
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	0	0	0	0	0
Hispanic or Latino	58	48	82.76	17.24	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	7	58.33	41.67	--
English Learners	20	14	70.00	30.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	50	79.37	20.63	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	7	63.64	36.36	--

2023-24 Career Technical Education Programs

Students transferring to Valley Oak High School (VOHS) typically need credit recovery in core subjects such as English, Math, Social Studies, Science, and PE, rather than elective credits. VOHS offers a Career Technical Education (CTE) course in Digital Media, where students work on the school-wide project of creating the yearbook. Career awareness is promoted through the advisory class and the Acorn Center, which supports students' growth and exploration of career paths.

In Spring 2024, VOHS hosted its first Trades Career Fair, planning to continue annually, alongside the 20th Annual Career Fair held in May 2024. This event featured speakers in fields like Hospitality, Healthcare, and Trades, with additional community partners at a Resource Fair during lunch. Students engaged with representatives by asking specific questions to fill out a bingo form, helping them connect with potential employers and gain valuable insights into various career pathways.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	51
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	100
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

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

Valley Oak High School (VOHS) places a strong emphasis on parent engagement through various events and communication platforms. During orientations, parents are welcomed and informed of ways to get involved, such as Back to School Night, Open House, ELAC meetings, School Site Council, and parent surveys. While many parents engage on an individual basis to address their student's specific needs, they are also encouraged to stay connected with teachers and staff via Parent Square, email, and text messaging.

2024-25 Opportunities for Parental Involvement

Parents are invited to participate in a range of meetings, including parent conferences, IEPs, Student Study Teams, Site Council, and financial aid workshops. Additionally, recognition events like Scholarship Award Night and Rotary Club recognitions offer opportunities for parents to celebrate their students' accomplishments. The Golden Acorns, an ELD student-led club, plays a key role in organizing quarterly ELAC parent meetings, further fostering family engagement within the school community.

The VOHS Community Liaison provides essential support to families, especially Spanish-speaking families, by offering information, interpreting services, and connecting them to school resources and events. She also coordinates volunteers and assists both staff and students. Since the pandemic, the shift to virtual Zoom meetings for student orientations has increased family participation, allowing more relatives to attend and learn about the school's programs. The administration, along with counselors and teachers, meets with parents regularly to enhance student achievement, remaining dedicated to expanding parent involvement, particularly in larger group settings.

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	6.6	18.2	15.0	3.0	4.3	5.5	7.8	8.2	8.9
Graduation Rate	77.0	72.1	76.7	93.6	92.4	93.0	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	133	102	76.7
Female	60	52	86.7
Male	73	50	68.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	99	72	72.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	26	22	84.6
English Learners	38	23	60.5
Foster Youth	--	--	--
Homeless	25	17	68.0
Socioeconomically Disadvantaged	119	89	74.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	17	16	94.1

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	265	255	170	66.7
Female	119	112	80	71.4
Male	144	141	88	62.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	198	193	127	65.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	52	48	38	79.2
English Learners	77	73	49	67.1
Foster Youth	--	--	--	--
Homeless	22	21	17	81.0
Socioeconomically Disadvantaged	221	212	139	65.6
Students Receiving Migrant Education Services	15	15	9	60.0
Students with Disabilities	29	29	23	79.3

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	7.14	7.97	10.57	3.67	3.96	4.05	3.17	3.60	3.28
Expulsions	0.36	0.66	1.13	0.13	0.06	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.57	1.13
Female	6.72	0.84
Male	13.19	1.39
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.12	1.01
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.69	1.92
English Learners	20.78	3.90
Foster Youth	0.00	0.00
Homeless	13.64	0.00
Socioeconomically Disadvantaged	11.31	1.36
Students Receiving Migrant Education Services	6.67	0.00
Students with Disabilities	10.34	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 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 individuated 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 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, 2024. 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 pentameter by 10%. The plan was reviewed by staff on

2024-25 School Safety Plan

November 1, 2024. The Board approved the School Safety Plan on December 12, 2024.

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	
Mathematics	23	2	8	
Science	18	5		
Social Science	12	24		

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	17	18		
Mathematics	14	16		
Science	19	4		
Social Science	14	18	2	

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	170

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	$18,195	$903	$17,292	$109,196
District	N/A	N/A	$6,297	$96,897
Percent Difference - School Site and District	N/A	N/A	93.2	11.9
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	46.5	11.1

Fiscal Year 2023-24 Types of Services Funded

Valley Oak High School (VOHS) uses Core and Supplemental funding to provide students with access to technology and professional development for staff, focusing on supporting English learners and low-income students. Funding from ESSA/CIS has been used for professional development in math and English, as well as for events like a Wellness Fair, Career Fair, funding for teacher summer planning, and educational field trips. Science students have benefited from outdoor lab opportunities, such as tree planting, levee restoration, and community garden projects. Additionally, seniors can participate in

Fiscal Year 2023-24 Types of Services Funded

the Senior English Seminar, which helps them complete their English requirement while preparing college applications, personal statements, resumes, and financial aid applications, ensuring they are ready for post-secondary education and the workforce.

In 2023, VOHS hired three Academic Specialists to develop an Academic Intervention plan, adding an intervention period to support students at ACHS. Plans for 2024-2025 include hiring two additional Instructional Aides, particularly for math and science classes, and continuing to provide at least one Academic TOSA per site, using Small Community Schools and Equity Multiplier funding. The school also hired a part time Program Administrator for the Small Community Schools Grant, a full-time Social Worker, and a Community Liaison, all funded by the Small Community Schools program.

The overall goal of the funding is to support students in meeting graduation requirements within four years. VOHS has successfully achieved the 70% graduation rate benchmark in 2022, 2023, and 2024.

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/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$63,179	$59,551
Mid-Range Teacher Salary	$88,572	$93,855
Highest Teacher Salary	$115,266	$120,219
Average Principal Salary (Elementary)	$147,747	$151,525
Average Principal Salary (Middle)	$158,298	$158,215
Average Principal Salary (High)	$161,042	$171,087
Superintendent Salary	$350,819	$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	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

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

Valley Oak High School (VOHS) has early release every Wednesday to allow for professional development (PD) and collaboration, which are guided by student data on credit deficiency, attendance, grades, and reading/writing levels. This data-driven approach focuses on improving reading, writing, and math strategies while integrating the 4Cs: collaboration, communication, creativity, and critical thinking. Teachers adjust instruction based on student needs, scaffolding lessons for those who are academically challenged while maintaining rigor for advanced students. PD also includes district-level training aligned with Board priorities and specific strategies for English learners and reading.

VOHS staff actively participate in district committees, including those for Mathematics, English, Ethnic Studies, MTSS, MLL, and Health, ensuring the alternative program's voice is represented in decision-making processes. Teachers engage deeply with their Professional Learning Communities (PLCs), offering peer feedback on lesson plans, student work, and grading practices. They are also trained in pre-intervention processes to provide additional support for students identified through the MTSS framework.

Overall, VOHS values collaboration, continuous professional growth, and data-informed instruction to better meet the diverse needs of its students.

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	4.5	4.5	4.5