

Valley Oak High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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	
County-District-School (CDS) Code	28662662830149

2025-26 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

2025-26 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 16-19 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 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 goals for 2025-2026 year area aligned with the Board priorities. The focus is on Professional Learning Communities; BEST Practices (deepen a culture of inclusivity and belonging), Work Based Learning and refinement of the Community School System designation.

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. Students who are recognized for various awards often share how Valley Oak gave them both a second chance but most importantly, an opportunity to dream and set goals beyond graduating from high school.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	45
Grade 12	110
Total Enrollment	155

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	42.6
Male	56.8
Non-Binary	0.6
Asian	1.3
Black or African American	0.6
Hispanic or Latino	75.5
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.2
White	18.7
English Learners	32.3
Homeless	3.2
Migrant	6.5
Socioeconomically Disadvantaged	89
Students with Disabilities	6.5

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.

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)	8.1	74.59	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.92	13.4	1.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	10.37	22.5	3.08	11953.1	4.28
Unknown/Incomplete/NA	1.5	13.94	42	5.75	15831.9	5.67
Total Teaching Positions	10.9	100	731.4	100	279044.8	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.

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)	6.9	69.69	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	5.64	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	2.32	30	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	22.26	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	28	3.98	14303.8	5.15
Total Teaching Positions	9.9	100	704.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	8.2	81.13	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	18.87	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	0	0	23.4	3.26	13705.8	4.91
Total Teaching Positions	10.1	100	719.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.10	0.2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0.2	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.10	2.2	1.9
Total Out-of-Field Teachers	1.10	2.2	1.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.1	1.5	0
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	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	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	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	0

	TXBK: American Government (Magruder's) - 2001 TXBK: American Odyssey - Unknown TXBK: Economics Principles in Action - 2001 TXBK: World History continuity and Change - 1999	
Foreign Language	NA - Foreign Language not offered	0
Health	TXBK: HOLT Health - 1994	0
Visual and Performing Arts	NA - Textbook Instructional materials are developed by instructor	0
Science Laboratory Equipment (grades 9-12)	Various lab sets	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. In Fall of 2025, all classrooms have new thermostats. Heat and or air-conditioning issues arise for some classrooms where the controls on the thermostat do not work. The head custodian tries to problem solve before sending forward a work order. An ongoing concern, is the broken or sunken concrete around the campus. Work orders have been submitted. Addressing the needs is an ongoing matter due to changes in the physical environment. Addressing the concern is an important issue due to students and staff with limited mobility.

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. In addition, a VOHS classroom is housed at American Canyon High School. Future school improvements, such as HVAC upgrades, new classroom furniture, a new PA and emergency system and ADA compliance enhancements.

Additional planned upgrades due to the passing of Measure B, Summer 2026, exterior painting, and HVAC/roofing upgrades. Future classroom modifications include interior paint and classroom furniture. 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				10/2/2025
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			

School Facility Conditions and Planned Improvements				
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	8	13	40	44	47	48
Mathematics (grades 3-8 and 11)	0	0	28	29	35	37

2024-25 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	83	80	96.39	3.61	12.50
Female	33	32	96.97	3.03	6.25
Male	50	48	96.00	4.00	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	71	68	95.77	4.23	13.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	29	27	93.10	6.90	3.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	76	96.20	3.80	13.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 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	83	80	96.39	3.61	0.00
Female	33	32	96.97	3.03	0.00
Male	50	48	96.00	4.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	71	68	95.77	4.23	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	27	93.10	6.90	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	79	76	96.20	3.80	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0	3.64	23.7	24.5	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	55	72.37	27.63	3.64
Female	28	20	71.43	28.57	0.00
Male	48	35	72.92	27.08	5.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	59	43	72.88	27.12	2.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	14	11	78.57	21.43	9.09
English Learners	25	19	76.00	24.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	48	71.64	28.36	2.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 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 2025, VOHS hosted 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.

Fall of 2025, VOHS partnered with QA Commons and received.a grant for us to focus on Work Based Learning. The Advisory lessons are focused on various topics from professional emails, interest surveys, 5-6 week internships with NVUSD departments, communication skills, etc. The end goal is for every student to walk away with a strong resume highlighting the areas they became proficient in.

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	60
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
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.

2024-25 California Physical Fitness Test Participation Rates					
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
Grade 9	na	na	na	na	na

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.

2025-26 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,

2025-26 Opportunities for Parental Involvement

email, and text messaging.

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. 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.

Parents are encouraged to reach out to our front office at 707-253-3791 or via email at vohs@nvusd.org.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	18.2	15	14.8	4.3	5.5	3.3	8.2	8.9	8
Graduation Rate	72.1	76.7	78.9	92.4	93	92.8	86.2	86.4	87.5

2024-25 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	128	101	78.9
Female	59	48	81.4
Male	68	53	77.9
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	96	75	78.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	25	19	76.0
English Learners	44	36	81.8
Foster Youth	--	--	--
Homeless	11	7	63.6
Socioeconomically Disadvantaged	117	91	77.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	7	63.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	251	238	154	64.7
Female	100	95	63	66.3
Male	149	141	90	63.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	198	187	119	63.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	36	35	25	71.4
English Learners	88	81	46	56.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	225	214	138	64.5
Students Receiving Migrant Education Services	22	19	13	68.4
Students with Disabilities	17	16	14	87.5

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.97	10.57	7.57	3.96	4.05	3.9	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.66	1.13	0	0.06	0.07	0.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.57	0.00
Female	4.00	0.00
Male	10.07	0.00
Non-Binary	0.00	0.00
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	8.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	4.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.88	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.

2025-26 School Safety Plan

Valley Oak prioritizes a positive school climate where students and staff feel socially, emotionally, and physically safe. The school emphasizes the 3Rs—Relationships, Relevance, and Rigor—to promote emotional well-being, academic success, and strong personal connections. As a small alternative high school with approximately one adult for every ten students, Valley Oak provides individualized instruction and fosters a close-knit community in which students feel safe, supported, and engaged. Advisory and leadership classes, along with schoolwide activities, give students meaningful opportunities to contribute to school policies, safety procedures, and community-building efforts. Restorative practices further encourage student voice and shared responsibility in maintaining a respectful and collaborative school culture.

In Fall 2025, the district implemented a new safety system that allows staff to request immediate support from administration through an automated badge alert. This system enables the school to conduct a range of safety drills, including Shelter in Place, Lockdown, Evacuation, Fire, and medical emergencies, while also notifying district administrators and emergency response personnel when needed. Valley Oak's Comprehensive School Safety Plan (SB187) includes procedures for mandated reporting, child abuse, suspension/expulsion, sexual harassment, discipline, dress code, emergency protocols, suicide prevention, and district policies. The plan is reviewed annually by the Site Safety and School Site Council Committee—made up of staff, parents, and law enforcement partners—and was most recently reviewed on October 16, 2025. A campus supervisor and an on-call Resource Officer also support daily campus safety.

Valley Oak's primary schoolwide goals continue to focus on decreasing truancy rates. Goal 1 aims to increase overall attendance by 10% by the end of the academic year, with progress tracked through credits earned per student. Goal 2 seeks to decrease tardies by 20%, with guardians included as partners in the student attendance team. The Attendance Committee meets biweekly to review data and address any emerging needs. Staff received training on the updated plan on October 22, 2025. Board approval of the revised School Safety Plan is currently pending.

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

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	16	14		
Mathematics	14	16		
Science	9	8		
Social Science	12	22		

2024-25 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

2024-25 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	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$21,862	\$3,128	\$18,734	\$107,690
District	N/A	N/A	\$6,297	\$104,358
Percent Difference - School Site and District	N/A	N/A	-66%	10.6
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	54.0	9.7

Fiscal Year 2024-25 Types of Services Funded

Valley Oak High School (VOHS) strategically utilizes Core and Supplemental funding to expand student access to technology and provide professional development for staff, with a focus on supporting English Learners and socioeconomically disadvantaged students. Additional funding from ESSA/CIS, the Equity Multiplier, and the Community Schools Grant has supported professional learning in English and mathematics, as well as key initiatives such as the Wellness Fair, Career Fair, teacher summer planning, and student field trips. Community Schools funding has also allowed the school to hire a Program Administrator to oversee implementation of the Community Schools pillars, strengthening partnerships and expanding student learning experiences.

VOHS continues to invest in academic intervention and student support. In 2025, three Intervention Teachers on Special Assignment (20% each of the TOSAs) were hired to design and implement targeted academic interventions both on the VOHS and Napa campuses. The after-school tutorial program remains fully active, with TOSAs collaborating closely with teachers, students, and guardians to promote academic progress. The school also added an Instructional Assistant (IA) to provide in-class support, with plans to hire an additional IA to enhance math and science interventions. Furthermore, Community Schools funding has supported a Community Liaison. Due to the funding and it's intended purpose, VOHS has been assigned an 80% Social Worker who oversees the Wellness Program and provides social-emotional support to students. The social worker is paid from district supplemental funding. Hiring and supporting key staff is critical to the intervention work along with online programs such as Wayground that provides additional ways to support student understanding of the guaranteed and viable curriculum.

The overarching goal of all funding initiatives is to ensure that students meet graduation requirements within four years while establishing clear pathways for postsecondary success. VOHS continues to meet the 70% graduation rate benchmark, maintaining this achievement in 2023, 2024, and 2025, and demonstrating ongoing commitment to academic excellence and student readiness for college and career.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$68,233	\$62,783
Mid-Range Teacher Salary	\$95,658	\$97,783
Highest Teacher Salary	\$124,487	\$128,020
Average Principal Salary (Elementary)	\$159,954	\$160,224
Average Principal Salary (Middle)	\$168,226	\$166,992
Average Principal Salary (High)	\$176,731	\$180,971
Superintendent Salary	\$378,644	\$313,465
Percent of Budget for Teacher Salaries	29.97%	30.05%
Percent of Budget for Administrative Salaries	5.07%	5%

2024-25 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

Valley Oak High School (VOHS) has aligned its early release Wednesdays with the updated teacher contract, which includes a monthly 90-minute Professional Learning Community (PLC) focused on four key questions:

What do we want all students to know and be able to do?

How will we know if they have learned it?

Professional Development

How will we respond when some students do not learn?

How will we extend learning for those already proficient?

Through the Interest-Based Problem Solving process, staff developed a schedule including a weekly 30-minute PLC and 40-minute Common Collaborative Time. PLCs focus on priority standards, curriculum implementation, and data-driven strategies that support student learning. Staff also participate in the NVUSD Professional Development Day, tailored to each site's needs and priorities.

This year, VOHS emphasizes two-day instructional challenges that help teachers assess proficiency and curriculum implementation. Math and ELA departments administer district end-of-course assessments to calibrate standards and identify effective practices. PLC and Collaborative Time also incorporate district-level training aligned with Board priorities and strategies for English learners and literacy.

PLC leads collaborate at the district level in core subject areas, piloting instructional practices before sharing them schoolwide. Teachers use data—including credit deficiencies, attendance, grades, and literacy levels—to inform instruction and support all learners. VOHS staff also serve on district committees, including Ethnic Studies, MTSS, and Health, ensuring the school's voice contributes to districtwide decision-making.

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5