

Village Oaks High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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	Veronica Tigert
Email Address	vtigert@lUSD.net
School Website	lUSD.net/Domain/19
County-District-School (CDS) Code	39685693933793

2022-23 District Contact Information

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

2022-23 School Overview

Our Mission

Upon graduation, Village Oaks High School students will have demonstrated knowledge of self, will have developed strong positive ties within our community, and will have begun to successfully prepare for their futures.

Our Vision

At Village Oaks High School, we strive to create a safe, inclusive, and collaborative learning environment where all students are engaged and challenged to achieve their fullest potential in both academic and social pursuits.

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 the Western Association of School and Colleges (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.

School Plan for Student Achievement Goals for the 2022-2023 school year:

Goal 1: The percentage of students meeting standards in English Language Arts and mathematics will increase as evidenced by CAASPP and local assessments. The actions and services in Goal 1 are primarily focused on developing a school-wide focus on literacy through professional development and collaboration and providing intervention supports through access to tutoring and supplemental materials.

Goal 2: Students will be prepared with the skills, mindsets, and experiences necessary for college and career readiness. The actions and services in Goal 2 are primarily focused on increasing students' equitable access to college and career experiences that are classroom based and community based, including a comprehensive plan for mentorship.

Goal 3: Student engagement will improve. The actions and services in Goal 3 are primarily focused on increasing attendance and decreasing negative student behaviors by implementing restorative and trauma informed practices through a multi-tiered system of support for social-emotional growth.

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Goal 4: Families will be afforded opportunities to engage with and learn about school processes, how to support their child's academics and well-being, and be provided opportunities that support them as caregivers. The actions and services in Goal 4 are primarily focused on increasing family engagement and communication by implementing non-traditional methods.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	56
Grade 10	62
Grade 11	59
Grade 12	53
Total Enrollment	230

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.0
Male	67.0
American Indian or Alaska Native	1.7
Asian	6.5
Black or African American	17.4
Filipino	1.3
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.3
White	16.1
English Learners	15.7
Foster Youth	0.4
Homeless	2.6
Migrant	0.0
Socioeconomically Disadvantaged	79.1
Students with Disabilities	24.3

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	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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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	September 2022
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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	Biology: The Dynamics of Life Adoption Year 2002 Discovery Education NGSS Biology Techbook Adoption Year 2017 Earth Science: Geology, the Environment and The Universe Adoption Year 2002 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			0%
Health	Health Connected, Teen Talk High School, 2017 Edition Adoption Year 2017 Health Pearson Adoption Year 2008	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

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

November 2021

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		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	18	N/A	44	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	48	44	91.67	8.33	18.18
Female	11	9	81.82	18.18	--
Male	37	35	94.59	5.41	17.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	25	92.59	7.41	16.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	35	32	91.43	8.57	18.75
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	48	44	91.67	8.33	0.00
Female	11	9	81.82	18.18	--
Male	37	35	94.59	5.41	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	25	92.59	7.41	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	35	32	91.43	8.57	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	5.56	11.9	22.22	22.23	28.5	29.47

2021-22 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	44	42	95.45	4.55	11.9
Female	16	15	93.75	6.25	13.33
Male	28	27	96.43	3.57	11.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	33.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	35	97.22	2.78	8.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	9.09

2021-22 Career Technical Education Programs

Close proximity to Lincoln High School has allowed us the opportunity to add one CTE course at Lincoln High School, Intro to Construction, to our master schedule.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	31.30
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92%	88%	88%	80%	95%

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.

2022-23 Opportunities for Parental Involvement

With the collaboration between teachers, administrators and a broad range of stakeholders through School Site Council, PTSA, 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. This ongoing process was followed during the development of the 2022-2023 SPSA and input meetings were held in the spring with School Site Council and PTSA. All parents are given the opportunity to complete the Youth Truth Survey. It is used to determine perceptible strengths and weaknesses of Village Oaks.

In addition to School Site Council and PTSA, Coffee at the Curb is held monthly to engage with parents informally as they are dropping off students at school. Parent Conferences are held in August to review student transcript and progress. Back to School Night is held in August to provide an opportunity for parents to learn about each course the student is enrolled in. A monthly newsletter is posted on the Village Oaks' website, messages are sent to parents from teachers and administration using Parent Square. Advisory teachers do grade checks with students each week and email parents when necessary. All parents are required to enroll with an Aeries account which gives them access to gradebooks and attendance. Student Study 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 be 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		8.7	2.2		3	4		8.9	7.8
Graduation Rate		85.5	95.7		93.6	93.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	46	44	95.7
Female	18	16	88.9
Male	28	28	100.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	21	20	95.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	14	13	92.9
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	42	40	95.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	16	16	100.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	288	268	175	65.3
Female	101	91	64	70.3
Male	187	177	111	62.7
American Indian or Alaska Native	5	4	3	75.0
Asian	16	16	10	62.5
Black or African American	51	48	29	60.4
Filipino	3	3	1	33.3
Hispanic or Latino	148	140	92	65.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	13	10	6	60.0
White	51	46	33	71.7
English Learners	37	36	21	58.3
Foster Youth	3	2	1	50.0
Homeless	15	15	11	73.3
Socioeconomically Disadvantaged	236	220	146	66.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	61	38	62.3

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	15.36	4.32	2.45
Expulsions	2.61	0.46	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.49	23.26	1.00	6.62	0.20	3.17
Expulsions	0.00	3.13	0.02	0.76	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	23.26	3.13
Female	18.81	1.98
Male	25.67	3.74
American Indian or Alaska Native	0.00	0.00
Asian	12.50	0.00
Black or African American	29.41	3.92
Filipino	0.00	0.00
Hispanic or Latino	29.05	3.38
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.38	0.00
White	7.84	1.96
English Learners	27.03	5.41
Foster Youth	0.00	0.00
Homeless	26.67	0.00
Socioeconomically Disadvantaged	23.73	2.97
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	31.82	6.06

2022-23 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 is reviewed and approved annually by the School Site Council and was approved by the school board on February 23, 2022.

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. District personnel and site administrators regularly walk the grounds to check for hazards on campus.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22		
Mathematics	14	12		
Science	17	10	1	
Social Science	17	14		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	24		
Mathematics	14	11		
Science	7	22		
Social Science	14	15		

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		

2021-22 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	115

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$75,499
Percent Difference - School Site and District	N/A	N/A	17.5	-38.2
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-12.6	-47.4

2021-22 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 two school counselors, one outreach worker, a bilingual interpreter, and services from outside agencies, Valley Community Counseling and Child Abuse Prevention Council. Students receive support from bilingual paraprofessionals and other paraprofessionals during classes. After school academic support is provided by teachers in the library on Tuesday, Wednesday, and Thursday. Juniors and seniors who are credit deficient have access to enroll in online APEX courses. Sophomores, juniors, and seniors have access to a seven period day and can enroll in a support class (Directed Studies) if needed. Engaging elective courses are provided to the extent possible, such as Foods/Nutrition, Art, Journalism, Theater, Piano, Guitar, Student Government, and Entrepreneurship. Students also are provided opportunities to participate in after school athletic teams and competitions.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,253	\$52,478
Mid-Range Teacher Salary	\$74,204	\$80,810
Highest Teacher Salary	\$101,553	\$101,276
Average Principal Salary (Elementary)	\$131,014	\$127,080
Average Principal Salary (Middle)	\$131,014	\$134,264
Average Principal Salary (High)	\$164,352	\$147,200
Superintendent Salary	\$226,719	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 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

Lincoln Unified School District has provided release days so teachers of English, mathematics, science, and history can attend professional development. Counselors have received professional development from San Joaquin County Office of Education. Every Monday is an early release for students so staff can attend collaboration with the staff or as a department.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	1