

# Violet Heintz Education Academy (VHEA)

## 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

<b>School Name</b>	Violet Heintz Education Academy (VHEA)
<b>Street</b>	4939 E. Yale Ave.
<b>City, State, Zip</b>	Fresno CA, 93727
<b>Phone Number</b>	(559) 443-4850
<b>Principal</b>	Tracy Saenz
<b>Email Address</b>	tsaenz@fcoe.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	10-10108-1030899

## 2022-23 District Contact Information

<b>District Name</b>	Office of the Fresno County Superintendent of Schools
<b>Phone Number</b>	(559) 265-3000
<b>Superintendent</b>	Dr. Michele Cantwell-Copher
<b>Email Address</b>	mcopher@fcoe.org
<b>District Website Address</b>	www.fcoe.org

## 2022-23 School Overview

The mission of the Fresno County Community Schools is to assess students' educational needs; provide educational opportunities for all students in developing positive self-esteem, academic skills, practical life skills, and social skills. We aim to provide relevant career and technical education and assist students in completing their high school education, and/or transitioning to other appropriate educational or career programs. FCSS' Court and Community Schools completed a full WASC accreditation in November 2021 and received a six-year accreditation with a mid-term progress report.

Violet Heintz Education Academy (VHEA) serves probation and district-referred students in grades 7-12. We believe every student can learn and will flourish in a positive and safe learning environment. The programs and services offered, along with low student to staff ratio, allow staff to design instruction and support to best meet the needs of the individual student. Student services include site-based mentors, behavioral health services to students and their families, support from school psychologists, and truancy intervention supports. In addition, a behavioral specialist services are underway. Most students return to their district of residence after completing a semester of enrollment or one year; however, some students satisfy high school graduation requirements and earn a high school diploma through VHEA.

## 2022-23 School Overview

The instructional staff are shifting from primarily independent study to a seat-based model to deliver curriculum based on grade level content standards. The curriculum is designed to provide for the wide difference in ages and academic abilities. Our school's progress indicators include student data from the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), the California Physical Fitness Test, and local diagnostic, benchmark and curriculum-embedded assessments in reading, writing, and math. Indicators are monitored and reviewed throughout the school year at regularly scheduled administrative team meetings, site leadership meetings, and professional learning communities.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 9	2
Grade 10	6
Grade 11	20
Grade 12	11
Total Enrollment	40

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	22.5
Male	77.5
Non-Binary	0
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	12.5
Filipino	0.0
Hispanic or Latino	80.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.5
White	5.0
English Learners	10.0
Foster Youth	2.5
Homeless	2.5
Migrant	0.0
Socioeconomically Disadvantaged	100.0
Students with Disabilities	10.0

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.70	24.75	139.70	53.20	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.10	1.73	11.80	4.52	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	9.00	3.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.00	58.56	69.60	26.52	12115.80	4.41
<b>Unknown</b>	1.00	14.82	32.30	12.32	18854.30	6.86
<b>Total Teaching Positions</b>	6.90	100.00	262.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.00	29.97	148.00	54.83	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	2.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	20.60	7.66	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.60	66.57	69.50	25.78	11953.10	4.28
<b>Unknown</b>	0.20	3.31	25.60	9.49	15831.90	5.67
<b>Total Teaching Positions</b>	6.90	100.00	269.90	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	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	0.00
Local Assignment Options	4.00	4.60
<b>Total Out-of-Field Teachers</b>	4.00	4.60

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.40	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.

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

Beginning with District Professional Learning Communities, academic discipline specific committees were assigned to work with FCSS consultants to guide the process of curriculum selection. The committees were comprised of site administration, a guidance learning specialist, a teacher on special assignment, and content specific classroom teachers. The group reviewed a selection of CA Standards aligned curricula and rated using criteria from the Instructional Materials Evaluation Tool to align with the shifts and major features of the California State Standards.

The committees also reviewed and piloted supplemental curriculum to support core instruction, needs of the students, rigor and relevance, and universal access. Students will continue to transition to the daily, seat-based program. Curriculum in all content areas will be offered through a digital, online platform that will help address the diverse curricular needs for all of the various grade levels served in community schools. Implementation is ongoing and progress is reviewed at site Professional Learning Communities and supported via administration's classroom visits/walk throughs, direct support to teachers, and teacher and student surveys.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 7 – 8 Collections Houghton Mifflin Harcourt 2017  Grades 6 – 8 Intervention/Intervention for English Learners (ELD) Escalate English Houghton Mifflin Harcourt 2017  Grades 9 – 12 Character Based Literacy Santa Clara University 2020  Grades 7- 12 Chapter Books ACE Curriculum 2020  Exact Path, Edmentum  English 7, Edmentum 2020  English 8, Edmentum 2020  California English 9, Edmentum 2020  California English 10, Edmentum 2020  California English 11, Edmentum 2020  California English 12, Edmentum 2020	Yes	0%
<b>Mathematics</b>	Big Ideas Math (Grades 7-8), California Edition  Big Ideas Learning, LLC 2015 Grades 9 - 12	Yes	0%

	<p>Integrated Mathematics I Houghton Mifflin Harcourt 2015</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p> <p>Exact Path, Edmentum, 2020</p> <p>PLATO Course Math 7, Edmentum 2020</p> <p>PLATO Course Math 8, Edmentum 2020</p> <p>California Integrated Mathematics I, Edmentum 2020</p> <p>California Integrated Mathematics II, Edmentum 2020</p> <p>California Algebra I Edmentum, 2020</p> <p>California Algebra II Edmentum, 2020</p> <p>California Geometry, Edmentum 2020</p>		
<b>Science</b>	<p>Grades 7 - 8 McGraw Hill Inspire Science 2019 (Pilot)</p> <p>Grades 9 - 12 The Living Earth, NGSS Integrating Biology and Earth</p> <p>Science Biozone 2018</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p> <p>Middle School Earth and Space Science, Edmentum 2020</p> <p>Middle School Life Science, Edmentum 2020</p> <p>Middle School Physical Science, Edmentum 2020</p> <p>PLATO Course Biology, Edmentum 2020</p> <p>PLATE Course High School Earth and Space Science, Edmentum 2020</p> <p>PLATO Course Physical Science, Edmentum 2020</p>	Yes	0%
<b>History-Social Science</b>	<p>Grade 7 My World Interactive World History: Medieval and Early Modern Times Pearson 2019</p> <p>Grade 8 My World Interactive: Growth and Conflict Pearson 2019</p> <p>Grades 9-10 The Modern World Pearson 2019</p>	Yes	0%



	<p>Grades 11 - 12 United States History, The Twentieth Century Pearson 2019</p> <p>Grades 12 Economics Today and Tomorrow Glencoe 2012</p> <p>Grade 12 United States Government: Democracy in Action Glencoe 2010</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p> <p>PLATO Course California World History and Geography, Edmentum 2022</p> <p>PLATO Course Medevil and Early Modern Times 7, Edmentum 2022</p> <p>PLATO Course Middle School US History, Edmentum 2020</p> <p>PLATO Course World History, Culture and Geography Edmentum, 2020</p> <p>PLATO Course World History Edmentum 2020</p> <p>California U.S. History, Edmentum,2020</p> <p>PLATO Course Government, Edmentum, 2020</p> <p>PLATO Course Economics, Edmentum, 2020</p>		
<b>Foreign Language</b>	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)	Yes	
<b>Health</b>	<p>From School to Work Goodheart-Wilcox 2009</p> <p>Fitness for Life: 6th Edition (Physical Education) Human Kinetics 2014</p> <p>Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)</p> <p>Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)</p> <p>Health, Edmentum, 2020</p> <p>Health 1: Life Management Skills, Edmentum, 2020</p>	Yes	
<b>Visual and Performing Arts</b>	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)	Yes	
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

## School Facility Conditions and Planned Improvements

VHEA provides safe environments for student learning. School facilities are well maintained and provide sufficient space for students and staff to support teaching and learning. The Fresno County Superintendent of Schools' Facilities Department continuously monitors the school to ensure that classrooms and facilities are well maintained and support a safe learning environment before, during, and after school.

Year and month of the most recent FIT report

September 27, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	0	N/A	27	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	0	N/A	12	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
<b>All Students</b>	47	33	70.21	29.79	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	39	25	64.10	35.90	0.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	37	26	70.27	29.73	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	44	30	68.18	31.82	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>All Students</b>	48	34	70.83	29.17	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	40	26	65.00	35.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	38	27	71.05	28.95	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	45	31	68.89	31.11	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>Science</b> (grades 5, 8 and high school)	--	0	--	2.56	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
<b>All Students</b>	23	19	82.61	17.39	0
<b>Female</b>	--	--	--	--	--
<b>Male</b>	16	13	81.25	18.75	0
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	19	15	78.95	21.05	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	17	80.95	19.05	0
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

Though ROP courses were not provided in 20-21, the guidance learning specialist continued to provide career exploration opportunities, efoodhandlers courses and certificates, resume support, and post-secondary preparation as needed.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	12.82
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 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	89%	87%	89%	89%	89%

## 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

Violet Heintz Education Academy (VHEA) will continue to increase opportunities for active parent and community involvement in the school planning process by providing greater parent outreach efforts and development opportunities in our advisory committees. Parent outreach will include Parent Square, an online school-to-home communication tool, meetings via on-line platforms and All4Youth Parent Partners. Opportunities may include, but are not limited to, School Site Council (SSC), the District English Language Learner (DELAC), Open House Night, Back to School Night, Title 1 meetings, Parent Teacher Student Association (PTSA) and parent support meetings. This will ensure that the VHEA planning process is broad-based, collaborative and has commitment of educational partners, including staff, students, and parents in accordance with our district and school parent involvement policies.

### 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
<b>Dropout Rate</b>		60	57.9		37.1	33.2		8.9	7.8
<b>Graduation Rate</b>		25	26.3		21.3	24		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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	19	5	26.3
<b>Female</b>	--	--	--
<b>Male</b>	17	4	23.5
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	0	0	0.0
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	19	5	26.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	0	0	0.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	19	5	26.3
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	118	96	43	44.8
Female	25	18	6	33.3
Male	93	78	37	47.4
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	0	0.0
Black or African American	18	15	10	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	87	73	28	38.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	9	4	2	50.0
English Learners	18	14	3	21.4
Foster Youth	6	5	1	20.0
Homeless	8	7	2	28.6
Socioeconomically Disadvantaged	118	96	43	44.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	11	9	5	55.6

### 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	23.20	4.47	2.45
Expulsions	0.00	0.00	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	0.00	4.24	0.21	2.11	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.24	0.00
Female	4.00	0.00
Male	4.30	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.45	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	5.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

The Comprehensive School Safety Plan for VHEA Community School is revised and reviewed annually by school staff, and the School Site Council.

Safety procedures, including elements of the school safety plan are reviewed with staff throughout the school year during various trainings, meetings and emergency drills. The school safety plan is updated yearly and presented to staff during the annual staff in-service. The School Safety Plan for VHEA will be updated in the Spring of 2023. Once the plan is updated it will be presented and approved by the SSC.

## 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	3	24		
Mathematics	7	12		
Science	6	13		
Social Science	5	17		

## 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	3	24		
Mathematics	5	13		
Science	4	18		
Social Science	3	31		

## 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	2	22		
Mathematics	4	8		
Science	1	13		
Social Science	2	25		

## 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	40

## 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.9

## 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	16,753	3,150	13,602	69,945
District	N/A	N/A	13,602	
Percent Difference - School Site and District	N/A	N/A	0.0	1.9
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A		

## 2021-22 Types of Services Funded

VHEA's student needs were identified by staff, students, administration and educational partner groups at School Site Council meetings, professional learning communities, parent meetings and several Local Control Accountability Plan (LCAP) collaborative meetings through the analysis of local and state-level academic and behavior data. All services are aligned with the LCAP.

In addition to monitoring and support by the principal, academic needs are met with services including a teacher on special assignment to provide instructional coaching. The guidance learning specialist maintains a greater focus on over all student wellness and provides student transition support to districts of residence. Furthermore, behavioral and social needs are supported by the school psychologists.

HiSET preparation, credit recovery, and independent study are available for students. Paraprofessionals provide support in each classroom. Restorative and Trauma-Informed practices enhance the teaching and learning process, and mentoring services are available throughout the school day to all students.

## 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

The focus for professional development is on enhancing our implementation of engaging instructional strategies with the Common Core State Standards and practices, in accordance with our district set goals while maintaining particular attention to the various needs and learning styles represented by our students. Administration and school personnel will continue to monitor progress of our focus on learning through our collective inquiry model of practice. In addition, the school continues to provide strategies complementary to School-wide Positive Behavioral Interventions & Supports, a decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students.

Professional development opportunities will continue to be aligned to support our identified critical areas of need. Needs were identified by school staff, administration, guidance learning specialist, teacher on special assignment, students and educational partners through Local Control Accountability meetings at minimum and include: literacy/writing across the curriculum, numeracy, English Language Development, Next Generation Science, trauma informed care, social/emotional support, 21st Century Learning Skills, and the integration of visual and performing arts practices to enhance teaching and learning. Teachers are supported through virtual conferences, in person trainings, after school in-person or virtual workshops, weekly professional learning communities in discipline-specific cohorts, in-class or virtual coaching, teacher-principal meetings, and district professional learning communities. The numbers reported in the three-year data table represent professional development dedicated to staff development and continuous improvement. The school has a 120- minute weekly professional learning community in which teachers and administration participate.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	55	52	55