

Violet Heintz Education Academy (VHEA)

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	Violet Heintz Education Academy (VHEA)
Street	4939 E. Yale Ave.
City, State, Zip	Fresno CA, 93727
Phone Number	(559) 443-4850
Principal	Felix Navarrette
Email Address	fnavarrette@fcoe.org
School Website	www.fcoe.org
Grade Span	7-12
County-District-School (CDS) Code	10-10108-1030899

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

As part of the Alternative Education program, the mission of the Fresno County Community Schools is to assess students' educational needs and provide educational opportunities for all students to facilitate the development of positive self-esteem, academic skills, practical life skills, and social skills. We aim to provide relevant career and technical education, assist students in completing their high school education, and/or transitioning to other appropriate educational or career programs. FCSS' Alternative Education program completed a full WASC accreditation in November 2021 and received a six-year accreditation with a mid-term progress report written during the fall of 2024. We are currently working with our Leadership teams and community partners preparing our 3 year review for WASC Accreditation.

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 a low student-to-staff ratio, allow staff to design instruction and support to best meet the needs of each 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, behavioral specialist services are provided by All 4 Youth. Student receive substance abuse counseling by Prodigy. Anger Management counseling is provided by The Troy Center. 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.

VHEA provides instruction based on grade-level content standards. Independent Study remains an option for students who are best served by the flexibility offered by the program. The curriculum is designed to provide for the broad differences in the student population's ages, grade levels, 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	0
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	1
Grade 8	6
Grade 9	16
Grade 10	12
Grade 11	13
Grade 12	11
Total Enrollment	59

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	27.1
Male	72.9
Non-Binary	0
American Indian or Alaska Native	3.4
Asian	8.5
Black or African American	13.6
Filipino	0
Hispanic or Latino	62.7
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	11.9
English Learners	10.2
Foster Youth	3.4
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	86.4
Students with Disabilities	11.9

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)	2	29.97	148	54.83	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6	2.23	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.6	7.66	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.6	66.57	69.5	25.78	11953.1	4.28
Unknown/Incomplete/NA	0.2	3.31	25.6	9.49	15831.9	5.67
Total Teaching Positions	6.9	100	269.9	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)	2	34.06	156	58.95	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	8	3.02	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	11.7	4.43	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.2	53.92	64.6	24.44	11746.9	4.23
Unknown/Incomplete/NA	0.7	12.02	24.2	9.14	14303.8	5.15
Total Teaching Positions	5.9	100	264.6	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)	2.5	43.24	168.8	61.34	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6.9	2.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.4	7.41	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.7	29.38	65.3	23.74	12112.8	4.34
Unknown/Incomplete/NA	1.6	27.21	13.6	4.96	13705.8	4.91
Total Teaching Positions	5.9	100	275.1	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	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	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	4.60	3.2	1.7
Total Out-of-Field Teachers	4.60	3.2	1.7

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)	0	0	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

Beginning with District Professional Learning Communities, academic discipline-specific committees were assigned to work with FCSS consultants to guide the curriculum selection process. The committees comprised site administration, a guidance learning specialist, a teacher on special assignment, and content-specific classroom teachers and Coaches. The group reviewed a selection of CA Standards-aligned curricula. It was 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. All students have full access to seat-based and Independent Studies learning materials. Curriculum in all content areas will be offered through a digital, online platform that will help address the diverse curricular needs of 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

August 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	Grades 7 – 8 Collections Houghton Mifflin Harcourt 2017 Grades 6 – 8 Intervention/Intervention for English Learners (ELD) Escalate English Houghton Mifflin Harcourt 2017 Designated ELD Grades 9 – 12 Escalate English 2017 Houghton Mifflin Harcourt Grades 9 – 12 Character Based Literacy Santa Clara University 2020 Grades 7- 12 Chapter Books ACE Curriculum 2020 Exact Path, Edmentum	0%

	<p>English 7, Edmentum 2020</p> <p>English 8, Edmentum 2020</p> <p>California English 9, Edmentum 2020</p> <p>California English 10, Edmentum 2020</p> <p>California English 11, Edmentum 2020</p> <p>California English 12, Edmentum 2020</p>	
Mathematics	<p>Big Ideas Math (Grades 7-8), California Edition</p> <p>Big Ideas Learning, LLC 2015 Grades 9 - 12</p> <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>	0%
Science	<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>	0%

	PLATO Course Physical Science, Edmentum 2020	
History-Social Science	<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> <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 Medieval 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>	0%
Foreign Language	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)	0%
Health	<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>	0%

	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)	
	Health, Edmentum, 2020	
	Health 1: Life Management Skills, Edmentum, 2020	
Visual and Performing Arts	Art Class equipment and materials	0%
	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)	
Science Laboratory Equipment (grades 9-12)	Microscope Lab equipment; Physical Science Lab equipment	0%

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

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. Alarm system was recently upgrade with new wiring.

Year and month of the most recent FIT report September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces		X		N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical	X			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Planned maintenance is being conducted to address facility needs, including repairing holes in walls and replacing faulty sink faucets. These improvements help ensure a safe, functional, and well-maintained learning environment for students and staff.
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

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)	4	0	28	31	47	48
Mathematics (grades 3-8 and 11)	0	0	16	18	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	29	12	41.38	58.62	0.00
Female	--	--	--	--	--
Male	23	11	47.83	52.17	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	6	31.58	68.42	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	10	41.67	58.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
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	29	15	51.72	48.28	0.00
Female	--	--	--	--	--
Male	23	13	56.52	43.48	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	7	36.84	63.16	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	12	50.00	50.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
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	--	5	2.9	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	19	10	52.63	47.37	--
Female	--	--	--	--	--
Male	15	7	46.67	53.33	--
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	12	5	41.67	58.33	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	8	53.33	46.67	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

2024-2025 School Year Initiatives:

While dedicated Career and Technical Education (CTE) courses were not available during the 2024-2025 school year, foundational career-readiness services were consistently maintained and delivered:

Guidance Services: The Guidance Learning Specialist (GLS) continued to provide robust support, including career exploration opportunities, resume development assistance, and post-secondary preparation as needed by students.

Certification: E-food handlers courses and resulting certificates were facilitated for interested students.

Program Planning: Preparation for future courses was a priority. Equipment and materials for a tractor-driving course were delivered, and implementation planning was in progress throughout the 2024-2025 school year.

Current and Upcoming Program Expansion:

Significant strides have been made following the conclusion of the 2024-2025 academic year to implement new programs and expand academic offerings:

2024-25 Career Technical Education Programs

New Technical Training: VHEA has begun implementation of practical workforce training, including forklift operation and after-school welding classes.

Dual Enrollment (Spring 2026): Dual enrollment opportunities are in the planning stages for the Spring 2026 semester. Students in grades 11 and 12 will be able to enroll in an introductory college-level course on college and life management, earning both high school elective credit and college credit.

A-G Course Approval: The Guidance Learning Specialists are actively engaged in the application process for the approval of appropriate A-G courses, ensuring that future curriculum aligns with college eligibility requirements.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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	0

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	0
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 5	N/A	N/A	N/A	N/A	N/A
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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

During the 2025-26 school year, VHEA will continue to provide opportunities for meaningful parent and community involvement in the school planning process through 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 online platforms, and All4Youth Parenting Partners, Troy Center Community Assistant. Opportunities include the School Site Council (SSC), the District English Language Learner (DELAC), Open House Night, Back to School Night, Title I, Part A meetings, and parent support meetings. This will ensure that the VHEA planning process is broad-based, collaborative, and has the commitment of educational partners, including staff, students, and parents per our district and school parent involvement policies. Parenting classes will continue to be offered, and all necessary information regarding parent participation will be shared during weekly orientation appointments as new students enroll throughout the school year.

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	73.7	61.5	--	37.7	42.2	35.5	8.2	8.9	8
Graduation Rate	26.3	38.5	--	25.1	23.3	23.9	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	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

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	111	92	77	83.7
Female	27	22	17	77.3
Male	84	70	60	85.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	19	16	15	93.8
Filipino	--	--	--	--
Hispanic or Latino	72	58	45	77.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	100	82	70	85.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	15	--	--	--

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
28.35	36.72	45.05	3.45	3.28	2.74	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	0	0	0	0	0	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	45.05	0.00
Female	48.15	0.00
Male	44.05	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	57.89	0.00
Filipino	0.00	0.00
Hispanic or Latino	44.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	36.36	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	48.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	66.67	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

The Comprehensive School Safety Plan for VHEA Community School is revised and reviewed annually by 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 2026. Once the plan is updated it will be reviewed and approved by the SSC.

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	2	25	0	0
Mathematics	3	17	0	0
Science	2	19	0	0
Social Science	2	29	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	3	17	0	0
Mathematics	4	17	0	0
Science	4	15	0	0
Social Science	4	17	0	0

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	5	18	0	0
Mathematics	4	14	0	0
Science	5	12	0	0
Social Science	3	22	0	0

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	46.67

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)	1.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

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	45,371	12,837	32,534	89,708
District	N/A	N/A	13,602	N/A
Percent Difference - School Site and District	N/A	N/A	82.1	4.7
State	N/A	N/A	\$11,146	N/A
Percent Difference - School Site and State	N/A	N/A	100.5	N/A

Fiscal Year 2024-25 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 by analyzing 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 content specialist to provide instructional coaching, including pre/post local assessments and their use in driving instruction. A guidance learning specialist maintains a greater focus on overall student wellness and provides student transition support to districts of residence and registration. Furthermore, school psychologists, TROY Center mentors, All 4 Youth staff, and campus supervisors, and community Assistant support behavioral and social needs.

State assessment preparation, credit recovery, and independent study are available for students. Fully credentialed teachers provide instruction 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.

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

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

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, 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.

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	54	25	57