

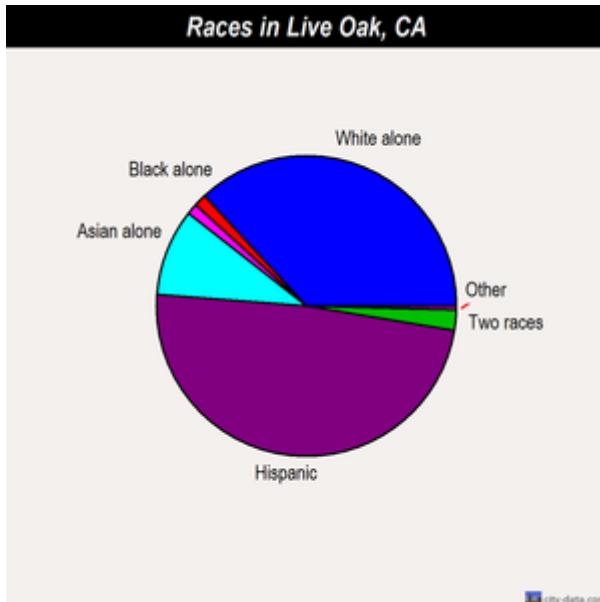
I. Introduction

Basic Student/Community Profile Data

Valley Oak High School is a continuation high school (grades 9-12) and is within the Live Oak Unified School District. Valley Oak High School (VOHS) is situated on the same campus as Live Oak Alternative Schools which is made up of Learning Opportunity (7-9), and Independent Study (K-12). Collectively the site is referred to as the Alternative Education Center (AEC). AEC utilizes portable buildings. VOHS is a one room self-contained learning environment. The other two programs on the campus occupy one room each. In addition, there is a library and a well equipped computer lab. The office utilizes one of the site's portables as well. VOHS is part of the Live Oak Unified School District and is situated within the city limits of Live Oak. The town's population is approximately 6,200 and is located in Sutter County which is about 50 miles north of Sacramento. The Live Oak Unified School District consists of Luther Elementary (K-4), Encinal (K-8), Live Oak Middle School (5-8), and Live Oak High School (9-12).

Live Oak Community Profile:

- Hispanic (48.6%)
- White Non-Hispanic (36.9%)
- Asian Indian (7.8%)
- Two or more races (4.5%)
- American Indian (2.7%)
- Black (1.6%)
- Other Asian (1.4%)



Valley Oak High School provides an alternative setting for student's grades 10-12. During the Fall of 2007-2008 school year 26 students were enrolled at Valley Oak High School. The school is configured to provide learning opportunities for students who are credit deficient and perform more effectively in smaller settings.

Live Oak Unified School district is an ethnically and socioeconomically diverse district, which is reflected in the student population. VOHS has a student population of 26 consisting of 57.6% Hispanic, 26.9% Caucasian, and 7.6% Asian, 7.6% multiple races. (see attachment A)

At VOHS there are 14 LEP students (58%) of the students are LEP. Two students have been redesignated. (see attachment A-1)

AEC has three certificated, NCLB compliant teachers. There is a full time classified staff member who is assigned as the school and principal's secretary. The principal at Live Oak Alternative Schools is also the principal at Encinal school.

Valley Oak's curriculum emphasizes a solid foundation in academics as outlined in the California State Standards, while focusing attention on the various learning styles and needs represented by all students. The Expected School Wide Learning Results (ESLRs) are the driving force in curricular development and teaching methodology.

The Student Outcomes are intended to challenge students to become the following:

- **Positive Communicator:** All students will be effective communicators who understand and convey clear thoughts and ideas both orally and in writing through the use of clear, audible, and appropriate language.
- **Academically Competent:** All students will be academically competent in all core curriculum areas including reading, writing, arithmetic, science, and social studies. All students will be life long learners and demonstrate the higher order of thinking skills of application, analysis, synthesis, and evaluation. All students will be quality producers who set, pursue, and accomplish realistic and challenging goals for themselves.
- **World Citizen:** All students will have an awareness of the world's various viewpoints, belief systems, and cultures. All students will be community contributors offering their time, energies, and talents to improve the quality of life in our school and community. All students will be able to work cooperatively with others to achieve vocational and personal goals.

VOHS provides students with opportunities to excel in areas of special interest. In addition to the core subject areas students may access A-G University of California/California State University graduation requirements, California State requirements through Cyber High School and nearby Community Colleges. Students are also able to take courses of interest through Tri-Counties ROP. There is a wide range of courses which can lead to employment certification if the student chooses.

Valley Oak High School offers the same core curriculum a student would receive in a traditional high school. Like other alternative educational settings, “alternative schools” serve students who are credit deficient, have difficulty in regular education settings, require flexible scheduling or have made inadequate academic progress in other school programs. Enrollment in Valley Oak High School is based on a referral from a high school counselor or administrator, parent/student request, or at the direction of the Superintendent.

The size of the school may vary as the school year progresses, but the purpose is always the same: preparing students to become educated, active, valuable, and contributing members of society. This is reflected in the school’s effort to realize VOHS ESLRs. Communication between home, school and other local agencies is a high priority for staff. Through the use of Student Study Teams (SST), students can benefit from program opportunities and interventions to reach their full potential.

Note: Valley Oak received its WASC accreditation in the Fall of 2004.

ASSESSMENT RESULTS

Various measures of student achievement are used as an ongoing part of the quality instructional program at Valley Oak Continuation High School. These assessments measure actual student progress as well as the effectiveness of the instructional program. Each student has an individual learning plan. The learning plan is based on the student transcripts and school wide assessments. These school wide assessments are as follows: McDougal Littell reading comprehension assessment, San Diego Quick, Star Reading and Math assessments, and Prentice Hall’s Algebra readiness and basic skills assessments. These assessments are administered three times per year.

Valley Oak High School participates in the mandatory California Standardized Testing and Reporting Program (STAR) which utilizes the CAT-6 and the California Standards Test (CST). (see attachment A2-A6)

CST Report Scores:

Grade	ELA: 2004	ELA: 2005	ELA: 2006	ELA: 2007
10	280	292	252	278.5
11	274	293	257	290.8

CST Report Scores:

Grade	Math: 2004	Math: 2005	Math: 2006	Math: 2007
10	NS	364	271	239
11	289	282	271	300

Students at Valley Oak High School are required to pass the California High school Exit Exam (CAHSEE).

CAHSEE	2003-2004 Tested/Passed	2004-2005 Tested/Passed	2005-2006 Tested/Passed	2006-2007 Tested/Passed	2007-2008 Tested/Passed
ELA	13/1 8%	15/8 53%	13/10 70%	12/10 83%	TBA
Math	12/1 8%	14/9 64%	13/10 70%	12/1 92%	TBA

CELDT testing is completed annually and the results are used to provide students with English Language Development support. Some students receive services at Live Oak High School on an as needed basis. (A7)

Due to the small size of Valley Oak generating an Academic Performance Index (API) score is challenging. Using the totality of assessments, VOHS is able to evaluate the programs effectiveness and make modifications as needed.

Since VOHS is a continuation high school it utilizes the Alternative Schools Accountability Model (ASAM). The ASAM model emphasizes three central concepts:

- Student and school performance measures based on multiple indicators that assess the school's ability to serve high-risk students. The indicators measure change in learning readiness, engagement, and educational goal attainment as well as academic achievement and cognitive growth.
- Schools are to choose from a variety of indicators, those most appropriate to their goals and student populations.
- A school's performance is not compared with that of other schools but rather with its own performance over time.

Below are VOHS's ASAM performance and measures for 2005-2006 school year

Indicator 2: Suspension

Indicator 2: Suspension—a measure of school performance in changing and improving students' behavior and readiness to learn.

Your school's performance level is at **Sufficient**. During school year 2005-06 **16.7 %** of long-term students receiving classroom-based instruction received out-of-school suspensions.

Performance Standards for **Suspension**

Your school is at Sufficient because the percent of long-term students receiving out-of-school suspensions falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
	71 - 100	36 - 70.99	9 - 35.99	0 - 8.99
Your school's performance:	16.7 %			

Indicator 4: Sustained Daily Attendance

Indicator 4: Sustained Daily Attendance—a measure of school performance in changing and improving school holding power and persistence.

Your school's performance level is at **Growth Plan**. During school year 2005-06 **87.5 %** of long-term students were present in class and completed their full assigned instructional day.

Performance Standards for **Sustained Daily Attendance**

Your school is at Growth Plan because the percent of long-term students present in class and completed their full assigned instructional day falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
	0 - 69.99	70 - 89.99	90 - 97.99	98 - 100
Your school's performance:	87.5 %			

Indicator 13A: Credit Completion (Actual)

Indicator 13A:Credit Completion (Actual)—a measure of school performance emphasizing strategies for improving credit completion and academic progress, regardless of instructional strategy used.

Your school's performance level is at **Sufficient**. During the school year 2005-06 **94.7 %** of attempted graduation credits was earned by long-term students

Performance Standards for Credit Completion (Actual)

Your school is at Sufficient because the monthly actual number of credits completed by long-term students falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
	0 - 66.99	67 - 81.99	82 - 96.99	97 - 100
Your school's performance:	94.7 %			

Significant Developments

Valley Oak students now participate in a wide variety of ROP classes offered by Tri-Counties ROP. Students are transported to Yuba City. Some students attend Yuba City High School ROP classes and others attend classes at River Valley High School. We hope this continues with the support of LOUSD and Tri-Counties ROP.

Ongoing Improvements

The Site Council meets monthly and staff meetings are weekly. A benefit of a small school is that we can closely monitor the various components of the Focus on Learning Action Plan and the Single Plan for Student Achievement along with other school site needs. The School Site Council meets monthly to discuss, monitor, and approve expenditures for Categorical Funds that meet the Single Plan for Student Achievement and the Focus on Learning Action Plan. In 2007-2008 we will continue efforts to fully integrate the Focus on Learning Action Plan and the Single Plan for Student Achievement. The Single Plan for Student Achievement is reviewed monthly by staff and approved annually by the school board.

II. Report on Schoolwide Action Plan Progress

Schoolwide Critical Areas for Follow-up:

- 1. Students do not have access to hands-on curriculum, labs, or direct instruction in science.** In October of 2007 LOUSD began the preview process of new science curriculum for the entire school district. Staff members (including staff from Live Oak Alternative Schools) previewed various publishers. A significant amount of focus was placed on options for alternative education students. In November of this year there was a Science Textbook Adoption Support meeting/workshop to provide a framework for thinking about and examining science texts and assisting teachers in the adoption process. Samples of hands on activities from Holt Publishers to utilize in the alternative setting are of particular interest to our site. It should be noted that our site and district are very concerned about access for all while maintaining the integrity of the program. Once the district has decided upon an appropriate science curriculum it will be implemented district wide including VOHS.
- 2. Some of the core subjects are only offered through independent study instead of direct instruction.** Direct instruction is being offered on a weekly basis in US History, World History, and American Government (fall semester) and Economics (spring semester). Due to scheduling constraints students are still required to take a variety of classes on an independent, at-home basis. These classes are monitored by the teacher who monitors their progress, collects their work, and administers tests. Some of these courses include: State Requirements, Health, Careers, Life Science, Earth Science, Life Skills, Study Skills, and Computers. Some of these classes can be taken through ROP which provide direct instruction. Additionally, some of these classes are offered through Cyber High School. The typical VOHS student is credit deficient. Most students believe they can complete the classes faster if they take them on their own but they do have other options.
- 3. Students at Valley Oak do not have access to most of the resources and programs at the district's larger high school.** Students at VOHS have access to ROP at the comprehensive high school. Services for ESL students including CELDT testing and ELD support are provided by the Live Oak High School. Additionally, Live Oak High School Special Education staff provides support services to VOHS staff and students as needed. Collaboration and meetings regarding students occur on a regular basis. VOHS students also utilize the Live Oak High School's license for some internet resources such as "infotrac." Recently LOHS allowed VOHS to post information regarding a new incentive program at our site on their school's web based news paper. Moreover, VOHS students are now able to attend extracurricular events such as dances and the

Prom. Finally, the agriculture department has allowed some students to participate in Future Farmers of America (FFA) activities at Live Oak High School.

4. **Low parent/family participation and communication.** Numerous opportunities are now in place in order to increase parent involvement.
 - Parent/Pizza Back to School Night
 - Individual phone calls made to recruit a School Council Parent Rep.
 - Monthly Newsletter
 - Ongoing communication in English/Spanish regarding school activities
 - Parent/Teacher Conferences
 - Bi-Lingual counseling services provided by Sutter County and District Office.
 - Counseling services provided by district counselor as needed.
 - School Readiness Program developed for pregnant teens.
 - Initial conference with parents and student upon entering VOHS program.
 - Exit conference with parents and student upon leaving VOHS program.
 - Resource Officer and principal home visits.
 - Handbook/Welcome Back to School letter mailed home.
 - FIX services per referral by counselor for families
 - SARB communications
 - Daily phone calls by secretary regarding attendance and all other school business and communication.

5. **Continued expansion of library resource materials.** Some improvements are being made to the library. Accelerated titles were updated in 2007. DVD's have been ordered to support state and district curriculum. An effort is in progress to expand the existing library with additional books. Over the past three years titles have been slowly added. In addition to books, progress is being made in obtaining reading materials. The students have utilized the New York Times Upfront magazine over the past three years. It fosters learning about the world we live in and current issues on our planet. It is used as an ELA tool due to its high success rates and interest level. VOHS also utilizes many online resources that seem to generate high levels of interest.

6. **Curriculum needs to be more aligned with ESLR's (PAWs).** VOHS staff approaches the curriculum from the standpoint of understanding the student population. This means not only using multiple measures of assessment to drive instruction but taking into consideration the students strengths and weaknesses. Becoming a positive communicator involves having significant skills in the areas of English Language Arts. The VOHS staff uses the district's adopted materials along with other materials/practices that have shown academic growth. Academic proficiency and credit recovery are primary focuses at VOHS. The staff takes into consideration the variety of learning styles,

technology resources, academic goals, various life issues (past, present, future), and career paths for students while implementing the standards driven curriculum. VOHS strives to stimulate awareness of the world around us through a variety of activities such as reading UPFRONT magazine and playing the “Real Game California.” Embedded in the curriculum is awareness of varying viewpoints in our world. Understanding that there are multiple ways to improve our world, country, state, community and school are all important to our staff.

The district has adopted a program of strategies called “STEP UP TO WRITING (‘06-‘07), and the “Write Tools” (‘07-‘08) which focus on teaching students a wide variety of skills. The goal is to better enable students to think, read, and write in a clear, focused, and organized manner. The district wide focus complements aspects of the PAWs/ESLRs found at Valley Oak High School.

Other material used to directly support the components of the ESLRs is the integration of the text “Life Strategies for Teens.” This is a high-interest text used to support a multitude of English requirements and it creates a platform for student discussions about the world they live in and their own perspective.

VOHS students participate in the “Real Game California” which focuses on real life problems that people face every day. This game allows students choices to make regarding where and how to live. They are given a job, based on realistic job market projections, and they begin to live. Embedded in the game are many challenges that include being able to communicate effectively using written and oral language while interpreting data. The game also has math components which helps students understand the complexity of real life concerns like paying rent and utilities we all encounter.

7. **Continue efforts to increase parent involvement and communication in supporting student achievement.** Much progress has been made in this regard. As noted in critical area (4) above a concerted effort has been made to foster communication between the parents and the school. The success is due to the efforts of the staff with administrative support. The consistency with which the staff is willing to make communication a mandate has proven effective.

8. **Encourage students and families to use school and community social, psychological, and health services as needed.** The district nurse facilitates services as needed. Information and translations regarding Healthy Families Medi-Cal services are given. The district psychologist is available to support Student Study Team Meetings and IEP’s. A bi-lingual Sutter County counselor reports one half day per week to instruct Life Skill Classes, provide counseling, and make home visits.

9. Continue to increase parent, district, and community involvement.

Progress has been made by using the following:

- Monthly newsletters
- Daily phone calls regarding many school issues such as attendance
- Home visits by principal/teacher and Resource Office
- Thanksgiving Feast/Christmas “White Elephant” incentives
- Life Skills Class by Community Leaders
- Guest Speakers of local businesses. (Sunset Molding)
- Parent/Teacher Conferences
- Newspaper articles
- Spring Happenings
- Communication with other sites in the district
- Senior Community Interaction Project
- CAHSEE intervention for previous students of VOHS
- School Readiness Program for Pregnant Teens

10. Continue to expand and increase collaboration and communication with comprehensive high school. Collaboration has increased since the last WASC visit. The district implemented district wide writing strategies programs which were taught to staff based at the grade level the students are taught. The two programs are “Write Tools and Next Steps.” The VOHS teacher participated in that training along with Live Oak High School teachers at their site. This has proven to be a great collaborative tool. VOHS staff participated in the district’s adoption of Social Studies curriculum along with Live Oak High School teachers. Training in Economics will occur with both Social Science instructors. The adoption process and training have stimulated open lines of communication which continue to grow. Finally, efforts are under way to improve the communication between the principal of AEC and the counseling office at Live Oak High School. To insure correct placement and early detection of credit deficient students and correct placement for credit recovery as quickly as possible.

11. Demonstrate a clearer connection between the standards based curriculum and the ESLRs. Materials used for “core” subjects at VOHS are standards based. Moreover, ROP also fosters the premise behind the ESLRs. The curriculum is directly connected to the ESLRs in many ways. It is meaningful

and accessible, fosters becoming a positive communicator, promotes academic competence and progresses toward becoming a world citizen. The staff differentiates a variety of instructional practices and takes into consideration the unique needs of the student population.