

# School Accountability Report Card Reported Using Data from the 2024–25 School Year

California Department of Education

## For *North Valley School*

**Address:** 3164 Condo Ct, Santa Rosa CA 95401 **Phone:** 707-523-2334

**Principal:** Nicole Wentz

**Grade Span:** 1-12

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.

**Admission Requirements for the University of California (UC)**

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

**Admission Requirements for the California State University (CSU)**

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

**Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.**

## About This School

### District Contact Information (School Year 2025–26)

| Entity         | Contact Information  |
|----------------|--|
| District Name  | Santa Rosa High School   |
| Phone Number   | 707-890-3800   |
| Superintendent | August, Lisa   |
| Email Address  | <a href="mailto:laugust@srcs.k12.ca.us">laugust@srcs.k12.ca.us</a> |
| Website        | <a href="http://www.srcschools.org">www.srcschools.org</a>         |

### School Contact Information (School Year 2025–26)

| Entity                            | Contact Information  |
|-----------------------------------|--|
| School Name                       | North Valley School  |
| Street                            | 3164 Condo Ct.   |
| City, State, Zip                  | Santa Rosa, CA 95403   |
| Phone Number                      | 707-523-2334   |
| Principal                         | Nicole Wentz   |
| Email Address                     | <a href="mailto:Nicole.wentz@victor.org">Nicole.wentz@victor.org</a> |
| Website                           | <a href="http://www.victor.org">www.victor.org</a>                   |
| Grade Span                        | 1-12   |
| County-District-School (CDS) Code | 49-70920-7019268   |

### School Description and Mission Statement (School Year 2025–26)

#### **North Valley School Mission Statement**

**“Our mission is to teach personal responsibility in education, independence and social skills”**

#### **North Valley School Program**

North Valley School is a non-public, non-profit school accredited by the Western Association of Schools and Colleges and certified by the California Department of Education to provide special education services. These services are provided to children qualifying under the following categories of eligibility: Emotional Disturbance, Learning Disabilities, Autism, Intellectual Disability, Multiple Disabilities, and Other Health Impairment. Placing districts will contract with Occupational Therapists to provide OT services and Speech & Language Pathologists to provide S&L services to qualified students to take place on campus. Each student receives an educational program aligned with both Common Core Standards and their individual education plan (IEP). The school's maximum enrollment is 70 students. The maximum class size for academic instruction is twelve for grades 1-5, and fourteen for grades 6-12. We work to prepare students to attain their highest individual potential, independence, and responsibility in a safe, nurturing environment that promotes success. We also adhere to our parent organization, Victor Treatment Center, mission statement which is to be a catalyst for sustained improvement in the lives of those we touch. The school provides a highly structured positive behavioral reinforcement and intervention system utilizing a combination of behavioral modification, trauma informed curriculum and relationship-based programs to include: Why Try, Risking Connections, and Pro-ACT, and humanistic approaches. The majority of students in attendance at North Valley School receive individual, group and family counseling by licensed mental health professionals to support their education success.

### Student Enrollment by Grade Level (School Year 2024–25)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 0                  |
| Grade 1                 | 0                  |
| Grade 2                 | 0                  |
| Grade 3                 | 0                  |
| Grade 4                 | 1                  |
| Grade 5                 | 2                  |
| Grade 6                 | 5                  |
| Grade 7                 | 6                  |
| Grade 8                 | 9                  |
| Grade 9                 | 8                  |
| Grade 10                | 12                 |
| Grade 11                | 4                  |
| Grade 12                | 5                  |
| <b>Total Enrollment</b> | <b>52</b>          |

### Student Enrollment by Student Group (School Year 2024–25)

| Student Group                          | % of Total Enrollment |
|--|-----------------------|
| <b>GENDER</b>                          |                       |
| Female                                 | 32.69%                |
| Male                                   | 61.54%                |
| Non-Binary                             | 5.77%                 |
| <b>ETHNICITY</b>                       |                       |
| Hispanic or Latino                     | 32.69%                |
| Not Hispanic or Latino                 | 67.31%                |
| <b>RACE</b>                            |                       |
| American Indian or Alaska Native       | 9.62%                 |
| Asian                                  | 9.62%                 |
| Black or African American              | 13.46%                |
| Native Hawaiian or Pacific Islander    | 0                     |
| White                                  | 51.92%                |
| Two or more races                      | 5.77%                 |
| Decline to state/ No response          | 9.62%                 |
| <b>English Learners</b>                |                       |
| English Learners                       | 3.85%                 |
| <b>Foster Youth</b>                    |                       |
| Foster Youth                           | 7.69%                 |
| <b>Homeless</b>                        |                       |
| Homeless                               | 0                     |
| <b>Migrant</b>                         |                       |
| Migrant                                | 0                     |
| <b>Socioeconomically Disadvantaged</b> |                       |
| Socioeconomically Disadvantaged        | 49%                   |
| <b>Students with Disabilities</b>      |                       |
| Students with Disabilities             | 100%                  |

## 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

### Teachers Preparation and Placement

| Authorization/Assignment  | 2022-23 | 2023-24 | 2024-25 |
|---|---------|---------|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 2       | 3       |         |
| Intern Credential holders properly assigned   | 2       | 1       |         |
| Vacant Positions  | 0       | 0       |         |
| Total Teachers  | 4       | 4       |         |

### Average Class Size and Class Size Distribution

| Grade Level | Maximum Class Size | Number of Classes 2022-23 | Number of Classes 2023-24 | Number of Classes 2024-25 |
|-------------|--------------------|---------------------------|---------------------------|---------------------------|
| 5-8         | 12                 | 1                         | 2                         | 2                         |
| 9 - 12      | 14                 | 2                         | 2                         | 2                         |

### Clinical and Student Support Services Staff (School Year 2023-24)

| Title  | Number Assigned to School |
|--|---------------------------|
| Counselor/Clinician- (Academic, Social/Behavioral or Career Development) | 6                         |
| Instructional Assistants   | 12                        |

## Textbooks and Instructional Materials (Grades 1–12)

All instructional materials listed below are designated as core curriculum and are aligned with California standards.

| Grade Level(s) | Core Subject | Instructional Materials                          | Publication |
|----------------|--------------|--|-------------|
| 1              | ELA          | Reading Wonders – California Reading and Writing | 2017        |
| 1              | Math         | My Math  | 2013        |
| 1              | SS           | Impact – A Child's Place in Time and Space       | 2019        |
| 1              | SCI          | California Science Dimensions                    | 2020        |
| 2              | ELA          | Reading Wonders – California Reading and Writing | 2017        |
| 2              | Math         | My Math  | 2013        |
| 2              | SS           | People Who Make a Difference                     | 2019        |
| 2              | SCI          | California Science Dimensions                    | 2020        |
| 3              | ELA          | Reading Wonders – California Reading and Writing | 2017        |
| 3              | Math         | My Math  | 2013        |
| 3              | SS           | Impact – Community and Change                    | 2019        |
| 3              | SCI          | California Science Dimensions                    | 2020        |
| 4              | ELA          | Reading Wonders – California Reading and Writing | 2017        |
| 4              | Math         | My Math  | 2013        |
| 4              | SS           | Impact – A Changing State                        | 2019        |
| 4              | SCI          | California Science Dimensions                    | 2020        |
| 5              | ELA          | Reading Wonders – California Reading and Writing | 2017        |
| 5              | Math         | My Math  | 2013        |
| 5              | SS           | Impact – U.S. History / Making a New Nation      | 2019        |
| 5              | SCI          | California Science Dimensions                    | 2020        |
| 6              | ELA          | Pearson Common Core Literature                   | 2015        |
| 6              | Math         | California Math – Course 1                       | 2015        |
| 6              | SS           | Impact – World History / Ancient Civilization    | 2019        |
| 6              | SCI          | California Science Dimensions                    | 2020        |
| 7              | ELA          | Pearson Common Core Literature                   | 2015        |
| 7              | Math         | California Math – Course 2                       | 2015        |
| 7              | SS           | Impact – Medieval & Early Modern Times           | 2019        |
| 7              | SCI          | California Science Dimensions                    | 2020        |
| 8              | ELA          | Pearson Common Core Literature                   | 2015        |
| 8              | Math         | California Math – Course 3                       | 2015        |
| 8              | SS           | U.S. History & Geography / Growth and Conflict   | 2019        |
| 8              | SCI          | California Science Dimensions                    | 2020        |
| 9              | ELA          | Collections                                      | 2017        |

|      |      |  |      |
|------|------|--|------|
| 10   | ELA  | Collections  | 2017 |
| 11   | ELA  | Collections  | 2017 |
| 12   | ELA  | Collections  | 2017 |
| 9    | Math | Integrated Pathways I                                    | 2014 |
| 10   | Math | Integrated Pathways I & II                               | 2014 |
| 11   | Math | Integrated Pathway II                                    | 2014 |
| 12   | Math | Integrated Pathway II & III                              | 2014 |
| 9    | SS   | World History, Culture, Geography                        | 2019 |
| 10   | SS   | World History, Culture, Geography                        | 2019 |
| 11   | SS   | United States History and Geography                      | 2019 |
| 12   | SS   | Principles of American Democracy                         | 2019 |
| 12   | SS   | Principles of Economics                                  | 2019 |
| 9    | SCI  | Inspire Physical Science with Earth Science              | 2019 |
| 10   | SCI  | Inspire Biology  | 2019 |
| 11   | SCI  | Inspire Biology  | 2019 |
| 12   | SCI  | Inspire Chemistry  | 2019 |
| 6–12 | ELA  | CA L!LIVE – Student Set (1-Year License)                 | 2025 |
| 6–12 | ELA  | CA L!LIVE – Teacher Set (1-Year License)                 | 2025 |
| 6–8  | ELA  | Step Up to Writing, 5th Edition – Classroom Set          | 2025 |
| 9–12 | ELA  | Step Up to Writing, 5th Edition – Classroom Set          | 2025 |
| 6–8  | Math | TransMath 3E – Level 1: Developing Number Sense          | 2025 |
| 6–8  | Math | TransMath 3E – Level 2: Making Sense of Rational Numbers | 2025 |
| 7–9  | Math | TransMath 3E – Level 3: Algebra (Student Edition)        | 2025 |
| 6–8  | Math | TransMath 3E – Level 1 (Print & Digital Student Set)     | 2025 |
| 6–8  | Math | TransMath 3E – Level 2 (Print & Digital Student Set)     | 2025 |
| 7–9  | Math | TransMath 3E – Level 3 (Print & Digital Student Set)     | 2025 |
| 6–8  | Math | TransMath 3E – Level 1 Instructor Kit                    | 2025 |
| 6–8  | Math | TransMath 3E – Level 2 Instructor Kit                    | 2025 |
| 7–9  | Math | TransMath 3E – Level 3 Instructor Kit                    | 2025 |
| 9    | Math | Into Algebra 1 – Student Edition                         | 2025 |
| 9    | Math | Into Algebra 1 – Teacher Edition                         | 2025 |
| 9    | Math | Into Algebra 1 – Journal & Practice Workbook             | 2025 |
| 9    | Math | Into Algebra 1 – Planning & Pacing Guide                 | 2025 |
| 10   | Math | Into Geometry – Student Edition                          | 2025 |
| 10   | Math | Into Geometry – Teacher Edition                          | 2025 |
| 10   | Math | Into Geometry – Journal & Practice Workbook              | 2025 |
| 10   | Math | Into Geometry – Planning & Pacing Guide                  | 2025 |
| 11   | Math | Into Algebra 2 – Teacher Edition                         | 2025 |

## School Facility Conditions and Planned Improvements

### Systems:

Regular maintenance was performed on all mechanical/HVAC and sewer systems. Inspecting for leaks is part of the regular maintenance schedule and any found were addressed in a timely manner.

### Interior:

Carpets are steam cleaned twice a year. Damage to walls is repaired and repainted regularly.

### Offices & classrooms:

All office computers and teacher laptops were upgraded with Windows10 and Microsoft OneDrive.

### Cleanliness:

Regular janitorial services are performed several times a week. On a quarterly basis, a deep cleaning is performed including waxing of floors and carpet cleaning. Regular inspections for possible pest/vermin infestations are performed. After an HVAC installation, repairs were made to the building in order to prevent possible infestations.

### Electrical:

Regular inspections are performed by maintenance staff and all electrical equipment is in good working order.

### Restrooms/Fountains:

Regular maintenance and repairs are performed for all restrooms, sinks, and fountains. Fountains are checked for proper water levels, toilets are repaired for leaks, and kitchen sinks receive regular grease trap cleanings.

### Safety:

Potentially hazardous materials are kept locked up. Any materials accessed by students are made with non-flammable ingredients. All students are supervised before, during, and after school hours with a staff to student ratio of at least 1:4. Staffing needs are determined by student acuity and therefore may be increased accordingly.

### Structural:

The main school building was built in 1985 and contains 5 classrooms, a library, art room, music room, computer lab and clinical and administrative offices. The multi-purpose building was constructed in 2003 and contains 2 classrooms, a music room, a woodshop & pottery room, a gym, support staff offices, the gym and a full-service kitchen. Regular roof repairs are made to the gym's tin roof to ensure the screws are tight and the sealant is applied. There was no structural damage to report for the year.

### External:

School Grounds are inspected daily. Repairs needed for fences, gates, windows, and doors are reported to maintenance staff and resolved immediately

## School Facility Good Repair Status

| <b>System Inspected</b>  | <b>Rate Good</b> | <b>Rate Fair</b> | <b>Rate Poor</b> | <b>Repair Needed and Action Taken or Planned</b> |
|--|------------------|------------------|------------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                       | X                |                  |                  |  |
| Interior: Interior Surfaces                                      | X                |                  |                  |  |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation       | X                |                  |                  |  |
| Electrical: Electrical   | X                |                  |                  |  |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains                 | X                |                  |                  |  |
| Safety: Fire Safety, Hazardous Materials                         | X                |                  |                  |  |
| Structural: Structural Damage, Roofs                             | X                |                  |                  |  |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |                  |                  |  |

## Overall Facility Rate

| <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |
|------------------|-------------|-------------|-------------|
| 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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.

*North Valley School participates in all Statewide assessments. For student privacy we do not report test results as our student population in any group is 10 or fewer.*

## 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.

### Opportunities for Parental Involvement (School Year 2025–26)

Parents are invited to extra-curricular activities. Parents may request to observe in the classrooms. Parents are invited to Back to School Night where they may have the opportunity to meet with their child's teachers and have individual conferences regarding their child's progress. Parents are invited to give suggestions on school improvement. Parents are invited to participate in all IEP meetings and student quarterly clinical treatment reviews.

## State Priority: Pupil Engagement

### Graduation Rate

| Indicator                                   | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---------|---------|---------|---------|
| Graduates with HS Diploma                   | 3       | 8       | 2       | 3       |
| Graduates with HS Certificate of Completion | 1       | 0       | 1       | 1       |

## State Priority: School Climate

### School Safety Plan (School Year 2025–26)

*use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.*

The school safety plan is reviewed annually in detail and drills are conducted on a regular schedule. There is a Safety Committee that is responsible for updating the plan. There is a safety plan in place for fires, earthquakes, explosions, bomb threats, chemical spills, floods, snow storms, wind storms, power outages, and imminent danger/disturbance. The principal creates a list of duty assignments for each aforementioned emergency. The grounds are checked daily for harmful objects and potential threats posing a safety risk.

## Other SARC Information

### Professional Development

| Measure  | 2023–24 | 2024–25 | 2025–26 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 6       | 6       | 6       |

Teachers and classified staff participate in a rigorous program of Professional Development. Teachers meet weekly, and there is an All Staff Training weekly. The entire school team meets each morning for 20 minutes before student arrival to communicate needed information. Below is a list of trainings conducted annually.

|   |   |
|---|---|
| Active Shooter Preparedness               | HIPPA & PHI Confidentiality & Security              |
| Aggression Replacement Training           | Identifying & Responding to Child Abuse & Neglect   |
| Alcohol, Drug, Tobacco Free Workplace     | IEP Process   |
| Autism & Interventions in the Classroom   | Injury & Illness Prevention                         |
| Automated External Defibrillator Training | Levels of Supervision                               |
| Basics of Defensive Driving               | LGBTQ Awareness                                     |
| Behavior Management                       | Mandated Reporting Child Abuse                      |
| Behavioral Intervention Plans             | Mandated Reporting Elder & Dependent Adult Abuse    |
| BER & SIR Processing                      | Narcan Training                                     |
| Bloodborne Pathogens                      | Preventing Suicide in Youth                         |
| Bus/Transportation Safety                 | ProAct Physical Restraint Training                  |
| Clients Rights                            | ProAct: Profession Assault Crisis Training          |
| CPR, First Aid & AED Trainings            | Suicide Risk in Adolescents & Transition Age Youth  |
| CQI: Continuous Quality Improvement       | Risking Connections (Trauma)                        |
| Cultural Diversity & Awareness            | Sexual Harassment Prevention                        |
| Disaster Preparedness                     | Sexual Orientation & Gender Identity                |
| Federal & State False Claims Act          | Strategies for Preventing & Intervening in Bullying |
| Fire Extinguisher Training                | Teamwork & Communication                            |
| Guarding against Improper Sexual Conduct  | Treatment Plans                                     |
| Harassment Prevention                     | Violence Prevention in the Workplace                |