



Valley Oaks Charter School

3501 Chester Avenue • Bakersfield, CA 93301 • 661-636-4428 • Grades K-12

Deanna Downs, Director, Principal

dedowns@kern.org

www.valleyoakscharterschool.org

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Kern County Office of Education

1300 17th Street
Bakersfield, CA 93301
661-636-4000
www.kern.org

District Governing Board

William F. Barnes
James L. Bartleson
Michael J. Butcher
Donald P. Cowan
Ronald G. Froehlich
Jose E. Gonzalez, Jr.
Mary M. Little

District Administration

Dr. Christine Frazier
Superintendent
Dr. Mary C. Barlow
Associate Superintendent
John Von Flue
Assistant Superintendent - Fiscal Services
Chris Hall
Assistant Superintendent- Support Services
Desiree Von Flue
Assistant Superintendent - Educational Services
Toni Smith
Assistant Superintendent - Human Resources and Special Services
Steve Sanders
Chief of Staff

School Description

Valley Oaks Charter School (VOCS) was founded on respecting and valuing parent choice; giving parents a chance to tailor an education to fit their children's individual needs. Students at VOCS are educated one child at a time, incorporating a wide variety of teaching methods. Working closely with credentialed teachers, parents take the opportunity to teach lessons based on the child's academic ability and style of learning. Whether a student is a visual learner, an audio learner, and/or a kinesthetic learner, all students are expected to work to their fullest potential. To assist parents with this goal, VOCS provides numerous educational options and opportunities that can be individualized to each student's learning style, skill set, and academic potential.

In addition to teaching their children at home on a daily basis, parents may choose to have their students participate in a variety of enrichment activities. Valley Oaks Charter School main site is located in Bakersfield, California. Additional satellite sites are located in Frazier Park, Kern River Valley, Taft, and Tehachapi. All sites are used as a meeting area for families and teachers, and house the educational resources necessary to facilitate quality learning. Students may elect to participate in on-campus enrichment classes and programs, which may include instruction in core academics, technology, applied and fine arts, physical education, industrial arts, and agriculture.

Homeschooling offers some unique challenges and opportunities for learning. The number of hours spent on formal instruction in the home is grade level and developmentally specific and, therefore, will not be absolute or identical in all circumstances. However, VOCS recommends the pupil and parent spend the same amount of time daily engaged in formal instruction that other pupils in the same grade would be engaged in, while enrolled in other public schools.

Furthermore, under the guidance of the VOCS credentialed teacher, parents must provide personalized instruction and work with their children daily, for the 180 days of school attendance. At the mandatory progress/assignment (table) meetings, teachers and parents strategize on how to present lessons, oversee learning, integrate standards, assess learning, add supplemental assignments and projects, and meet learning objectives, while accommodating each child's specific individual learning needs.

Valley Oaks Charter School strives to uphold parental rights and choices in education. Therefore, in collaboration with the credentialed teacher, parents have the opportunity to help design a course of study for each of their children. Due to this unique structure, a "one-size fits all" curriculum is not mandated, and the parents remain the authority over any material affecting their child's attitudes, values and beliefs. It is the school's obligation to ensure students meet the educational objectives of the academic standards adopted by the state.

Homeschool students are frequent users of community educational opportunities. Valley Oaks Charter School builds on that strength and enhances the learning potential of those experiences. Specific units for elementary students and courses for high school students are developed around community resources such as museum exhibits and community events.

Additionally, on-line courses, private vendors, and concurrent enrollment at local community colleges may be utilized on a contract basis to provide instruction for classes that cannot be offered in an independent-study format or at VOCS campus. These courses may include, but are not be limited to art, dance, gymnastics, fitness and physical education programs, foreign-language instruction, high-level academic courses, drama, and music.

Finally, the academic expectations for students of Valley Oaks Charter School is to match or exceed local and state expectations as defined by the state standards, content area frameworks, and state testing. Regular reviews track progress toward meeting these academic goals. The goals of the school include, but are not limited to, the following:

- To offer students a custom-designed academic program that meets the individual academic goals identified for each student and offers choices in delivery modes
- To guide students to become self-motivated, lifelong learners
- To foster civic responsibility and encourage students to be educated participants in their communities

Valley Oaks Charter School Mission

The mission of Valley Oaks Charter School is to provide opportunities, support and accountability for parents seeking assistance in their homeschooling endeavors. To encourage unlimited student growth, parents, credentialed teachers and staff work in partnership to provide high quality curriculum, vast and diverse resources, and learning experiences in the home, the school, and the community.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	95
Grade 2	116
Grade 3	112
Grade 4	104
Grade 5	107
Grade 6	95
Grade 7	120
Grade 8	92
Grade 9	87
Grade 10	62
Grade 11	67
Grade 12	67
Total Enrollment	1,220

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.8
Asian	1
Filipino	0.3
Hispanic or Latino	22.4
Native Hawaiian or Pacific Islander	0.2
White	70.1
Two or More Races	2.5
Socioeconomically Disadvantaged	32.8
English Learners	1.4
Students with Disabilities	7.2
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Valley Oaks Charter School	14-15	15-16	16-17
With Full Credential	100	100	100
Without Full Credential	0%	0%	0%
Teaching Outside Subject Area of Competence	0%	0%	0%
Kern County Office of Education	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Valley Oaks Charter School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	92.4	7.6
High-Poverty Schools	90.0	10.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>K-6 Houghton Mifflin Reading, 2003 7-8 McDougal Little Literature, 2009 6-8 Houghton Mifflin English, 2004 6th Grade also has choice of McDougal Little Language of Lit, 2001 9-11 McDougal Littell Language of Lit, 2000 12th Holt McDougal Literature, 2012 10-12 also use Holt McDougal Adapted Interactive Reader, 2012 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>K-5, Mcgraw-Hill My Math, 2014 6-8, Big Ideas Math, 2015 Houghton Mifflin Harcourt Algebra 1, Algebra 2, Geometry, 2015 Glencoe Pre-Algebra, 2001 Globe Fearon Pacemaker Algebra 1, 2001 Globe Fearon Pacemaker Geometry, 2003 Pearson Precalculus - Graphical, Numerical, Algebraic, 2004 Brooks / Cole Statistics - STAT 2, 2012 Dave Ramsey, Foundations in Personal Finance, 2013 (Resources and web access)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Grades: K Houghton Mifflin California Science, 2007 Grades: 1-5 Harcourt California Science, 2008 Grades: 6-8, Holt, Rinehart and Winston California Science, 2007 Holt California Earth Science, 2007 Holt California Biology, 2008 Glencoe Chemistry: Matter and Change, 2007 Glencoe Physics: Principles and Problems, 1999 Kendall/Hunt Forensic Science, 2009 Glencoe Health and Wellness, 2008 AGS Earth Science, 2004 AGS Biology: Cycles of Life, 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>K-5 Harcourt Reflections, 2007 6-8 Glencoe Discovering Our Past, 2006 McDougal Littell Modern World History: Patterns of Interaction, 2012 McDougal Littell US History: The Americans, 2003 Glencoe Economics: Principles and Practices, 2012 Prentice Hall Magruder's American Government, 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Realidades, Level 1, 2 and 3, Prentice Hall Textbooks Realidades, Level 1, 2, and 3, Prentice Hall Workbooks Realidades, Level 1, 2, and 3, Prentice Hall Workbooks</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Health: Making Life Choices, Glencoe/McGraw hill 2nd Edition 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Art Talk, Glencoe/McGraw-Hill 2005 Art Talk, Glencoe McGraw-Hill 1995 Film Studies/The Basics, Routledge, Taylor & Francis Group 2007 Experience Clay, Davis Publications Inc., 2003 Discovering Drawing, Davis Publications Inc., 2007 Davis Focus on Photography, 2007 Drama I Basic Drama Projects, Perfection Learning Corp. 2004 Drama II Basic Drama Projects, Perfection Learning Corp. 2004 Exploring Painting, Davis Publications Inc., 2003 McGraw Hill Music: An Appreciation, 2011 WW Norton Looking at Movies, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Biology – Sinks (6) Outlets (5) T.V. (4) VCR (4) laser disc (1) Balances (25) scopes (101) LCD projector (3) skeleton (2) Globes (1) Gas outlets (17) torso (2) flex scan (1) biological models (8) Overhead Projector (5) Chemistry – Sinks (29) Outlets (54) Computers (3) T.V. (1) VCR (0) Balances (34) Gas outlets (54) LCD Projector (0) Overhead Projector (1) fume hood (3) Earth Science – 16 sections in room: Sinks (6) Outlets (1) T.V. (0) VCR (0) Overhead Projector (1) gas outlet (1) maps (2) Physics – 2 sections in room: Sinks (9) Outlets (13) Gas Outlets (9) T.V. (1) VCR (0) Computers (1) Balances (1) Overhead Projector (1) Fume Hood (1) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Valley Oaks Charter School continues to work with Kern County Superintendent of Schools Maintenance and Operation Division on different facility projects to ensure safe and operational facilities. During the 2015-16 school year, the H.V.A.C. system was upgraded and awnings were installed around the Bakersfield Elementary building. Also, the parking lot was sealed and striped. At the Frazier Park location, additional lighting was added inside the building. Finally, two new classrooms will be built in the 2016-17 school year at the Bakersfield site.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/10/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/10/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	38	39	24	26	44	48
Math	18	22	15	16	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	59	51	53	25	24	30	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.6	36.4	27.3
7	21.9	31.2	29.7
9	27.6	26.3	13.2

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	284	210	73.9	53.3
Male	131	106	80.9	56.6
Female	153	104	68.0	50.0
Hispanic or Latino	77	53	68.8	49.1
White	180	135	75.0	55.6
Socioeconomically Disadvantaged	89	67	75.3	43.3
Students with Disabilities	33	24	72.7	54.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	116	101	87.1	23.0
	4	108	95	88.0	26.9
	5	107	93	86.9	51.1
	6	101	88	87.1	33.3
	7	122	107	87.7	41.5
	8	107	93	86.9	42.4
	11	62	55	88.7	70.9
Male	3	60	52	86.7	15.4
	4	52	47	90.4	27.7
	5	48	44	91.7	39.5
	6	45	37	82.2	30.6
	7	63	55	87.3	38.2
	8	52	47	90.4	44.7
	11	31	26	83.9	73.1
Female	3	56	49	87.5	31.3
	4	56	48	85.7	26.1
	5	59	49	83.0	61.7
	6	56	51	91.1	35.4
	7	59	52	88.1	45.1
	8	55	46	83.6	40.0
	11	31	29	93.5	69.0

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Asian	3	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	3	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	29	26	89.7	34.6
	4	25	23	92.0	27.3
	5	29	27	93.1	53.9
	6	27	24	88.9	30.4
	7	25	23	92.0	43.5
	8	24	22	91.7	36.4
	11	15	15	100.0	53.3
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	3	79	68	86.1	20.9
	4	72	62	86.1	27.9
	5	73	62	84.9	51.7
	6	63	54	85.7	31.4
	7	87	77	88.5	38.2
	8	69	60	87.0	44.1
	11	42	35	83.3	80.0

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	3	41	38	92.7	21.6
	4	29	28	96.5	18.5
	5	25	23	92.0	28.6
	6	34	30	88.2	27.6
	7	38	33	86.8	28.1
	8	41	36	87.8	19.4
	11	18	14	77.8	64.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	22	20	90.9	10.0
	4	--	--	--	--
	5	11	11	100.0	55.6
	6	--	--	--	--
	7	12	10	83.3	10.0
	8	18	16	88.9	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	116	101	87.1	21.2
	4	108	95	88.0	14.0
	5	107	93	86.9	20.4
	6	102	89	87.3	18.6
	7	122	107	87.7	31.1
	8	107	93	86.9	23.9
	11	62	55	88.7	25.4
Male	3	60	52	86.7	21.1
	4	52	47	90.4	21.3
	5	48	44	91.7	28.6
	6	46	38	82.6	24.3
	7	63	55	87.3	36.4
	8	52	47	90.4	25.5
	11	31	26	83.9	26.9
Female	3	56	49	87.5	21.3
	4	56	48	85.7	6.5
	5	59	49	83.0	13.0
	6	56	51	91.1	14.3
	7	59	52	88.1	25.5
	8	55	46	83.6	22.2
	11	31	29	93.5	24.1
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Asian	3	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	3	--	--	--	--
	7	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	29	26	89.7	20.0
	4	25	23	92.0	18.2
	5	29	27	93.1	12.0
	6	27	24	88.9	26.1
	7	25	23	92.0	17.4
	8	24	22	91.7	27.3
	11	15	15	100.0	6.7
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	3	79	68	86.1	17.9
	4	72	62	86.1	14.8
	5	73	62	84.9	23.7
	6	64	55	85.9	17.0
	7	87	77	88.5	31.6
	8	69	60	87.0	23.7
	11	42	35	83.3	37.1
Two or More Races	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	3	41	38	92.7	18.9
	4	29	28	96.5	14.8
	5	25	23	92.0	10.0
	6	35	31	88.6	16.7
	7	38	33	86.8	15.6
	8	41	36	87.8	13.9
	11	18	14	77.8	7.1
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	22	20	90.9	5.0
	4	--	--	--	--
	5	11	11	100.0	33.3
	6	--	--	--	--
	7	12	10	83.3	
	8	18	16	88.9	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Valley Oaks Charter School (VOCS) is a parent-choice and parent-participation charter school where parents, students, teachers, and the community work together to successfully educate one child at a time. Students who attend the charter school are educated through individually designed standards aligned curricula, which may include home-based learning programs, cooperative school programs and enrichment classes, apprenticeships, community-based educational programs, group seminars, distance learning, and supplemental learning projects. Additionally, parents work in partnership with credentialed teachers to assist students to achieve basic competencies, to broaden their experiences, to challenge them to achieve the highest level of academic excellence, and to be prepared to succeed in the complex world of the 21st Century. VOCS continues to value parent involvement and offers the following opportunities to increase parent participation and satisfaction.

Board Representation

Valley Oaks Charter School recognizes the critical role that parents play in the operation of an exceptional educational program. Subsequently, Valley Oaks Charter School has multiple representatives on the Valley Oaks Charter School Governing Board who are parents of students enrolled in the charter school. These parents are selected by their peers and participation in the Valley Oaks Parent Advisory Committee will be an expectation as a parent representative on the governing board. Further, this structure provides an almost unprecedented level of parent representation and involvement in the operational aspects of Valley Oaks Charter School.

Valley Oaks Parent Advisory Committee

The Valley Oaks Parent Advisory Committee is the vehicle that is available for all parents to participate in the process of shaping the direction and structure of the school. Parents are informed of the advisory committee, its schedule and the role it plays in the total school experience. The relationship between the advisory committee and the governing board establishes an excellent opportunity for the voice of parents to be heard and is incorporated into the structure of the school.

Parent Workshops, Training, and Education

Valley Oaks Charter School is a home-schooling charter school that recognizes the important role and critical partnership that exists between the charter school and its parents. Subsequently, the charter school continues to offer a variety of workshops, trainings and educational opportunities for parents to help them fully develop into the critical role they have in making their child's educational program the best experience possible.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Valley Oaks Charter School (VOCS) promotes an environment that is safe and secure for our students and staff. A safe school environment where values of respect and responsibility are emphasized is exactly the educational setting many of the VOCS parents and students desire and what they consider to be a critical part of the educational process. Each year, a comprehensive safety plan is reviewed and updated to address various emergency situations. Additionally, procedural steps are outlined in the safety plan and include procedures for fire, earthquake, and active shooter/intruder on campus. Staff members and parents work together to identify any potential hazards and take preventive measures to ensure the safety of all students. Furthermore, staff continues to be provided with training throughout the year to address campus safety, mandated reporting, first aid, and active shooter/intruder on campus. Additionally, emergency drills are conducted at all VOCS sites and each site participates in the Great California Shakeout. Plus, all students and staff are required to wear an identification lanyard while on campus, which signals to others that attendance is permitted. Finally, staff members are placed strategically throughout the campus to help with yard, gate, and parking lot duty. All of the efforts VOCS continues to take to ensure students, staff, and parents are safe and secure while on campus will remain a top priority for the VOCS team.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	5.4	4.8	4.0
Expulsions Rate	0.0	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.80
Resource Specialist	2.5
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*									
				1-20			21-32			33+			
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	14	11	11	20	23	23	4	3	3	N/A	N/A	N/A
Mathematics	10	9	9	25	23	23	2	3	3	N/A	N/A	N/A
Science	13	11	11	13	14	14	2	3	3	N/A	N/A	N/A
Social Science	13	12	12	13	15	15	6	3	3	N/A	N/A	N/A

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Each year, the staff at Valley Oaks Charter School (VOCS) receives training that helps improve the quality of services provided to the charter school's student and parent population. During the 2015-16 school year, VOCS staff participated in a variety of professional development training, which included school safety, technology, state testing, and academic core subjects, including English Language Arts and Science. Additionally, staff continued to participate in professional development designed for implementation of common core state standards, especially in the area of mathematics. Furthermore, weekly staff meetings were conducted, at each site, to discuss ongoing events and progress towards school goals, and to reflect on student/home teacher progress. Finally, VOCS believes it is critical to support the homeschooling parents through workshops and parent educator conferences, so quality professional development time was set aside to plan for these activities.

Types of Services Funded

Valley Oaks Charter School (VOCS) provides different types of programs and services to support and assist students. For example, optional enrichment sessions are offered by VOCS to provide classroom instruction and group activities for students who are primarily educated in their homes. There are several reasons for providing these optional classes which include:

- Giving students the "classroom" experience in the absence of grade level peers in the home
- Providing students the opportunity to take classes from credentialed teachers, allowing parents time to observe and gather strategies and techniques that can be used in the home environment
- Providing courses that are difficult to teach in the home environment (team sports, reader's theater, science labs, etc.)
- Teaching courses that some parents have difficulty teaching (algebra, writing, music, foreign language)
- Giving assistance in meeting graduation requirements
- Providing an outlet for student socialization

In addition to instruction in CORE subjects (math, science, English language arts, history-social science), other disciplines addressed include but are not limited to visual arts, performing arts and industrial arts, agriculture, foreign language, and physical education.

Additionally, VOCS also creates plans for students who are academically low achieving by offering individualized curriculum, based on content where parents can use a variety of teaching methods. This curriculum is designed to bridge academic standards adopted by the state and student learning in ways that are more effective, especially for students who need extra academic support. One-on-one teaching, differentiated instructional approaches, and project based teaching methods are designed to support every student's success at VOCS. For those students who need more individual assistance, tutoring with their credentialed teacher is available. Additionally, parents of at-risk or low achieving students have an opportunity to be included in a Parent Student Assistance Team (PSAT) meeting for the development of different strategies to meet the specific needs of the student.

Furthermore, VOCS continues to comply with all laws affecting students with exceptional needs, including all provisions of the Americans with Disabilities Act (ADA), Individuals with Disabilities in Education Act (IDEA), its amendments, and Section 504 of the Rehabilitation Act. It is important to provide all students educational opportunities regardless of special needs and the charter school does not discriminate against any student based on his or her disabilities. Additionally, VOCS is a member of the Special Education Local Plan Agency (SELPA) operated by the Kern County Superintendent of Schools Office. All policies and procedures of that SELPA are followed. To best serve students, VOCS follows California Education Code §51746, which requires full-time independent study to be the most appropriate educational alternative for the pupil. Homeschooling is one way of delivering individualized instruction to students with special needs. With teacher parent collaboration, breaking up learning into smaller time blocks, removing distractions, and tailoring learning to the unique needs of the child can be accomplished in a homeschool environment.

For English Learners (EL), VOCS creates individual plans as well to improve fluency in English. VOCS teachers and parents receive assistance through periodic workshops and state aligned EL curriculum. Additionally, research-based instructional strategies with appropriate resources and assessment practices continue to be used. Enrichment classes are also offered to provide opportunities for learning activities that support English language development and specially designed academic instruction in English. These classes provide opportunities to collaborate with peers, and offer social interactions in small groups. Finally, VOCS assesses EL students by administering the California English Language Development Test (CELDT), and VOCS teachers design individual plans for English Learners with the goal of obtaining re-designation as Fluent English Proficient (FEP).

Lastly, VOCS is committed to helping and serving foster youth students throughout Kern County. Once foster youth have been identified, VOCS coordinates with the KCSOS AB490 education liaison in order to facilitate educational services, provide support materials, train staff, and connect students with peer monitoring programs

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Valley Oaks Charter School	2011-12	2013-14	2014-15
Dropout Rate	16.50	14.50	12.20
Graduation Rate	76.40	79.72	82.54
Kern County Office of Education	2011-12	2013-14	2014-15
Dropout Rate	16.50	14.50	12.20
Graduation Rate	76.40	79.72	82.54
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	17.9
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	15.5

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	2	♦
Science	2	♦
Social Science		♦
All courses	7	12

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	58	54	86
Black or African American	2	35	78
American Indian or Alaska Native	1	38	78
Asian	2	60	93
Filipino	0	50	93
Hispanic or Latino	9	54	83
Native Hawaiian/Pacific Islander	0	0	85
White	43	64	91
Two or More Races	1	75	89
Socioeconomically Disadvantaged	3	32	66
English Learners	2	46	54
Students with Disabilities	4	38	78
Foster Youth	0		

Career Technical Education Programs

Valley Oaks Charter School (VOCS) continues to be dedicated to preparing high school students for the future. The school offers students multiple opportunities to prepare themselves for a path towards college or a career. In 2006, VOCS obtained accreditation from the Western Association of Schools and Colleges (WASC) and continues to maintain its accreditation, which ensures a high quality of post-secondary opportunities for college bound students. Additionally, VOCS offers Apex Learning, Brigham Young University, and Cyber High online courses for those students who seek a more specialized academic challenge. Concurrent enrollment in several local community college partners is another option that is readily available to all qualified students. Also, VOCS continues to develop partnerships with local businesses to offer internships for students who could benefit from such an opportunity. Furthermore, VOCS is developing a Career Technical Education Program, with emphasis on the building and construction trades, which will start in the 2016-17 school year. Overall, VOCS continues to strive to have a broad variety of offerings, which allows students the ability to tailor his or her own program to meet their needs and prepare them for a path towards a higher education and/or a career.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.