



Valley Oaks Charter School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Valley Oaks Charter School

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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 with the goal of preparing students to graduate from high school equipped to enter a higher education and/or pursue a career path. 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. On-line courses, private vendors, and concurrent enrollment at local community colleges may be utilized to provide instruction for classes that cannot be offered in an independent-study format or at an enrichment class on a VOCS campus. These courses may include, but are not limited to art, dance, gymnastics, fitness and physical education programs, foreign-language instruction, high-level academic courses, drama, and music.

Since VOCS is not a "one-size fits all" educational program, curriculum is not mandated and parents remain the authority over any material affecting their child's attitudes, values, and beliefs. It is the school's obligation to ensure all students meet the educational objectives of the academic standards adopted by the state. Additionally, academic expectations for students of VOCS is to match or exceed local and state expectations as defined by the state standards, content area frameworks, and state testing. Along with the goal of preparing students to graduate from high school equipped to enter a higher education and/or pursue a career path, VOCS also strives to create and promote a safe and secure school environment that is accessible and conducive to all student learning.

Valley Oaks Charter School Mission

Valley Oaks Charter School is a community that provides opportunities, support, and accountability for families seeking an alternative educational experience tailored to their students by providing programs rooted in parent choice.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	79
Grade 1	90
Grade 2	74
Grade 3	80
Grade 4	102
Grade 5	80
Grade 6	93
Grade 7	108
Grade 8	122
Grade 9	90
Grade 10	80
Grade 11	109
Grade 12	63
Total Enrollment	1,170

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	1.5
Asian	1.9
Filipino	0.2
Hispanic or Latino	25.6
Native Hawaiian or Pacific Islander	0.1
White	63.5
Socioeconomically Disadvantaged	40.7
English Learners	2.1
Students with Disabilities	10.8
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Valley Oaks Charter School	16-17	17-18	18-19
With Full Credential	100	100	100
Without Full Credential	0%	0%	0%
Teaching Outside Subject Area of Competence	0%	0%	0%

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley Oaks Charter School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>K-6 Houghton Mifflin Harcourt California Journeys, 2017 7-8 Houghton Mifflin Harcourt California Collections, 2017 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 Kendall Hunt Precalculus with Trigonometry, 2012 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 It's About Time; Active Physics, 2016 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 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Glencoe Health & Wellness, 2008 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%

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

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 at all sites. During the 2018-19 school year, the roof repair project was completed at the Bakersfield site. Additionally, improvements were made to the warehouse, wood shop, and metal shop, which enhanced the educational setting for our students. The Tehachapi site acquired a new building and two phases of improvement will need to be completed before staff and students can occupy the site. Phase 1 will be completed by June, 2019 and Phase 2 will be completed by June, 2020.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/10/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students				
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)			
	School		State	
	16-17	17-18	16-17	17-18
ELA	40.0	42.0	48.0	50.0
Math	22.0	20.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students				
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)			
	School		State	
	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	36.2	27.7	12.8
7	20.5	31.8	22.7
9	36.9	33.8	7.7

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	661	609	92.13	42.23
Male	325	297	91.38	34.26
Female	336	312	92.86	49.83
Black or African American	12	11	91.67	18.18
American Indian or Alaska Native	13	13	100.00	53.85
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	170	163	95.88	35.48
White	416	376	90.38	45.65
Two or More Races	30	29	96.67	37.93
Socioeconomically Disadvantaged	264	243	92.05	36.55
English Learners	26	25	96.15	24.00
Students with Disabilities	73	69	94.52	15.38

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	663	610	92.01	20.47
Male	326	297	91.1	21.8
Female	337	313	92.88	19.21
Black or African American	12	11	91.67	9.09
American Indian or Alaska Native	13	13	100	7.69
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	170	164	96.47	18.71
White	418	376	89.95	22.01
Two or More Races	30	29	96.67	21.43
Socioeconomically Disadvantaged	265	243	91.7	12.29
English Learners	26	26	100	3.85
Students with Disabilities	75	69	92	7.94

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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, 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.

VOCS Governing Board Representation

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

Valley Oaks Parent-Teacher Advisory Committee

The Valley Oaks Parent-Teacher Advisory Committee (VOPTAC) is available for all parents and is the place where all members can assist with shaping the direction and structure of the school. All VOCS parents are informed of the VOPTAC committee, its meeting schedule, and the role it plays in supporting the school. The relationship between the VOPTAC committee and the VOCS governing board establishes an excellent opportunity for the voice of parents to be heard and is an important component of VOCS.

Workshops, Training, and Education

Since Valley Oaks Charter School (VOCS) is a homeschool charter school that recognizes the critical partnership that exists between the school and its parents, VOCS continues to offer a variety of workshops, trainings, and educational experiences for parents. These opportunities help parents develop their talents, which enriches the important role they have in making their children's educational program the best experience possible.

State Priority: School Climate

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

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

School Safety Plan

Valley Oaks Charter School (VOCS) strives to create and promote a safe and secure school environment that is accessible and conducive to student learning. A safe school environment, where values of respect and responsibility are emphasized, is the educational setting VOCS staff, parents, and students desire. All stakeholders consider it to be a critical part of the educational process. A comprehensive safety plan is reviewed and updated annually and procedural steps are outlined in the safety plan. Additionally, it defines the phases of emergency management, incident command center members, and various emergency situations.

VOCS 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 assailant/intruder on campus. Emergency drills are conducted at all VOCS sites, throughout the school year, and each site participates in the Great California Shakeout. Lockdown/lockout drills have also been practiced and improvements have been noted and made after each drill. The Bakersfield site will be piloting the Raptor Emergency Management System next year. After the pilot is completed, VOCS will consider the need for the system to be implemented at other VOCS sites. All students, parents, and staff are still required to wear an identification lanyard while on campus, which signals to others that attendance is permitted. 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	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.4
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	4
Resource Specialist (non-teaching)	2.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	233

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	21	18	11	12	18	21	19	11			
Other	28		27				1		1			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	11.0	9.0	12.0	23	25	21	1	1	3			1
Mathematics	9.0	10.0	10.0	23	18	24	2	4	2			
Science	12.0	10.0	12.0	14	14	12	2	3	3			
Social Science	12.0	11.0	12.0	13	14	14	2	2	3	1		

* 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 professional development opportunities that helps improve the quality of services provided to the charter school's student and parent population. Staff is surveyed throughout the year to gather topics needed for the unique setting of VOCS. Based on these surveys, staff participated in a variety of professional development opportunities, which may have included school safety, technology, state testing, and academic core subjects. Professional development was delivered at county sponsored workshops, conference attendance, and individual mentoring meetings. Additionally, staff meetings were used as a platform to the share professional development information with other staff members. Along with VOCS staff participating in professional development opportunities, VOCS parents also participated in parent workshops and parent educator conferences.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,376.80	\$5,376.80	\$5,376.80	\$62,173.00
State	◆	◆	\$7,125	80,680
Percent Difference: School Site/District			0.0	0%
Percent Difference: School Site/ State			-28.0	-25.9

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Valley Oaks Charter School (VOCS) provides different types of programs and services to support and assist students. 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 may include giving students the "classroom" experience in the absence of grade level peers in the home and providing students the chance to take classes from credentialed teachers. These opportunities are also available to parents and provides time to observe and gather teaching strategies and techniques that can be used in the home environment. Optional enrichment sessions provide different courses that are difficult to teach in the home environment (team sports, reader's theater, science labs, etc.) and teach courses that some parents have difficulty teaching (algebra, writing, music, foreign language), while giving assistance in meeting graduation requirements. Core subjects (math, science, English language arts, history-social science) and other disciplines may include visual arts, performing arts and industrial arts, agriculture, foreign language, and physical education are offered as enrichment sessions. These opportunities also provide an outlet for student socialization.

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. 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. 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. VOCS assesses EL students by administering the English Language Proficiency Assessment for California (ELPAC), 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	2014-15	2015-16	2016-17
Dropout Rate	14.1	14.7	7.1
Graduation Rate	80.3	83.8	89.3
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	18.7
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	19.2

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements

Group	Graduating Class of 2017	
	School	State
All Students	96.3	88.7
Black or African American	100.0	82.2
American Indian or Alaska Native	100.0	82.8
Asian	0.0	94.9
Filipino	0.0	93.5
Hispanic or Latino	86.7	86.5
Native Hawaiian/Pacific Islander	100.0	88.6
White	100.0	92.1
Two or More Races	100.0	91.2
Socioeconomically Disadvantaged	100.0	88.6
English Learners	0.0	56.7
Students with Disabilities	0.0	67.1
Foster Youth	0.0	74.1

Career Technical Education Programs

Valley Oaks Charter School (VOCS) continues to be dedicated to preparing high school students to enter a higher education and/or pursue a career path after high school. In 2006, VOCS obtained accreditation from the Western Association of Schools and Colleges (WASC) and continues to maintain its accreditation. VOCS also offers Apex Learning, Brigham Young University, and Edmentum online courses for those students who seek a more specialized academic challenge. On-line opportunities were used to enhance college prep, CTE, and foreign language courses. VOCS also continued to use concurrent enrollment with several local community college partners as another option for all interested students. Partnerships, including with the Kern High School District and their ROC program were also continued. Lastly, VOCS continues to develop a Career Technical Education Program, with emphasis on the building and construction trades.

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).

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.