



Valley Oaks Charter School

3501 Chester Ave. • Bakersfield, CA 93301 • 661-852-6750 • Grades K-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

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School Description

Valley Oaks Charter School (VOCS), a non-classroom based program, serves students in grades TK through 12th grade at multiple locations throughout Kern County, California. All VOCS facilities are located within the boundaries of Kern County. Additionally, the school falls within the attendance boundaries of Kern County and the contiguous counties of Inyo, Tulare, Kings, San Bernardino, Los Angeles, Ventura, Santa Barbara, and San Luis Obispo. The initial charter was approved by the Kern County of Education in 2000 and the school began operating in the 2000-2001 academic school year. The goal of VOCS was to reach out to homeschoolers in Kern County and bridge the gap between public education and the homeschooling community. For the past 19 years, VOCS has provided an avenue that affords structure and accountability for students and families in Kern County who have opted to homeschool.

Valley Oaks Charter School remains passionate and optimistic about its mission to educate all of its 1000+ students in 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. The vision and mission for Valley Oaks Charter School have evolved to meet the ever-changing needs of the student populations served, which are dramatically different than when the charter was first approved. Many challenges have been experienced when trying to adequately meet the educational needs of the increasingly diverse school population: new performance standards, lower academic readiness of entering students, increased competition for scarce financial resources, and increased personnel and operating costs. In spite of many challenges and changes, school leadership and stakeholders remain dedicated to meeting the academic, social-emotional, and physical needs of all VOCS students.

This transitional kindergarten through twelfth grade (TK-12) program has allowed parents the flexibility in designing academic lessons and using a variety of teaching strategies, which has allowed them to be an integral part of an educational program they wanted for their students, while still operating within the framework of California's public school system. Homeschool parents choose to educate their own children for a variety of reasons, ranging from the parents' own educational philosophy to the student's academic and/or social challenges within a traditional school setting.

Homeschooling offers unique opportunities and challenges for learning. The number of hours spent on formal instruction in the home is grade-level appropriate and chosen by the Parent Educators with input from the Resource Teachers. Since it is also developmentally specific, the number of hours will not be absolute or identical in all circumstances and it will be based upon student needs and parent desires. 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.

Serving students throughout Kern County in grades TK-12, VOCS is passionate about providing the best education possible for all of our students. Working together with parents/families, we strive to make our students become academic achievers, communicators, critical thinkers, culturally aware and productive citizens that are technologically literate and self-directed individuals.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	59
Grade 2	79
Grade 3	71
Grade 4	76
Grade 5	99
Grade 6	95
Grade 7	99
Grade 8	100
Grade 9	78
Grade 10	89
Grade 11	81
Grade 12	89
Total Enrollment	1,122

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	1.8
Asian	2.1
Filipino	0.2
Hispanic or Latino	27.5
Native Hawaiian or Pacific Islander	0.2
White	60
Two or More Races	4.3
Socioeconomically Disadvantaged	33.2
English Learners	2.5
Students with Disabilities	12.3

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 for Valley Oaks Charter	17-18	18-19	19-20
With Full Credential	100	100	100
Without Full Credential	0%	0%	0%
Teaching Outside Subject Area of Competence	0%	0%	0%

Teacher Credentials for Kern County	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Valley Oaks Charter School

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<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 the 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>
<p>Mathematics</p>	<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/web access)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Science</p>	<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>
<p>History-Social Science</p>	<p>K-5 Harcourt Reflections, 2007 6-8 Glencoe Discovering Our Past, 2006 McDougal Littell Modern World History 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>
<p>Foreign Language</p>	<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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Glencoe Health & Wellness, 2008 Positive Prevention Plus, 2016 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%

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 phase one was completed June, 2019. Phase two will be completed during the 2020-21 school year. Once phase two is complete, all staff and students in Tehachapi will be located at one site.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/19/2019

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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	41	33	36	50	50
Math	20	22	19	26	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.0	33.3	18.3
7	20.7	34.5	10.3
9	25.5	39.2	

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 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	612	567	92.65	40.68
Male	306	279	91.18	35.27
Female	306	288	94.12	45.94
Black or African American	--	--	--	--
American Indian or Alaska Native	12	10	83.33	30.00
Asian	--	--	--	--
Hispanic or Latino	178	170	95.51	40.72
White	370	341	92.16	40.90
Two or More Races	25	25	100.00	48.00
Socioeconomically Disadvantaged	219	202	92.24	35.82
English Learners	21	20	95.24	15.00
Students with Disabilities	71	70	98.59	20.29
Foster Youth	--	--	--	--

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 2018-19 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	613	566	92.33	21.72
Male	307	280	91.21	22.83
Female	306	286	93.46	20.64
Black or African American	--	--	--	--
American Indian or Alaska Native	12	10	83.33	0.00
Asian	--	--	--	--
Hispanic or Latino	178	170	95.51	16.17
White	371	341	91.91	24.18
Two or More Races	25	24	96.00	41.67
Socioeconomically Disadvantaged	219	201	91.78	13.00
English Learners	21	20	95.24	15.00
Students with Disabilities	71	69	97.18	11.76
Foster Youth	--	--	--	--

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 2019-20)

At Valley Oaks Charter School (VOCS), Parent Educators play a vital role in the education of their children. VOCS strongly believes in the critical importance of parents as partners and major contributors to the educational success of their children. Valley Oaks Charter School has increased parent involvement through the development of the Valley Oaks Parent Teacher Advisory Committee (VOPTAC), the appointment of three parents to the governing board, and more extensive home/school communication through the use of Parent Square, Aeries, Social Media, and monthly newsletters. Through multiple annual Parent Educator Workshops, VOCS was able to educate parents on the importance of their child's schooling and how to utilize resources to assist their students from transitional kindergarten through the college application process.

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 VOCS 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 (VOPTAC)

The Valley Oaks Parent Teacher Advisory Committee 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 Valley Oaks Charter School.

Workshops, Training, and Education

Since Valley Oaks Charter School 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 Parent Educators. These opportunities help Parent Educators 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 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. This year, the Bakersfield site piloted the Raptor Emergency Management System at both elementary and high school. VOCS Tehachapi will begin using the Raptor System next year. All students, parents, and staff are still required to wear an identification lanyard/Raptor sticker 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.4	4.1
Expulsions Rate	0.0	0.1	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	5.3
Other	

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	12	19		18	18	11		19	15	16	
Other**					27		1		5	2		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	9	25	1		12	21	3	1	11	25	5	
Mathematics	10	18	4		10	24	2		9	27	4	
Science	10	14	3		12	12	3		11	13	1	1
Social Science	11	14	2		12	14	3		11	20	2	

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Every 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$
Mid-Range Teacher Salary	\$	\$
Highest Teacher Salary	\$	\$
Average Principal Salary (ES)	\$	\$
Average Principal Salary (MS)	\$	\$
Average Principal Salary (HS)	\$	\$
Superintendent Salary	\$	\$

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	%	%
Administrative Salaries	%	%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,376.80	\$5,376.80	\$5,376.80	\$62,173.00
District	N/A	N/A	\$5,376.80	\$88,673
State	N/A	N/A	\$7,506.64	\$80,680

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-35.1
School Site/ State	-33.1	-25.9

Note: Cells with N/A values 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 believes that all students learn best by using a variety of settings and 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 for them to observe and gather teaching strategies and techniques that can be used in the home environment. Additionally, 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 may have difficulty teaching (algebra, writing, music, foreign language). High School enrichment classes may include core subjects (math, science, English language arts, history-social science) and other disciplines such as visual arts, performing arts and industrial arts, agriculture, foreign language, and physical education. These opportunities also provide an outlet for student socialization, while giving students assistance in meeting graduation requirements.

Since VOCS is committed to the education of each student enrolled in the school, Individualized Learning Plans are created for students and are based on a curriculum where parents can use a variety of teaching methods to teach and/or facilitate the curriculum. Individualized Learning Plans are 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. For those students who are academically low achieving and need more individual assistance, tutoring sessions with VOCS credentialed teachers or instructional aides may be scheduled after a parent/student request or teacher referral. VOCS students and Parent Educators meet with credentialed teachers on a structured schedule. Whether the meeting is at a table meeting or during an enrichment class, students are informally and formally assessed by VOCS credentialed teachers regularly. Additionally, VOCS students participate in periodic assessments provided by VOCS, including STAR Renaissance tests in ELA and Mathematics, Edmentum assessments in ELA and Mathematics, and high school enrichment class subject assessments. If at any time a student is struggling with their Individualized Learning Plan and/or their internal assessments are declining, Parent Educators are notified and interventions are suggested. Additionally, Parent Educators of at-risk or low achieving students have an opportunity to be included in a Student Study Team (SST) meeting for the development of different strategies to meet the specific needs of the student. The SST members will brainstorm with the Parent Educator and the student to determine strengths and challenges, to offer new ideas, and to follow up with another brainstorming session if needed.

Additionally, VOCS complies 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 VOCS does not discriminate against any student based on his or her disabilities.

Valley Oaks Charter School, as part of the Kern County Superintendent of Schools, is a member of the Kern County Consortium SELPA. All policies and procedures of that SELPA are followed. To best serve students, Valley Oaks Charter School follows California Education Code Section §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 VOCS' Teacher-Parent Educator collaboration, breaking up learning into smaller time blocks, removing distractions, and tailoring learning to the unique needs of the child, education can be accomplished in a homeschool environment. If a child requires other specialized instruction that cannot be delivered at home, VOCS will work with the family to find the most appropriate educational setting for the student.

Furthermore, VOCS meets all applicable legal requirements in serving English Learners (EL) students. VOCS assesses EL students whose home language is not English by administering the English Language Proficiency Assessment for California (ELPAC). To improve fluency in English with EL students, VOCS credentialed teachers and Parent Educators receive assistance through state-aligned EL curriculum and periodic workshops. Additionally, research-based instructional strategies with appropriate resources and assessment practices are used by the Parent Educator and VOCS staff. Enrichment classes are offered to provide opportunities for learning activities that support English language development and specially designed academic instruction in English. These classes provide opportunities for EL students to collaborate with peers and offer social interactions in small groups. VOCS recognizes the importance of monitoring and supporting EL students and their language development to ensure that students are prepared to be re-designated as students who are fluent in English.

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)

Rate for Valley Oaks Charter School	2015-16	2016-17	2017-18
Dropout Rate	14.7	7.1	6.2
Graduation Rate	83.8	89.3	83.1

Rate for Kern County Superintendent	2015-16	2016-17	2017-18
Dropout Rate	56.9	45.2	37.8
Graduation Rate	26.1	36.7	43.8

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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%

Career Technical Education Programs

Valley Oaks Charter School 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 Edmentum online courses for those students seeking 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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	22.19
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	20.37

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.