

Valley Oaks Charter School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

| | |
|--|---|
| School Name | Valley Oaks Charter School |
| Street | 3501 Chester Ave. |
| City, State, Zip | Bakersfield, CA 93301 |
| Phone Number | 661-636-4428 |
| Principal | Becky Bartz, Senior Director |
| Email Address | bebartz@kern.org |
| School Website | http://valleyoakscharterschool.org |
| Grade Span | K-12 |
| County-District-School (CDS) Code | 15101571530492 |

2025-26 District Contact Information

| | |
|-------------------------|--|
| District Name | Valley Oaks Charter School (VOCS) |
| Phone Number | 661-636-4000 |
| Superintendent | John G. Mendiburu, Ed. D. |
| Email Address | jomendiburu@kern.org |
| District Website | www.kern.org |

2025-26 School Description and Mission Statement

Valley Oaks Charter School (VOCS) is a non-classroom-based program serving students in grades TK-12 across multiple locations in Kern County, California. For the past 25 years, VOCS has provided structure and accountability for families in Kern County who choose to homeschool. All VOCS facilities are located within Kern County, and the school's attendance boundaries extend to Kern County and its contiguous counties, including Inyo, Tulare, Kings, San Bernardino, Los Angeles, Ventura, Santa Barbara, and San Luis Obispo. Initially approved by the Kern County Office of Education in 2000, VOCS began operations in the 2000-2001 school year with a mission to bridge the gap between public education and the homeschooling community.

VOCS remains committed to its mission of providing 1,050 students with a supportive, accountable, and flexible educational

2025-26 School Description and Mission Statement

experience rooted in parent choice. The school's vision and mission have evolved to address the changing needs of its diverse student population, adapting to challenges such as new performance standards, varied academic readiness levels, limited financial resources, and increased operating costs. Despite these challenges, VOCS leadership and educational partners remain dedicated to meeting the academic, social-emotional, and physical needs of every student..

The TK-12 program empowers parents to design academic lessons using various teaching strategies, allowing them to play an integral role in their children's education while adhering to California's public school standards. Homeschooling offers flexibility in instructional hours, which are developmentally and grade-level appropriate. Parent Educators, in collaboration with credentialed Resource Teachers, determine the time spent on formal instruction based on student needs and family preferences. VOCS encourages students to engage in daily formal instruction comparable to their peers in traditional public schools.

At VOCS, the focus is on creating academic achievers, critical thinkers, effective communicators, culturally aware, technologically literate, and self-directed citizens. By collaborating with families, VOCS strives to provide the best possible education tailored to each student's needs, ensuring they thrive in their academic and personal lives.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 131 |
| Grade 1 | 77 |
| Grade 2 | 72 |
| Grade 3 | 79 |
| Grade 4 | 67 |
| Grade 5 | 81 |
| Grade 6 | 81 |
| Grade 7 | 79 |
| Grade 8 | 105 |
| Grade 9 | 74 |
| Grade 10 | 89 |
| Grade 11 | 81 |
| Grade 12 | 71 |
| Total Enrollment | 1,087 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.7 |
| Male | 50.1 |
| Non-Binary | 0.2 |
| American Indian or Alaska Native | 1.1 |
| Asian | 1.5 |
| Black or African American | 1.1 |
| Hispanic or Latino | 37.5 |
| Native Hawaiian or Pacific Islander | 0.1 |
| Two or More Races | 6.9 |
| White | 49.1 |
| English Learners | 1.4 |
| Homeless | 0.1 |
| Socioeconomically Disadvantaged | 40.3 |
| Students with Disabilities | 10.6 |

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.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 47.3 | 89.04 | 251.9 | 70.89 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 16.4 | 4.62 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 30.6 | 8.62 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 4.3 | 8.12 | 39.7 | 11.19 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1.5 | 2.82 | 16.6 | 4.69 | 15831.9 | 5.67 |
| Total Teaching Positions | 53.2 | 100 | 355.3 | 100 | 279044.8 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 44.3 | 88.28 | 221.6 | 65.15 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 26.6 | 7.84 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 29.9 | 8.81 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.9 | 7.86 | 33.7 | 9.92 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 1.9 | 3.84 | 28.1 | 8.27 | 14303.8 | 5.15 |
| Total Teaching Positions | 50.2 | 100 | 340.2 | 100 | 277698 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 44.5 | 88.24 | 226.3 | 67.15 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 25 | 7.42 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.8 | 1.72 | 41.1 | 12.22 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 5 | 10.02 | 30.1 | 8.94 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 14.3 | 4.26 | 13705.8 | 4.91 |
| Total Teaching Positions | 50.5 | 100 | 337 | 100 | 278927.1 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0.5 |
| Misassignments | 0.00 | 0 | 0.3 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 0.8 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 4.30 | 3.9 | 5 |
| Total Out-of-Field Teachers | 4.30 | 3.9 | 5 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 2.9 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0.3 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | September 2025 |
|---|---|--|
| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | 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 Houghton Mifflin Harcourt Into Literature 9-12 | 0% |
| Mathematics | K-5, McGraw-Hill My Math, 2014 6-8, Big Ideas Math, 2015 Pacemaker Pre-Algebra 2000 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) Delta Math | 0% |
| Science | American Legacy Publishing Science Studies Weekly, K-6 Amplify Science 2020, 7-8 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 | 0% |

| | | |
|---|--|----|
| | Kendall/Hunt Forensic Science, 2009 Glencoe Health and Wellness, 2008 AGS Earth Science, 2004 AGS Biology: Cycles of Life, 2006 | |
| History-Social Science | American Legacy Publishing Studies Weekly for K-8 McDougal Littell Modern World History McDougal Littell US History: The Americans, 2003 McGraw Hill: Impact California Grade 10 World History Culture and Geography: The Modern World, 2019 McGraw Hill: Impact California Grade 12 Principles of Economics, 2019 Prentice Hall Magruder's American Government, 2009 | 0% |
| Foreign Language | Vista Higher Learning Senderos Level 1-3, 2018 | 0% |
| Health | Glencoe Health & Wellness, 2008 Positive Prevention Plus, 2021 | 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 | 0% |
| Science Laboratory Equipment (grades 9-12) | Biology – Sinks (6) Outlets (5) T.V. (4) 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 (6) Outlets (5) Computers (3) T.V. (1) Balances (34) Gas outlets (54) LCD Projector (1) Overhead Projector (1) fume hood (3) Earth Science – 16 sections in room: Sinks (6) Outlets (1) T.V. (1) Overhead Projector (1) gas outlet (1) maps (2) Physics – 2 sections in room: Sinks (9) Outlets (13) Gas Outlets (9) T.V. (1) Computers (1) Balances (1) Overhead Projector (1) Fume Hood (1) | 0% |
| Note: Cells with N/A values do not require data. | | |

School Facility Conditions and Planned Improvements

Valley Oaks Charter School continues working with the Kern County Superintendent of Schools Maintenance and Operation Division to ensure safe and operational facilities at all sites.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

November 2025

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

Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 40 | 43 | 37 | 39 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 21 | 24 | 21 | 24 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 560 | 538 | 96.07 | 3.93 | 42.57 |
| Female | 288 | 281 | 97.57 | 2.43 | 45.20 |
| Male | 272 | 257 | 94.49 | 5.51 | 39.69 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 214 | 209 | 97.66 | 2.34 | 35.41 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 47 | 44 | 93.62 | 6.38 | 54.55 |
| White | 281 | 267 | 95.02 | 4.98 | 45.32 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 230 | 225 | 97.83 | 2.17 | 32.44 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 65 | 62 | 95.38 | 4.62 | 12.90 |

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 561 | 539 | 96.08 | 3.92 | 23.56 |
| Female | 289 | 282 | 97.58 | 2.42 | 18.44 |
| Male | 272 | 257 | 94.49 | 5.51 | 29.18 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 215 | 210 | 97.67 | 2.33 | 16.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 47 | 44 | 93.62 | 6.38 | 34.09 |
| White | 281 | 267 | 95.02 | 4.98 | 25.84 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 231 | 226 | 97.84 | 2.16 | 13.72 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 65 | 62 | 95.38 | 4.62 | 4.84 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 31.4 | 31.11 | 2.82 | 4.07 | 30.73 | 32.33 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 329 | 319 | 96.96 | 3.04 | 31.13 |
| Female | 175 | 170 | 97.14 | 2.86 | 27.22 |
| Male | 154 | 149 | 96.75 | 3.25 | 35.57 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 131 | 130 | 99.24 | 0.76 | 24.03 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 23 | 21 | 91.30 | 8.70 | 28.57 |
| White | 168 | 161 | 95.83 | 4.17 | 36.02 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 132 | 129 | 97.73 | 2.27 | 24.03 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 39 | 39 | 100.00 | 0.00 | 5.13 |

2024-25 Career Technical Education Programs

Valley Oaks Charter School (VOCS) is dedicated to preparing high school students for higher education and/or career paths after graduation. To support this mission, in-person enrichment classes are offered, providing students with direct instruction while maintaining the flexibility of homeschooling. These classes allow students to engage with credentialed teachers, develop foundational skills, and explore subjects that may be challenging to teach independently at home.

Since obtaining accreditation from the Western Association of Schools and Colleges (WASC) in 2006, VOCS has consistently maintained this accreditation. The school also provides dual and concurrent enrollment opportunities with local community college partners, offering students additional pathways to earn college credits. Online opportunities further enhance college preparatory, Career and Technical Education (CTE), and independent study options, ensuring students have access to diverse learning modalities.

VOCS supports students in their transition to post-secondary education by offering workshops for seniors to navigate the college application process at local community colleges. Partnerships with the Kern High School District and its ROC program continue to expand opportunities for students to explore various career fields. VOCS also emphasizes Career Technical Education through programs in building and construction trades, arts, media, and entertainment, providing students with practical skills and experiences to prepare them for the workforce.

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 120 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 22.6 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 63.81 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 33.33 |

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 100 | 100 | 100 | 100 | 100 |
| Grade 7 | 100 | 100 | 100 | 100 | 100 |
| Grade 9 | 90 | 90 | 90 | 90 | 90 |

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

At Valley Oaks Charter School (VOCS), Parent Educators are essential to their children's education. VOCS values the vital role of parents as partners and contributors to their children's academic success. The school fosters parent involvement through various channels, including the Valley Oaks Parent Teacher Advisory Committee (VOPTAC), the appointment of three parents to the governing board, and communication platforms such as Parent Square, Aeries, Remind, social media, resource teachers, and school office postings. Additionally, Parent Educator Workshops offer training and resources to guide parents in supporting their children's education from transitional kindergarten to the college application process. These initiatives help Parent Educators refine their teaching abilities, enhancing their critical role in shaping their children's educational experiences.

Valley Oaks Parent Teacher Advisory Committee (VOPTAC)

The Valley Oaks Parent Teacher Advisory Committee (VOPTAC) is open to all parents and serves as a platform for shaping the school's direction and structure. Parents are informed about VOPTAC's purpose, meeting schedules, and its role in supporting the school through announcements on Parent Square, school office postings, and social media. Parents are encouraged to attend and participate in VOPTAC meetings. This committee creates a direct link between parents and the VOCS governing board, ensuring their voices are heard and contributing significantly to the school's success.

VOCS Governing Board Representation

VOCS also recognizes the importance of parents in the operational success of its educational program. Parents are elected by their peers to serve on the VOCS governing board. This structure ensures strong parent representation, with multiple parents serving as governing board members. Their involvement provides a unique level of influence and accountability in the operational aspects of VOCS, reinforcing the school's commitment to parent partnership and representation.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 10.3 | 5.3 | 0 | 33.2 | 36.1 | 27.2 | 8.2 | 8.9 | 8 |
| Graduation Rate | 83.8 | 89.3 | 97.1 | 52.2 | 56.2 | 66.5 | 86.2 | 86.4 | 87.5 |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 68 | 66 | 97.1 |
| Female | 31 | 29 | 93.5 |
| Male | 37 | 37 | 100.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 24 | 23 | 95.8 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 39 | 38 | 97.4 |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 40 | 38 | 95.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1176 | 1151 | 90 | 7.8 |
| Female | 591 | 576 | 46 | 8.0 |
| Male | 583 | 573 | 43 | 7.5 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | 13 | 13 | 2 | 15.4 |
| Asian | 16 | 16 | 0 | 0.0 |
| Black or African American | 15 | 13 | 4 | 30.8 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 452 | 442 | 29 | 6.6 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 76 | 75 | 4 | 5.3 |
| White | 573 | 562 | 41 | 7.3 |
| English Learners | 17 | 16 | 3 | 18.8 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 499 | 484 | 46 | 9.5 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 141 | 140 | 10 | 7.1 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 5.69 | 6.83 | 6.27 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.04 | 0.01 | 0.05 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Valley Oaks Charter School (VOCS) is committed to fostering a safe and secure learning environment that supports student success. A culture of respect and responsibility underpins the school's efforts to create a setting where students, staff, and parents feel protected and valued. This shared priority among educational partners is an essential part of the learning process.

VOCS reviews and updates its comprehensive safety plan annually (most recently in January 2026). The plan outlines procedural steps for maintaining safety, phases of emergency management, job action descriptions, and responses to various emergency scenarios.

Ensuring the safety and security of students, staff, and parents on campus remains a top priority for the VOCS team. Staff and parents collaborate to identify and mitigate potential hazards, maintaining vigilance to create a secure environment. The comprehensive school safety plan is reviewed with all staff within the first 30 days of each school year. Additionally, staff and students receive ongoing training throughout the year on safety plan components, campus safety procedures, and mandated reporting requirements. Regular emergency drills, including participation in the Great California Shakeout, further prepare the school community for potential emergencies.

VOCS employs the Raptor Visitor Management System to monitor campus visitors effectively. All parents and staff must wear either an identification lanyard or a Raptor-issued sticker while on campus, ensuring that authorized individuals are easily identifiable. These combined efforts reflect VOCS's dedication to maintaining a safe and supportive educational environment.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK | N/A | N/A | N/A | N/A |
| K | N/A | N/A | N/A | N/A |
| 1 | N/A | N/A | N/A | N/A |
| 2 | N/A | N/A | N/A | N/A |
| 3 | N/A | N/A | N/A | N/A |
| 4 | N/A | N/A | N/A | N/A |
| 5 | N/A | N/A | N/A | N/A |
| 6 | N/A | N/A | N/A | N/A |
| Other | N/A | N/A | N/A | N/A |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK | N/A | N/A | N/A | N/A |
| K | N/A | N/A | N/A | N/A |
| 1 | N/A | N/A | N/A | N/A |
| 2 | N/A | N/A | N/A | N/A |
| 3 | N/A | N/A | N/A | N/A |
| 4 | N/A | N/A | N/A | N/A |
| 5 | N/A | N/A | N/A | N/A |
| 6 | N/A | N/A | N/A | N/A |
| Other | N/A | N/A | N/A | N/A |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK | N/A | N/A | N/A | N/A |
| K | N/A | N/A | N/A | N/A |
| 1 | N/A | N/A | N/A | N/A |
| 2 | N/A | N/A | N/A | N/A |
| 3 | N/A | N/A | N/A | N/A |
| 4 | N/A | N/A | N/A | N/A |
| 5 | N/A | N/A | N/A | N/A |
| 6 | N/A | N/A | N/A | N/A |
| Other | N/A | N/A | N/A | N/A |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A |
| Science | N/A | N/A | N/A | N/A |
| Social Science | N/A | N/A | N/A | N/A |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A |
| Science | N/A | N/A | N/A | N/A |
| Social Science | N/A | N/A | N/A | N/A |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A |
| Science | N/A | N/A | N/A | N/A |
| Social Science | N/A | N/A | N/A | N/A |

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

| Title | Ratio |
|-------------------------------------|--------|
| Pupils to Academic Counselor | 873.33 |

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 5.5 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10,222 | \$986 | \$9,235 | \$80,361 |
| District | N/A | N/A | \$9,235 | |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | |
| State | N/A | N/A | \$11,146 | |
| Percent Difference - School Site and State | N/A | N/A | -15.4 | |

Fiscal Year 2024-25 Types of Services Funded

Valley Oaks Charter School (VOCS) offers a variety of programs and services to meet the unique needs of its students. For the TK-8 program, optional enrichment sessions provide classroom instruction and group activities for students primarily educated at home. These sessions allow students to experience a "classroom" setting, interact with credentialed teachers, and engage with grade-level peers. Enrichment classes also cover subjects that may be challenging to teach at home, such as team sports,

Fiscal Year 2024-25 Types of Services Funded

science labs, writing, and foreign languages. Similarly, high school enrichment classes include core subjects and disciplines such as arts, agriculture, and physical education, offering opportunities for socialization while supporting students in meeting graduation requirements. This year, VOCS continued to enhance its offerings by having a Reading Intervention program for primary students needing extra support and a full-time music program led by a credentialed teacher to enrich students' educational experiences.

VOCS is committed to individualized education, creating tailored Learning Plans to align state standards with each student's needs. These plans leverage one-on-one instruction, project-based learning, and differentiated teaching methods to support student success. Regular assessments, including ESGI and STAR Renaissance tests, help identify students requiring additional assistance. For at-risk students or those facing academic challenges, Parent Educators collaborate with the MTSS (Multi-Tiered System of Supports) and SST (Student Study Team) to develop personalized strategies. Additionally, VOCS provides specialized support for English Learners (EL) and students with exceptional needs, adhering to state and federal laws such as the ADA and IDEA. Enrichment classes and targeted instruction support EL students in developing language fluency, while homeschooling and tailored resources serve students with special needs in collaboration with families.

VOCS also prioritizes support for foster youth by coordinating with the KCSOS AB490 education liaison to ensure access to educational services, materials, and staff training. By integrating comprehensive programs, including individualized instruction, enrichment opportunities, and targeted interventions, VOCS strives to provide a well-rounded and inclusive education for all its students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | |
| Superintendent Salary | | |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|--|-----|
| Percent of Students in AP Courses | 0.6 |
|--|-----|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 1 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 2 |

Professional Development

Each year, the staff at Valley Oaks Charter School (VOCS) engages in professional development opportunities designed to enhance the quality of services provided to students and their families. To ensure these opportunities meet the unique needs of VOCS, staff are surveyed throughout the year to identify relevant professional development topics. Training is offered both in-person and virtually, covering areas such as school safety, technology, state testing, equity, Professional Learning Communities (PLCs), social-emotional well-being, academic core subjects, and reading intervention strategies.

Professional development is delivered through county-sponsored workshops, virtual sessions via platforms like Zoom, conferences, and one-on-one mentoring meetings. Staff meetings also serve as a venue for sharing new insights and training information with colleagues. In addition to staff development, VOCS supports its Parent Educators with workshops throughout the year, ensuring they are equipped with the tools and strategies needed to support student learning effectively.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |