

Valley Oaks Charter School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Deanna Downs, Director II
Email Address	dedowns@kern.org
School Website	http://valleyoakscharterschool.org
County-District-School (CDS) Code	15101571530492

2021-22 District Contact Information

District Name	Valley Oaks Charter School (VOCS)
Phone Number	661-636-4000
Superintendent	Mary C. Barlow, Ed. D.
Email Address	mabarlow@kern.org
District Website Address	www.kern.org

2021-22 School Overview

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 21 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 1100+ 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 credentialed 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

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	87
Grade 2	88
Grade 3	70
Grade 4	92
Grade 5	75
Grade 6	100
Grade 7	137
Grade 8	124
Grade 9	86
Grade 10	84
Grade 11	78
Grade 12	73
Total Enrollment	1,177

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
American Indian or Alaska Native	1.4
Asian	2
Black or African American	1.4
Filipino	0.1
Hispanic or Latino	26.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.8
White	61.6
English Learners	2
Foster Youth	0.3
Homeless	0.1
Migrant	0.0
Socioeconomically Disadvantaged	35.9
Students with Disabilities	11.8

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

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

2020-21 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)	43.9	87.3	216.5	61.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	32.0	9.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	32.8	9.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.4	10.8	46.5	13.2	12115.8	4.4
Unknown	0.9	1.9	25.1	7.1	18854.3	6.9
Total Teaching Positions	50.3	100.0	353.1	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	5.4
Total Out-of-Field Teachers	5.4

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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	Yes	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)	Yes	0%
Science	American Legacy Publishing Science Studies Weekly, K-6 Amplify Science 2020, 7-8 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	Yes	0%
History-Social Science	American Legacy Publishing Studies Weekly for K-8 K-5 Harcourt Reflections, 2007 6-8 Glencoe Discovering Our Past, 2006	Yes	0%

	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		
Foreign Language	Vista Higher Learning Senderos Level 1-3, 2018	No	0%
Health	Glencoe Health & Wellness, 2008 Positive Prevention Plus, 2016	Yes	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	Yes	0%
Science Laboratory Equipment (grades 9-12)	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)	Yes	0%

School Facility Conditions and Planned Improvements

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 2020-21 school year at the Bakersfield site, additional improvements were made to the warehouse and the classrooms, which enhanced the educational setting for our students. Additionally, the Tehachapi site acquired a new campus that includes a new main building and eight new modular classrooms. All staff and students are now located at one new safe and secure location in Tehachapi.

Year and month of the most recent FIT report

1/19/2020

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	640	13	2.03	97.97	7.69
Female	335	5	1.49	98.51	--
Male	305	8	2.62	97.38	--
American Indian or Alaska Native	13	0	--	100	--
Asian	14	0	0	100	--
Black or African American	11	0	0	100	--
Filipino	0	0	0	0	0
Hispanic or Latino	166	5	3.01	96.99	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	1	2.63	97.37	--
White	397	7	1.76	98.24	--
English Learners	11	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	4	1.83	98.17	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	13	14.13	85.87	7.69

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	640	13	2.03	97.97	0.00
Female	335	5	1.49	98.51	--
Male	305	8	2.62	97.38	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	14	0	0.00	100.00	--
Black or African American	11	0	0.00	100.00	--
Filipino	0	0	0	0	0
Hispanic or Latino	166	5	3.01	96.99	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	1	2.63	97.37	--
White	397	7	1.76	98.24	--
English Learners	11	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	4	1.83	98.17	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	13	14.13	85.87	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	618	379	61.3	38.7	58.3
Female	330	201	60.9	39.1	58.7
Male	288	178	61.8	38.2	57.9
American Indian or Alaska Native	8	8	100	0	62.5
Asian	14	71.4	71.4	28.6	60
Black or African American	9	7	77.7	22.2	42.9
Hispanic or Latino	174	96	55.2	44.8	55.2
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	39	30	76.9	23.1	63.3
White	361	222	61.5	38.5	59

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	618	386	63	37	54
Female	330	203	61.6	38.4	51
Male	288	183	63.5	36.5	105
American Indian or Alaska Native	8	8	100	0	62.5
Asian	14	10	71.4	28.6	40
Black or African American	9	7	77.8	22.2	1
Hispanic or Latino	174	96	55.2	44.8	51
Native Hawaiian or Pacific Islander	1	1	100	0	1
Two or More Races	39	30	76.9	23.1	63.3
White	361	229	63.4	36.6	55.5
English Learners	8				

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	1.90	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	234	NT	NT	NT	NT
Female	115	NT	NT		
Male	119	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	NT	NT	NT	NT
White	161	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Valley Oaks Charter School (VOCS) continues to be dedicated to preparing high school students to enter a higher education and/or pursue a career path after high school. In 2006, VOCS obtained accreditation from the Western Association of Schools and Colleges (WASC) and continues to maintain its accreditation. VOCS also offers Edmentum online courses for those students seeking a more specialized academic challenge. On-line opportunities were also used to enhance college prep, CTE, and foreign language courses. VOCS continues to use concurrent enrollment with several local community college partners as another option for all interested students. Also, workshops were created for seniors to help students with the application process at local community colleges. 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 and will be adding an arts, media, and entertainment pathway next year.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	42
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	NA
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	NA

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	61.99
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	24.62

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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. Throughout the COVID-19 pandemic, Zoom has been a vital component to our instructional program. It has allowed the VOCS staff to communicate with students, Parent Educators, and colleagues during a very difficult time. Also, Valley Oaks Charter School has provided opportunities for parent involvement through the Valley Oaks Parent Teacher Advisory Committee (VOPTAC), the appointment of three parents to the governing board, and communication through the use of Parent Square, Aeries, Social Media, and monthly newsletters. Multiple Parent Educator Workshops also provided opportunities for VOCS 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.

Valley Oaks Parent Teacher Advisory Committee (VOPTAC)

The Valley Oaks Parent Teacher Advisory Committee is available for all parents and is a place where members can assist with shaping the direction and structure of the school. VOCS parents are informed of the VOPTAC committee, its meeting schedule, and the role it plays in supporting the school. Throughout the pandemic, meetings have been held either via Zoom or via in-person when it is deemed safe to do so. VOCS parents are notified of VOPTAC meetings through Parent Square and are encouraged to attend the meetings. 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.

VOCS Governing Board Representation

Valley Oaks Charter School also recognizes the critical role that parents play in the operation of this 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 even during the COVID-19 pandemic.

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 teaching talents, which enriches the important role they have in making their children's educational program the best experience possible.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	7.9	4.2	4.2	32.5	35.0	38.2	9.0	8.9	9.4
Graduation Rate	83.1	87.3	86.1	52.2	48.0	46.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	72	62	86.1
Female	38	36	94.7
Male	34	26	76.5
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	53	45	84.9
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	34	28	82.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1237	1202	116	9.7
Female	650	627	60	9.6
Male	587	575	56	9.7
American Indian or Alaska Native	16	16	2	12.5
Asian	23	23	0	0.0
Black or African American	17	16	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	336	326	39	12.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	61	57	7	12.3
White	757	737	64	8.7
English Learners	24	23	2	8.7
Foster Youth	3	3	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	453	441	62	14.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	157	154	20	13.0

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	4.09	0.85	3.47	0.20
Expulsions	0.00	0.00	0.17	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	4.09	2.45
Expulsions	0.00	0.04	0.05

2020-21 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
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

2021-22 School Safety Plan

Valley Oaks Charter School (VOCS) strives to create and promote a safe and secure school environment that is accessible and conducive to student learning. A safe school environment, where values of respect and responsibility are emphasized, is the educational setting VOCS staff, parents, and students desire. All stakeholders consider it to be a critical part of the educational process. Throughout the pandemic VOCS promoted a safe and secure environment, especially during Zoom sessions and when in-person enrichment classes resumed. VOCS comprehensive safety plan is reviewed and updated annually and procedural steps are outlined in the safety plan. Phases of emergency management, job action descriptions, and various emergency situations are described in the comprehensive safety plan.

While students, staff, and families are on site, VOCS staff members and parents work together to identify any potential hazards and take preventive measures to ensure the safety of all students. Furthermore, VOCS staff and students continues to be provided with training throughout the year to address the components of the comprehensive safety plan, campus safety, and mandated reporting. When it is safe for students to be on campus, emergency drills are conducted at VOCS sites and each site participates in the Great California Shakeout. The Bakersfield site continues to use the Raptor Emergency Management System at both elementary and high school, and VOCS Tehachapi will begin using the Raptor Emergency Management 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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other	NA	NA	NA	NA

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other	NA	NA	NA	NA

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other	NA	NA	NA	NA

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	11	25	5	0
Mathematics	9	27	4	0
Science	11	13	1	1
Social Science	11	20	2	0

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	10	35	2	1
Mathematics	11	29	3	0
Science	8	18	3	0
Social Science	11	24	1	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	10	42	4	1
Mathematics	8	40	2	0
Science	8	22	1	1
Social Science	7	39	1	0

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.2
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$8,997.00	\$540.00	\$8,457.00	\$74,442.00
District	N/A	N/A	\$8,457.00	\$74,442.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			\$8,444.00	\$84,531.00
Percent Difference - School Site and State	N/A	N/A	0.2	-12.7

2020-21 Types of Services Funded

Valley Oaks Charter School (VOCS) 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. For the TK-8 program, optional enrichment sessions (both in-person and via Zoom) 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 are also offered and 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 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, during an enrichment class, or during a Zoom session, 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 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.

Valley Oaks Charter School, as part of the Kern County Superintendent of Schools, is also a member of the Kern County Consortium SELPA. All policies and procedures of that SELPA are followed and 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. 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 meetings. 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.00%
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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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Every year the staff at Valley Oaks Charter School (VOCS) receives professional development opportunities that helps improve the quality of services they provide to the charter school's student and parent population. Staff is surveyed throughout the year to gather professional development topics needed for the unique setting of VOCS. Due to Covid-19, professional development opportunities were taken online by staff. VOCS staff participated in a variety of professional development opportunities, which may have included school safety, technology, state testing, and academic core subjects. Professional development opportunities were delivered at county sponsored workshops, Zoom sponsored workshops/conferences, 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 Parent Educators also participated in a variety of parent workshops throughout the year.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5