



VALLEY OAKS CHARTER SCHOOL

Charter Renewal Petition

Submitted to
Kern County Board of Education

July 1, 2020 – June 30, 2025

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AFFIRMATIONS AND ASSURANCES

Valley Oaks Charter School (VOCS) or the “Charter School”, a public charter school authorized by the Kern County Board of Education (KCBE) with oversight by the Kern County Superintendent of Schools Office (KCSOS), follows any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- Valley Oaks Charter School shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (§47605{c}{1})
- Valley Oaks Charter School declares that Kern County Superintendent of Schools (KCSOS) shall be deemed the exclusive public school employer of the employees of Valley Oaks Charter School for purposes of the Educational Employment Relations Act. (EC §47605(b)(6))
- Valley Oaks Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (EC §47605{d}{1})
- Valley Oaks Charter School shall not charge tuition. (EC §47605{d}{1})
- Valley Oaks Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). (EC §47605{d}{2}, §47605.5)
- Valley Oaks Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). (EC §220 and EC §47605{d}{1})
- Valley Oaks Charter School shall follow all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 and the Individuals

with Disabilities in Education Improvement Act of 2004. (US Dept. of Ed §504, ADA, IDEA)

- Valley Oaks Charter School shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary. (Title 5 CA Code of Regulations §11967.5.1{f}{5}{C})
- Valley Oaks Charter School teachers shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold.
- Valley Oaks Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- Valley Oaks Charter School shall each fiscal year offer the minimum number of minutes of instruction appropriate for pupils in kindergarten, grades 1 through 3, grades 4 through 8, and grades 9 through 12. (EC §47612.5{a}{1})
- If a pupil is expelled or leaves Valley Oaks Charter School without graduating or completing the school year for any reason, the Charter School shall notify the Superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (EC §47605(d)(3))
- Valley Oaks Charter School shall maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. (EC §47612.5{a}{2})
- Valley Oaks Charter School shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the school's education programs. (EC §47605{c}{2})
- Valley Oaks Charter School shall adhere to any applicable jurisdictional limitations to locations of its facilities. (EC §47605, 47605.1)
- Valley Oaks Charter School shall comply with all laws establishing minimum and maximum age for public school enrollment. (EC §47610{c}, §47612{b})
- Valley Oaks Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- Valley Oaks Charter School shall comply with the Political Reform Act of 1974.

- Valley Oaks Charter School shall comply with Government Code Section 1090, et seq., in accordance with Education Code Section §47604.1.
- Valley Oaks Charter School shall comply with the Family Educational Rights and Privacy Act. (FERPA)
- Valley Oaks Charter School shall comply with the Ralph M. Brown Act.
- Valley Oaks Charter School shall comply with the California Public Records Act.
- Valley Oaks Charter School shall meet or exceed the required minimum number of school days. (Title 5 CA Code of Regulations §11960)

INTRODUCTION

Valley Oaks Charter School (VOCS) is a public charter school authorized by the Kern County Board of Education, with oversight by the Kern County Superintendent of Schools Office (KCSOS). KCSOS mission states, “As advocates for children, we provide leadership, education, and support for students, school districts and the community through programs, services, and fiscal accountability”. Their core values include children first; dedicated to excellent service; our employees are our most valuable asset; fiscal integrity is vital, and collaboration is key. KCSOS goals are to:

1. Improve student growth and achievement
2. Maximize service to clients and improve access to resources
3. Maintain a cohesive, productive and stable workforce
4. Maintain fiscal stability, integrity, and accountability
5. Provide responsive leadership as a community partner

Over the last nineteen years, Valley Oaks Charter School has appreciated the guidance and support of the entire KCSOS team. This partnership has allowed VOCS to thrive and reach its fullest potential and be advocates for children.

VALLEY OAKS CHARTER SCHOOL'S HISTORY and ROLE in the CHARTER MOVEMENT

Valley Oaks Charter School opened its doors in the fall of 2000 as a dependent charter school of Kern County Office of Education. Valley Oaks Charter School (VOCS) seeks to apply for a charter renewal with Kern County Office of Education as a TK-12 Homeschool Independent Study Charter School for a term of five (5) years, from July 1, 2020, through June 30, 2025.

Valley Oaks Charter School entered the Charter School arena with a new, innovative alternative model of education called Personalized Learning. Personalized Learning has its roots in the homeschool movement, where, for decades, parents have privately tailored learning for their children according to their individual needs and preferences. Prior to the 1990s in California, parents had few choices for their child's education: traditional public school system, private school, or private homeschooling. In 1992, California's elected officials enacted California's Charter School Act, which established public charter schools as an option for parents, students, teachers, and community members to design self-governing schools within the public school system to meet the needs of their community. Charter schools were envisioned to provide a more flexible and innovative opportunity for California students within the public school system.

As the Charter School movement grew in California, so also evolved a partnership between members of the private homeschool community and public educators who saw great educational potential and value in learning opportunities beyond the classroom. The flexibility and innovation provided through charter school law have successfully demonstrated that an effective learning "classroom" goes well beyond the walls of a traditional public school building. The "blended" approach of the Personalized Learning model gives parents a choice in pursuing their student's education through avenues, such as individualized curriculum, parent created courses, direct instruction, enrichment classes, online classes, independent study, concurrent enrollment at local community colleges, workshops, camps, etc. This flexibility enables students to pursue learning choices that optimize their learning potential according to their individual needs.

Educators have often stated the importance and effectiveness of all stakeholders--administrators, teachers, parents, students, and the community--being involved in the education of each child. VOCS specifically engages and empowers the parent to be an integral and important part of their child's education in partnership with the child, the administration, and the teachers of Valley Oaks Charter School.

Since opening its doors in 2000, Valley Oaks Charter School has experienced a great deal of growth and a significant change in demographics. This growth not only indicates that there is a need in the community for this kind of personalized learning approach but also demonstrates the quality of educational service being offered by the school.

In keeping with the mission and specific goals of the Kern County Office of Education, Valley Oaks Charter School, as a voluntary public school choice for parents, will:

- Be accessible to all families and students committed to the VOCS mission and educational vision, without charging tuition or academic entrance requirements, and honoring the uniqueness of each student.
- Offer an excellent and personalized academic program through core instruction with Common Core and Career Technical Education (CTE) emphasis, experiential learning, technology, and project-based learning with a choice of instructional delivery options for Parent Educators.
- Accept students from diverse backgrounds, in order to build a strong, inclusive community and prepare all students for lives in a multicultural society.
- Offer a rigorous standards-based academic curriculum to all students with personalized learning and differentiated curriculum.
- Prepare students to enter into higher education and/or pursue a career path after graduation.
- Increase learning opportunities for all students, with special emphasis on targeted intervention strategies for pupils who are identified as academically low achieving.
- Encourage Parent Educators to use varied and innovative teaching methods.
- Utilize appropriate individualized and articulated curriculum throughout all grade levels.
- Offer a variety of approved vendors within the community to enhance physical education, fine arts, STEAM, and technology curriculums.
- Be committed to maintaining high expectations for academic, social, and personal performance.
- Create and promote a safe and secure school environment that is accessible and conducive to student learning.
- Provide professional development opportunities for VOCS Teachers and Parent Educators.
- Guide students to become self-motivated, lifelong learners.
- Foster civic responsibility and encourage students to be educated participants in their communities.

In accordance with the Charter Schools Act of 1992, as amended (the Charter Schools Act), Valley Oaks Charter School respectfully submits this charter school renewal petition to the Kern

County Office of Education Board of Trustees and looks forward to continuing a partnership in the coming five years.

EXECUTIVE SUMMARY

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

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

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

Throughout the years, Valley Oaks Charter School has surveyed stakeholders to determine the current trends and needs of the school. A survey (Appendix K) was presented to all TK-12 parents in October of 2019 with more than 300 families responding and indicating the following:

- 53% of VOCS students have been attending the school for three years or more.
- 84% of VOCS students are enrolled because traditional school was not a good fit and individualized instruction was desired.
- 31% of VOCS students would be homeschooled privately if VOCS did not exist, while 44% would attend other charter schools, similar to VOCS, and only 8% of current VOCS students would return to a traditional public school.

- 47% of VOCS students feel the VOCS High School enrichment classes are more challenging than traditional High School classes.
- 92% of VOCS students participate in TK-8 enrichment classes, while 83% of VOCS students participate in Extra-Curricular activities.
- 97% of VOCS parents feel the VOCS model prepares students for college.
- 98% of VOCS students that have attended traditional public high schools feel VOCS class size/environment is more conducive for learning.
- 99% of VOCS students feel VOCS provides a safe campus.
- 99% of VOCS students feel VOCS teachers and staff care about their education.

Homeschooling offers unique opportunities and challenges for learning. The number of hours spent on formal instruction in the home is grade-level appropriate and chosen by the Parent Educators with input from the Resource Teachers. Since it is also developmentally specific, the number of hours will not be absolute or identical in all circumstances and it will be based upon student needs and parent desires. VOCS recommends the pupil and parent spend the same amount of time daily engaged in formal instruction that other pupils in the same grade would be engaged in while enrolled in other public schools.

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

WHAT MAKES VOCS UNIQUE AND SPECIAL?

When walking through one of Valley Oaks Charter School (VOCS) TK-12 campuses and/or satellite sites, one may see a variety of happenings, involving students, staff, and/or parents. On any given day, students may be engaged in rigorous, standards-based lessons, hands-on projects, individual studying, or group assignments. Students may possibly be enjoying an enrichment class, taught by the VOCS credentialed staff, which provides an opportunity for students to participate in classroom instruction and group activities. One might find students on Hokit Farm, where students learn about agriculture, animal husbandry, and plantation. The welding and woodshop areas at VOCS provide opportunities for students to design, build, and produce products that are enjoyed on VOCS sites and on local museum grounds. Robotics teams maybe meeting, which offers a chance for students to encounter a real-world engineering experience. In Robotics, students learn to design, construct, program, and operate robots for team competitions. Students may also be participating in drama classes, live practices for county competitions, physical education activities, art and music lessons, and/or club meetings. Collaborative virtual and site conversations around a variety of topics may be happening, while debating topics such as the power of narrative, the stories we live out of, the impact of words, or what is real news vs. fake news are being discussed by another group of VOCS students. Students are smiling, friendly to each other, and engaged in a welcoming school culture that VOCS offers.

As students are participating in a plethora of activities, the entire VOCS staff is busy working on a variety of tasks. From the front office staff to the Principal of the school, it is very apparent that the VOCS staff cares about the students and families of Valley Oaks. VOCS credentialed teachers may be meeting with families to assist them with planning their student's learning plan by helping set monthly goals, suggesting techniques for daily instruction, and/or gathering completed academic assignments. Or VOCS teachers might be teaching enrichment classes, which include core academic subjects/electives, cooking, art, music, dental health, Spanish, animal science, farm animals and plants, geography, literature, and/or P.E. Additionally, VOCS teachers may be tutoring individual or groups of students in different educational areas, including core subjects, college and career readiness, and/or social/emotional care. It is quite evident that the VOCS staff goes above and beyond the call of duty when it comes to the personal assistance they give to every student and family at VOCS.

Along with the students and VOCS staff members, Parent Educators are often at the VOCS campuses engaged in a combination of interests. Parent Educators may be seen browsing the library for novels to use with their students at home or glancing through academic resources that will support their daily lesson plans. Parent Educators may also be attending an educational workshop that is provided by the VOCS staff. Some days Parent Educators are working with one of their students, while their other student attends an enrichment class or a tutoring session. Parent Educators may also be collaborating with other Parent Educators or with Valley Oaks Parent Teacher Advisory Committee (VOPTAC) to create schoolwide activities that will be enjoyed by all TK-12 students. Their enthusiasm, dedication, support, and positivity towards VOCS are infectious and their joyful voices often fill all corners of the school.

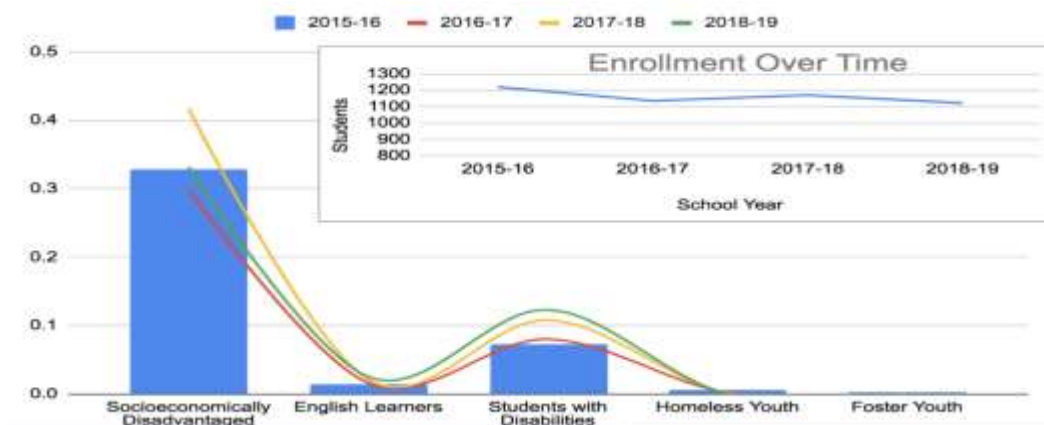
At Valley Oaks Charter School, learning extends beyond the classroom walls of the homeschool environment and is facilitated by VOCS Teachers, Parent Educators and community members. From yearly museum memberships to vendor activities, county competitions, and field trips, VOCS is very passionate about providing a program that serves the individual needs of every student. Through instructional, board governance, technology, financial, enrollment, as well as stakeholder engagement perspective, VOCS is on the right track at making sustainable gains in both student achievement and student social and emotional well-being.

With the ever-growing stakeholder support, continued dedication to student success, and commitment to the success of each student it serves, Valley Oaks Charter School is positioned for optimal success and is seeking renewal of its charter for a five-year term beginning July 1, 2020, and ending June 30, 2025. The entire Valley Oaks Charter School stakeholder community is grateful for the opportunity to serve its diverse students in this unique educational setting.

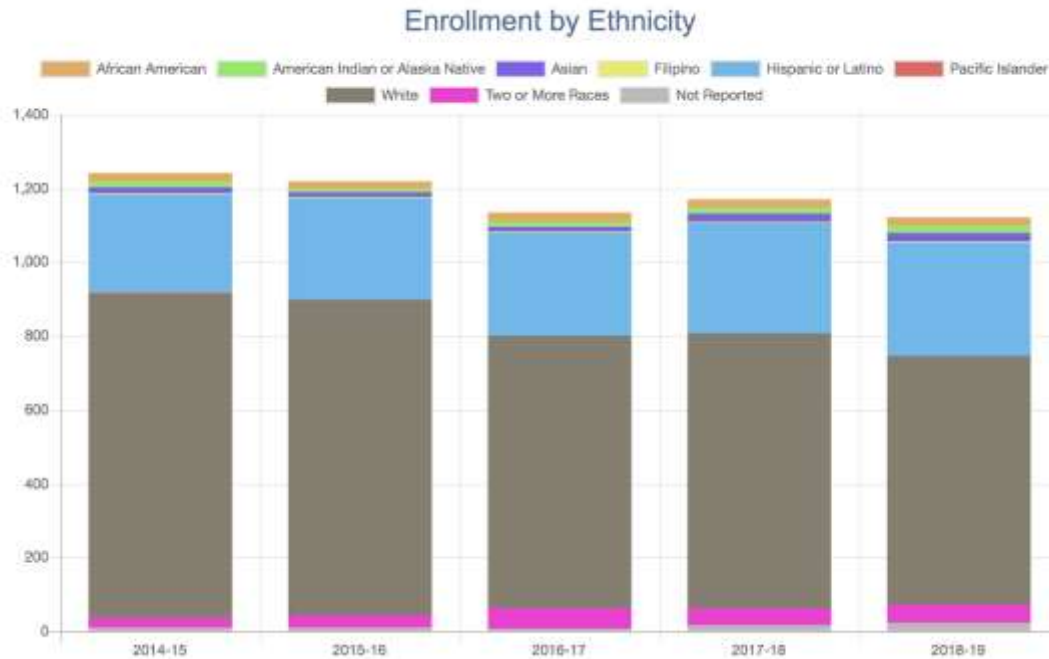
Valley Oaks Charter School attracts students from all areas of Kern County. Approximately 34% of VOCS's students reside in the communities of Frazier Park, Kern River Valley, Taft, and Tehachapi areas. The remainder of VOCS's students come from Bakersfield communities. The Charter School's student demographics are summarized in the following tables:

Subgroups	2015-16	2016-17	2017-18	2018-19
Socioeconomically Disadvantaged	32.8%	30%	41.7%	33.2%
English Learners	1.4%	1.6%	2.1%	2.5%
Students with Disabilities	7.2%	8%	10.8%	12.3%
Homeless Youth	.5%	.2%	.1%	0%
Foster Youth	.2%	0%	0%	0%
All students	1220	1135	1170	1122

2018-2019 VOCS Student Demographics (source: California Department of Education, DataQuest)



*English Learners is not classified as a subgroup of Valley Oaks due to the small number of students in this group.



At Valley Oaks Charter School We Believe:

- It takes a village – students, parents, staff, and the wider community – to educate a child.
- Parents are actively involved in their child’s learning.
- Children are inspired to express, explore, and create in order to become lifelong learners, critical thinkers, and productive citizens in the global society.
- Diversity is embraced and celebrated at VOCS to prepare our students to collaborate and solve real-world problems that create a sustainable environment.
- Doing whatever it takes to assure success for all students.
- Working together with respect, love, and compassion is key to a safe and secure learning environment.
- Students, Staff, and Parent Educators can learn at high levels, especially with a growth mindset.

Our Core Strategies:

- VOCS students will graduate high school prepared to enter higher education and/or pursue a career path. VOCS will:
 - Ensure the highest level of academic achievement for all students through the use of relevant, rigorous curriculum;
 - Provide opportunities for students to become aware of their own aptitudes and interests concerning college/career readiness and pathways;
 - Coordinate and/or nurture community partnerships and provide opportunities for students to connect with community partners.
- All VOCS sites will strive to create and promote a safe and secure school environment that is accessible and conducive to student learning. VOCS will:
 - Maintain an updated safety plan for all sites, which includes ongoing safety training for VOCS staff, students, and parent educators;
 - Foster an atmosphere of a community by providing opportunities for collaboration among students, staff, and Parent Educators.
- To create a community of educators, VOCS will continue to provide professional development opportunities to both credentialed teachers and Parent Educators. VOCS will:
 - Create an annual professional development plan for VOCS staff and Parent Educators;
 - Develop and implement opportunities for Parent Educators to collaborate with each other;
 - Continue to develop multimedia to assist Parent Educators with their teaching.
- Fiscal stability, integrity, and accountability. VOCS will:
 - Examine and align priorities, while maintaining a fiscally sound budget;
 - Communicate to all stakeholders the identified priorities of VOCS budget through Governing Board meeting minutes, Town Hall meetings, and the LCAP report;

- Increase stakeholder participation in providing feedback and attending workshops by offering a variety of opportunities for students, staff, and Parent Educators.

Parent Educators as Partners

At Valley Oaks Charter School (VOCS), Parent Educators play a vital role in the education of their children. VOCS strongly believes in the critical importance of parents as partners and major contributors to the educational success of their children. Valley Oaks Charter School has increased parent involvement through the development of the Valley Oaks Parent Teacher Advisory Committee (VOPTAC), the appointment of three parents to the governing board, and more extensive home/school communication through the use of Parent Square, Aeries, Social Media, and monthly newsletters. Through multiple annual Parent Educator Workshops, VOCS was able to educate parents on the importance of their child's schooling and how to utilize resources to assist their students from transitional kindergarten through the college application process. Beginning in 2020, Valley Oaks Charter School will collaborate with Parent University to help parents find positive solutions for common childhood behavior issues.

SUCSESSES AND ACCOMPLISHMENTS OF PRIOR CHARTER TERM

General Program and Community

- Awarded a six-year WASC Accreditation term in 2018
- Expanded our list of approved UC a-g class course list with 20+ new classes in Language Other Than English (LOTE), Visual and Performing Arts, and College Preparatory Electives
- Developed and implemented an LCAP with meaningful stakeholder engagement
- Administered and managed a new site acquisition in Tehachapi
- Provided professional development opportunities for administrators, VOCS Teachers, Parent Educators, and support staff
- Developed a Safety Plan for VOCS, which includes safety training for all staff members
- Appointed two credentialed teachers as “Safety Leads” to improve safety communication at the Bakersfield site
- Hired a campus supervisor to improve the security at the Bakersfield location
- Enhanced student connectedness by hiring a part-time school counselor and full-time career associate
- Expanded the welding/woodshop program by hiring a full-time woodshop teacher
- Offered concurrent enrollment classes on the Bakersfield campus
- Increased number of community vendors to assist students with extracurricular activities
- Improved community relationships by adding Maturango Museum and Buena Vista Museum memberships for VOCS families
- Maintained community relationships with Kern County Museum and CALM
- Implemented Math, ELA, and writing benchmarks for grades K-12
- Invested in Parent Square to increase communication between VOCS and Parent Educators

- Implemented a reading and writing benchmark for high school
- Implemented a system to monitor math progress and placement in high school math classes
- Hired a full-time Program Specialist to coordinate intervention efforts with struggling students
- Made Chromebooks available for students in all grades to support student learning
- Hired two Instructional Aides to support EL Learners
- Created and delivered Parent Educator Workshops to support parents homeschooling their children
- Invested in MMARS, a data analysis program and improved our data analysis process
- Started a Junior High Academy to address the needs of students in the areas of math and writing
- Expanded our program to include Transitional Kindergarten
- Invested in a variety of online programs, including Accelerated Reader, Early Literacy, Learn 360, BrainPop, Edmentum, Read Naturally, Reading Eggs, and Unique Learning
- Maintained a core enrollment of students over multiple years
- Increased student event and club opportunities
- Invested in radios to improve communication for all staff while on campus
- Maintained a strong fiscal balance during the last five years
- Competed in county competitions such as Oral Language, Battle of the Books, Science Fair, Spelling Bee, etc.
- Developed additional curriculum to support instruction in the Standards, including more web-based digital programs
- Improved science facility/equipment to support labs
- Upgraded internet network at all satellite centers

- Invested in Raptor Visitor and Emergency System
- College and Career Center Accomplishments
 - Established a direct contact with Bakersfield Community College and Cerro Coso Community College to support students taking classes there as dual enrollees. This has also resulted in Bakersfield Community College providing admission presentations and counseling on an annual basis
 - Forged relationships with numerous four-year colleges, via college field trips and career days
 - Made CTE opportunities available through the ROP program
 - Developed a college advisory class, *Get Focused, Stay Focused*, to provide weekly guidance with college search and admission process

Student Accomplishments

The very flexible nature of the VOCS program allows students the opportunity to focus on their passion, in tandem with their academics. It is with a great sense of pride that Valley Oaks Charter School shares just some of our student accomplishments, and note that the list grows longer as we moved from 2015 to 2019:

- **2015**
 - Oral Language Winner – 1st Place at the district level and 2nd Place at Regional
- **2016**
 - TVAA Youth Art Contest - Best in Show Winner
 - Oral Language Winner – 1st Place at the district level
 - 1st Place Winner – Lion’s Club Peace Poster Contest
 - Rockwell Collins Innovate Award – Rickroller Robotics
 - 1st Place Theme Winner – Whiskey Flats Parade
 - National Hispanic Scholar Honoree
- **2017**
 - 1st Place winner at County Science Fair and continued to receive an honorable mention at state finals.
 - County Spelling Bee winner that went on to National Spelling Bee

- 2nd Place First Lego League winners in Robot Programming Challenge and nomination to advance to Central Valley Championship
- TVAA Youth Art Contest - Best in Show Winner
- 1st Place Winner Valley Pride Clean-Up Day
- Emperors Science Award Winner for PBS Stand Up to Cancer Campaign
- 3rd Place Winner – Lion’s Club Peace Poster Contest
- 1st Place Winner for Open Platform Video Game at National STEM Video Game Design Contest
- Semi-Finalist Winner for Dean’s List at Robotics Competition
- Finalist Winner for Dean’s List at Robotics Competition
- **2018**
 - Congressional Art Competition – Overall Winner (scholarship & work displayed in US Capitol 2018/2019)
 - Kern County Fair 1st & 2nd Place Winner in the Original Cartooning/comic art category
 - FIRST Dean’s List Finalist, invited to attend the FIRST World Championship, Houston, Texas, (international recognition)
 - Battle of the Books medal winners
 - 2nd Place First Lego League in Project round and nomination to advance to Central Valley Championship
 - First Lego League Global Innovation Award. (Only 6 teams in Kern County were awarded this)
 - 1st Place winners in the Valley Clean-Up Contest
 - 1st Place winner in theme for the Whiskey Flats Parade
 - 1st Place Compass and Promote Award in Robotics
 - 2nd Place Winner - TVAA Youth Art Contest
 - American Legion Auxiliary Good Deeds Award
 - CNI-X, Stanford Psychiatry Department, invited to present to Deep Brain Stimulation Lab Board on several occasions

- 5th Place Winners in High Desert Lego Tournament
- 4TH and 7th Place Winners in Robot Game at Lego Tournament
- Research and Teamwork Awards at Lego Tournament
- 1st Place in Robot Design and 5th Place in Robot Game. The team was chosen among the top four teams (of 22 competing teams) and qualified to compete in the Los Angeles Championship FLL tournament
- Semi-Finalist Winner for Dean’s List at Robotics Competition
- **2019**
 - Kern County Fair 1st Place Theme Winner, 1st Place Winner in Sculpture, 1st & 4th Painting, 3rd Pen & Ink
 - 1st Place Winner at Karen Romano Young’s Science Comic Contest – Student’s work was published in the April issue of Muse Magazine and featured in an online post from Science Friday
 - First Lego League nomination to advance to Central Valley Championship
 - California Arts Scholar (CSSSA) Winner
 - Congressional 2nd Place Winner in Computer Generated category
 - Kern County Fair Winner in Best in Division, Youth
 - Bakersfield Art Association Recognition Winner
 - 1st Place Winner - TVAA Youth Art Contest
 - West Art Region-at-Large Gold Key winner, Silver Key winner, and Honorable Mention
 - 2nd Place Winner – Chess Tournament

Meets Renewal Criteria

According to Education Code Section 47607, “the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Education Code Section 47607(a)(3)(A). For this purpose, “all groups of pupils served by the charter school” means a numerically significant pupil subgroup as defined by paragraph (3) of subdivision (a) of Education Code Section 52052, served by the charter school.” Education Code Section 47607(a)(3)(B).

For a charter to be renewed, the current Education Code requires that a charter school shall meet at least one of the following criteria:

1. Attained its Academic Performance Index (“API”) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. Education Code Section 47607(b)(1)-(4).

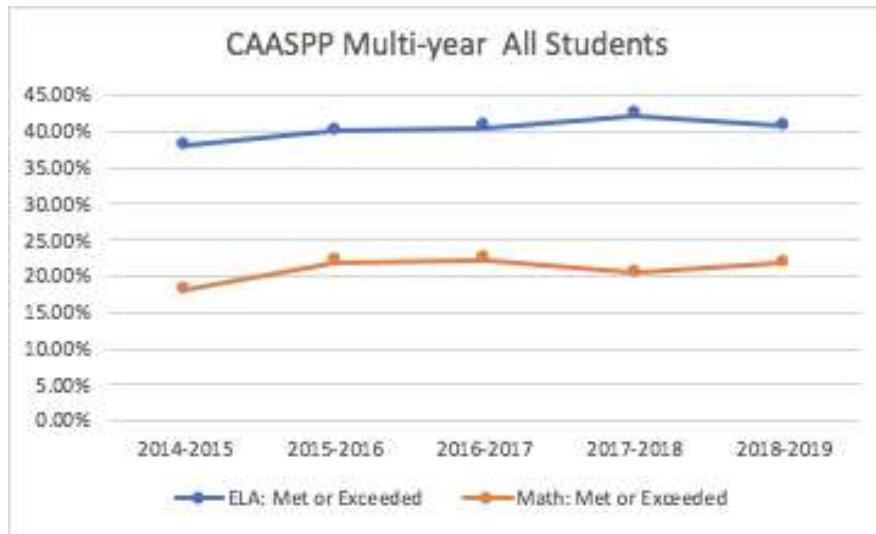
As a result of API being obsolete, the Legislature provided a new charter renewal criterion as it relates to academic achievement in Education Code Section 52052(f):

- “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Education Code Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.

The tables and information below demonstrate that Valley Oaks Charter School meets the minimum criteria for renewal.

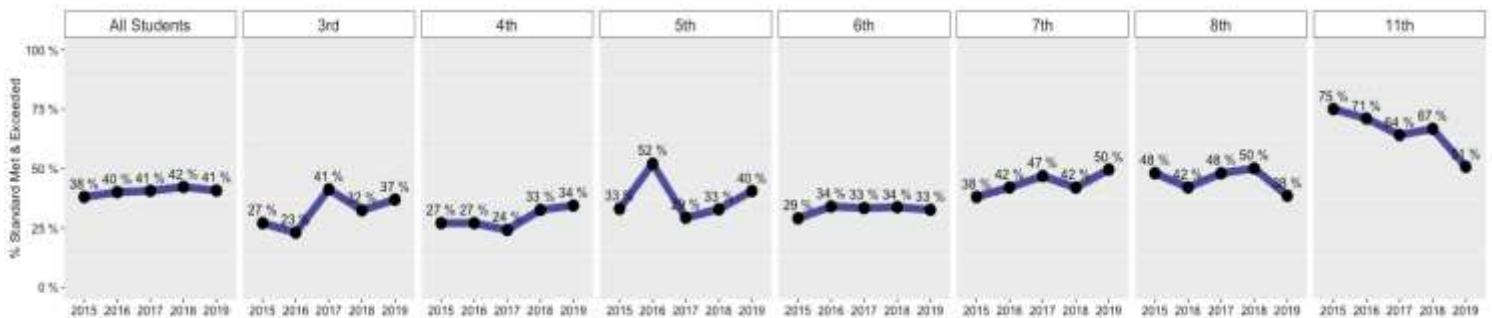
As demonstrated below, schoolwide CAASPP results for Valley Oaks Charter School shows an increase in the percent of all students meeting or exceeding the standard from 2014/15 through 2018/19, with the maintenance of growth, even with the change in demographics:

Academic Year	ELA: Met or Exceeded	Math: Met or Exceeded
2014-2015	38.0%	18.0%
2015-2016	40.0%	22.0%
2016-2017	40.58%	22.21%
2017-2018	42.23%	20.47%
2018-2019	41.0%	22.0%

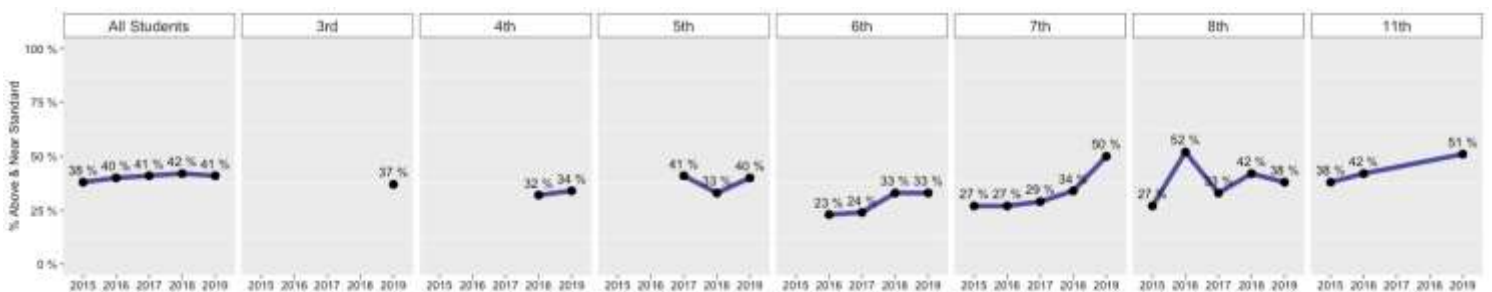


COHORT Growth chart provided by the Kern County Office of Education shows improvements by grade levels at a higher rate than all students for ELA, and at a higher rate for most grade levels for math.

Overall Achievement – English Language Arts/Literacy:



Overall Achievement – Mathematics:



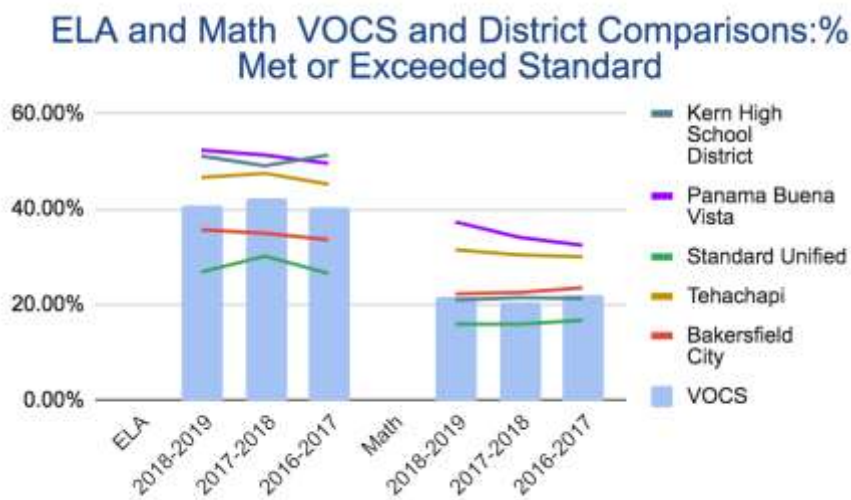
Additionally, according to the California Charter School Association (CCSA) Academic Accountability Report, Valley Oaks Charter School has continued to perform as well as or better than similar schools across the state. CCSA's State Rank, "measures a school's average status on the Distance from Level Three (DFA) performance compared to other schools across the state". The Similar Students Rank, "measures how well a school performs on the CAASPP compared to a demographically controlled prediction for that school".

CCSA School Rank and Similar Students Rank For Valley Oaks Charter School.

*Please note the steady increase in the similar schools rank from 2015/16 to 2017/18, while, as noted in the demographic chart on page 57, the percent of students with disabilities, EL students, and students classified as SED also increased.

Academic Year	State Rank	Similar Students Rank
2015-2016	3	1
2016-2017	3	2
2017-2018	2	3

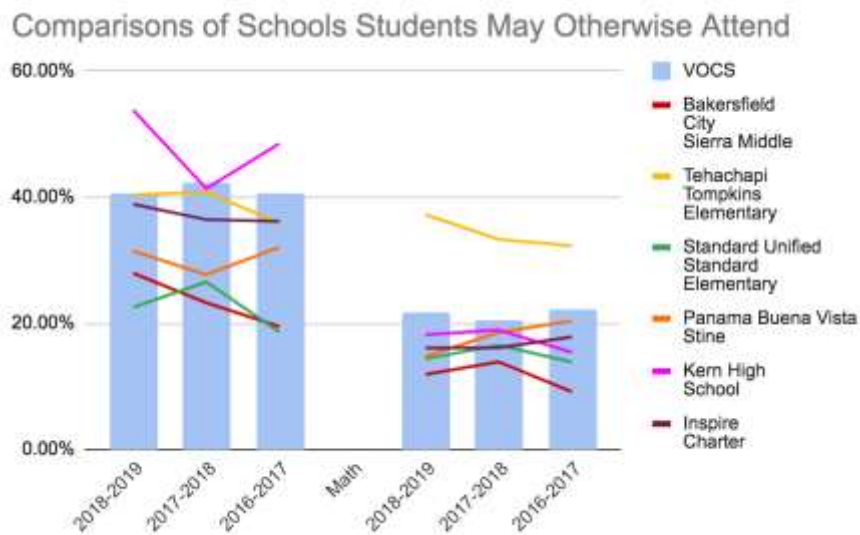
Although VOCS did not need to compare itself to the districts it serves, stakeholders felt it was important to show that VOCS performs in the mid-range compared to surrounding districts. The following graph is the CAASPP comparison of students who met or exceeded standards to the districts VOCS students, with similar demographics, would otherwise attend and are represented as horizontal lines.



<u>ELA</u>	VOCS	Bakersfield City	Tehachapi	Standard Unified	Panama Buena Vista	Kern High School District	Inspire Charter
2018-2019	40.68%	35.66%	46.63%	26.84%	52.33%	51.14%	38.89%
2017-2018	42.23%	34.98%	47.50%	30.19%	51.30%	49.07%	36.46%
2016-2017	40.58%	33.62%	45.25%	26.57%	49.57%	51.34%	36.20%
<u>MATH</u>	VOCS	Bakersfield City	Tehachapi	Standard Unified	Panama Buena Vista	Kern High School District	Inspire Charter
2018-2019	21.73%	22.28%	31.49%	15.95%	37.34%	21.00%	16.12%
2017-2018	20.47%	22.57%	30.44%	15.98%	34.15%	21.51%	16.16%
2016-2017	22.21%	23.55%	30.06%	16.75%	32.44%	21.34%	17.86%

The following graph is a sample of schools within the districts VOCS students would otherwise attend.

*Please note that the horizontal lines reflect the scores of the comparison schools.

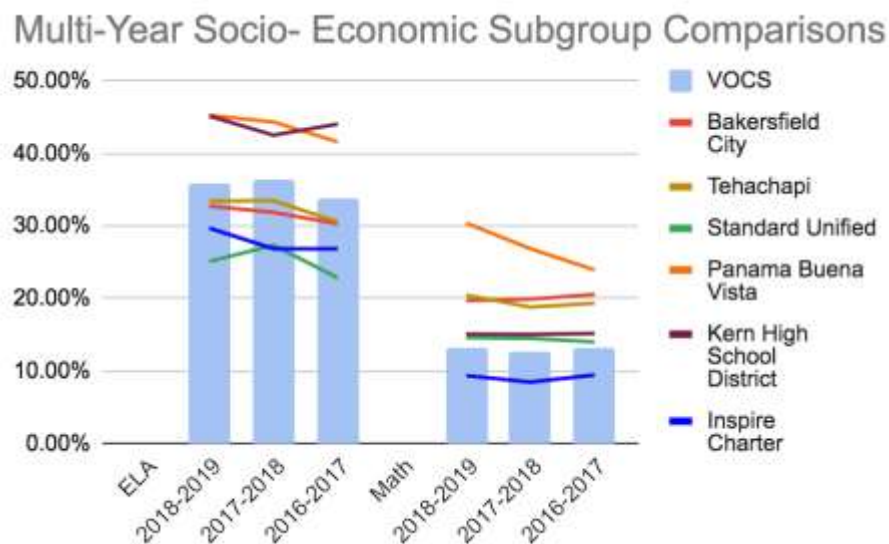


<u>ELA</u>	VOCS	Sierra Middle	Tompkins Elementary	Standard Elementary	Stine Elementary	North High	Inspire Charter
2018-2019	40.68%	27.98%	40.36%	22.56%	31.47%	53.79%	38.89%
2017-2018	42.23%	23.28%	40.84%	26.57%	27.71%	41.38%	36.46%
2016-2017	40.58%	19.51%	35.87%	18.66%	32.08%	48.48%	36.20%

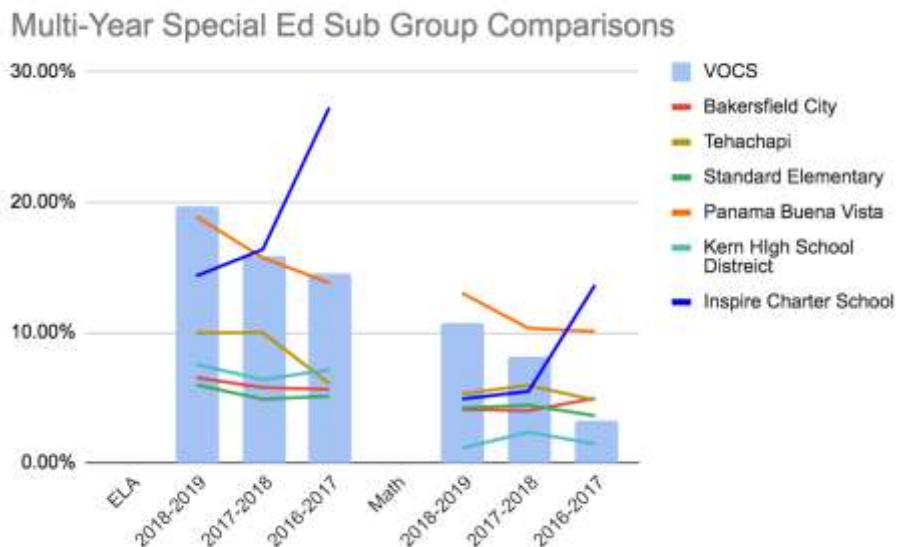
<u>MATH</u>	VOCS	Sierra Middle	Tompkins Elementary	Standard Elementary	Stine Elementary	North High	Inspire Charter
2018-2019	21.73%	11.93%	37.24%	14.39%	14.79%	18.21%	16.12%
2017-2018	20.47%	13.92%	33.33%	16.54%	18.58%	18.97%	16.16%
2016-2017	22.21%	9.18%	32.30%	13.89%	20.40%	15.44%	17.86%

The following chart compares the achievement for the subgroup for economically disadvantaged students of VOCS with the achievement of districts those students may otherwise attend.

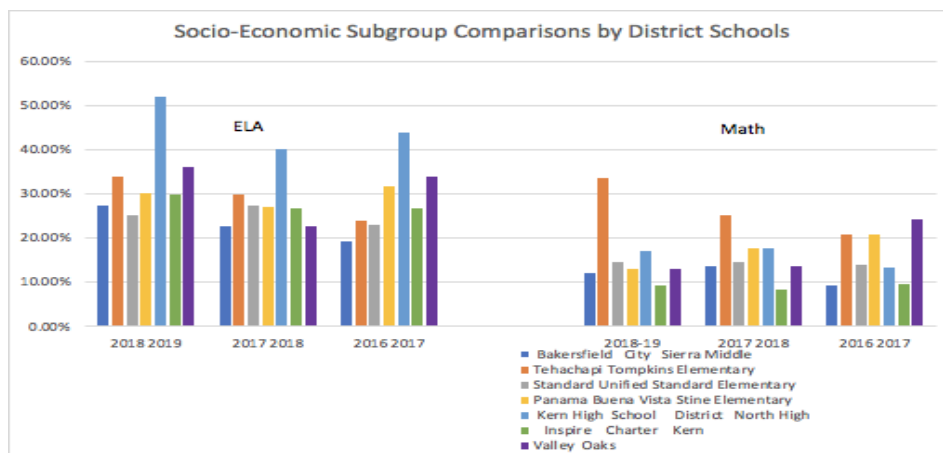
**Note that VOCS is substantially higher than most districts in ELA for each year, and is above the other similar homeschool program, Inspire and competitive with two of the five districts for all three years in math.

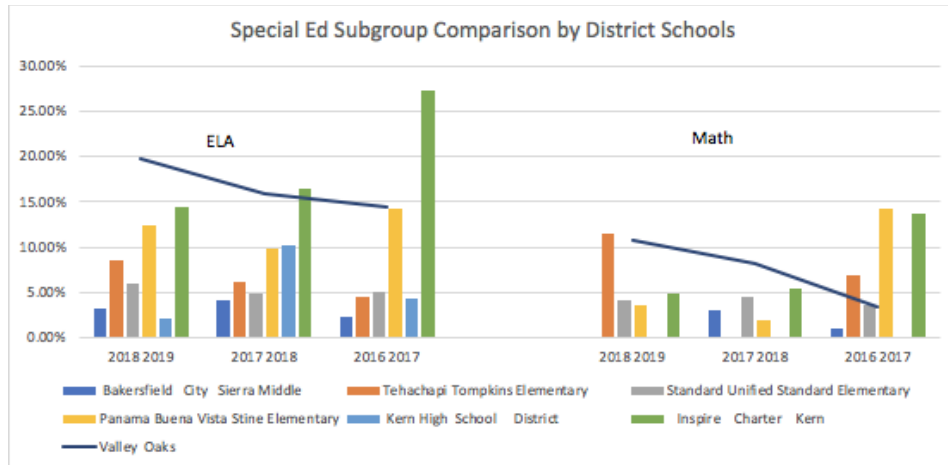


The chart below demonstrates that VOCS has made steady growth with the education of the Special Education population and scores higher than all districts and similar schools in ELA and higher than most districts and similar schools in math.



The following graphs compare both the Socio-Economic Disadvantaged (SED) and Special Education (SPED) subgroups within a sampling of district schools where VOCS students might attend. There is not a significant number of EL students to make a subgroup, so no comparison is included for that student group.



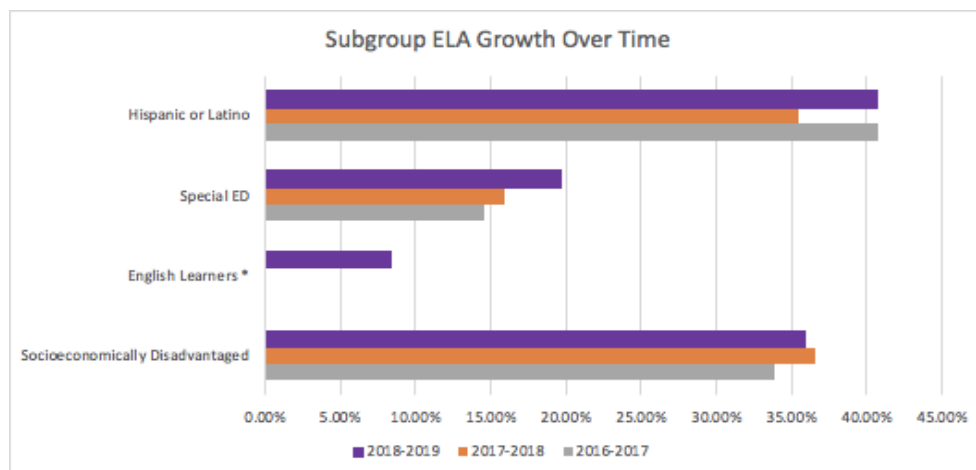


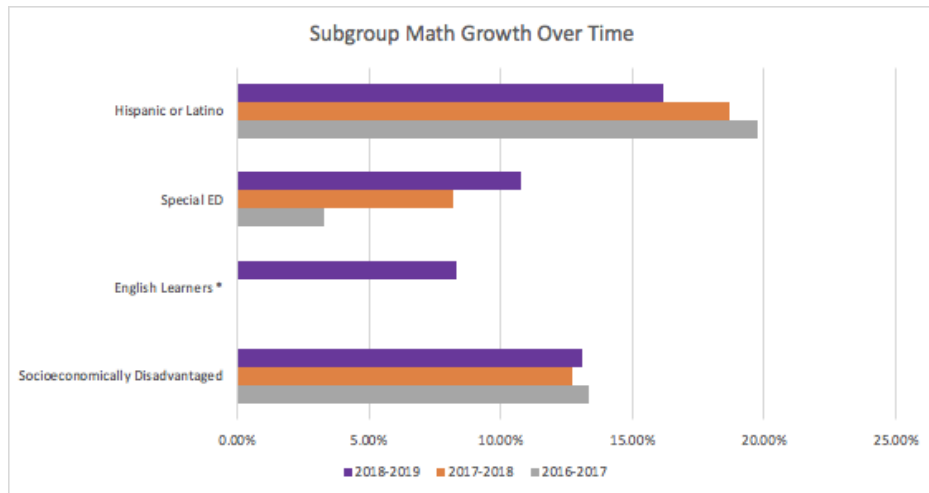
The percentage of students in the subgroups at Valley Oaks Charter who Met or Exceeded standards on the CAASPP has *increased* in both ELA/Literacy and Math between 2015 and 2019.

*Please note that EL information on growth is being shared even though EL is not a subgroup since it does not have the significant numbers required.

ELA/Literacy	Socioeconomically Disadvantaged	English Learners *	Special Education	Hispanic or Latino
2018-2019	35.94%	8.33%	19.70%	40.72%
2017-2018	36.53%	0%	15.87%	35.48%
2016-2017	33.89%	NA	14.51%	40.76%

* English Learner does not have enough students to be identified as a subgroup. Due to the change to the ELPAC assessment, there is no comparison of scores between 2018 and 2019.

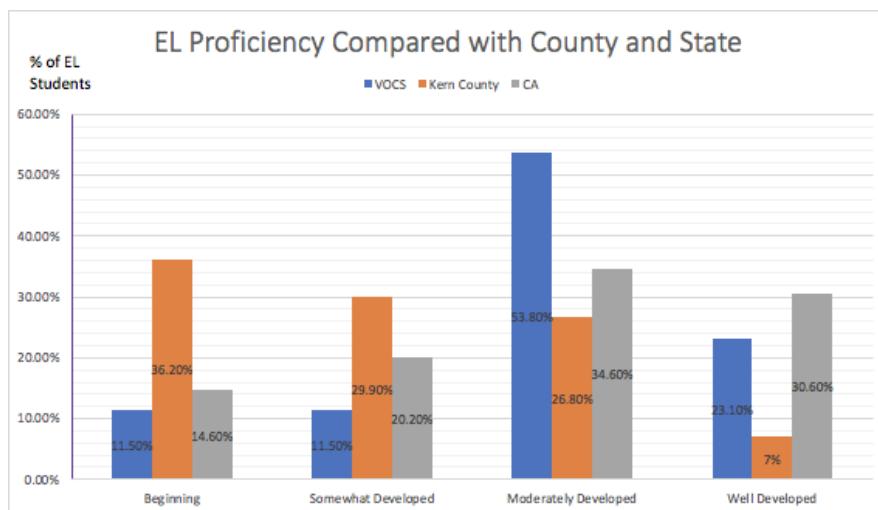


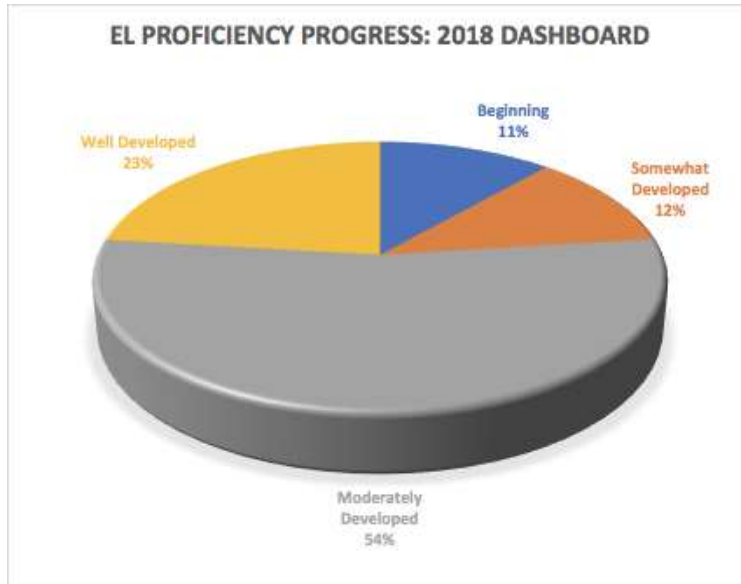


Mathematics	Socioeconomically Disadvantaged	English Learners *	Special Education	Hispanic or Latino
2018-2019	13.09%	8.33%	10.77%	16.17%
2017-2018	12.72%	0%	8.20%	18.71%
2016-2017	13.33%	NA	3.28%	19.73%

* English Learner does not have enough students to be identified as a subgroup. Due to the change in the ELPAC assessment, there is no comparison of scores between 2018 and 2019.

ELPAC comparison scores for 2018 taken from the California School Dashboard 2018 show that VOCS students outperform both the County and the state in English Learner Progress. (2019 scores are not yet available)

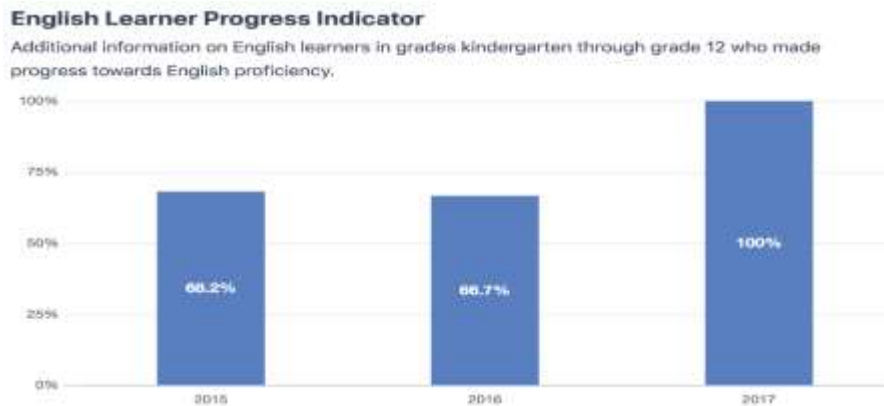




* Please note the assessment was changed in 2018-19 to ELPAC as noted by the results above.

CELDT Assessments and EL progress 2015-2017

The percentage of EL students who made progress towards English proficiency *increased* between 2015 and 2019 and is competitive with the County and the state. Please see the charts below.



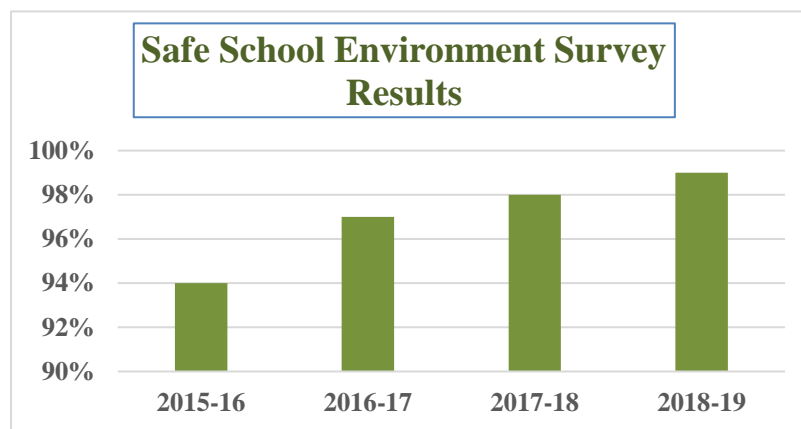
CELDT Assessments and EL progress from 2015-2017.

*Please note the assessment was changed in 2018-19 to ELPAC as noted by the results above.

The percentage of students schoolwide in the Not Met in EL category on the CAASPP decreased in Math between 2015 and 2018 and stayed the same in ELA while the numbers of EL students increased, meaning Valley Oaks Charter is *increasing student achievement* by closing the achievement gap.

CAASPP	ELA: Not Met	Math: Not Met
2015-2016	No Score	No Score
2016-2017	No Score	No Score
2017-2018	75%	100%
2018-2019	75%	91.67%

- VOCS suspension rate has been maintained at 0% and stays in the Blue on the CA Dashboard and the school's rates are lower than the County and statewide average (Appendix B).
- A majority of VOCS students report a positive school climate as measured by the VOCS Annual Survey (Appendix K).
- VOCS has never expelled a student, which shows the school is increasing the positive school climate (Appendix B).
- Recent survey results indicate Valley Oaks Charter School environment as "Safe" or "Very Safe" and have increased over the years:



- VOCS has maintained at least a 99% average daily attendance rate over the last four years. As reported in the CDE's Chronic Absenteeism Rate report, VOCS chronic absenteeism rate is lower than the county and lower than the Districts that students would otherwise be required to attend.

Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Valley Oaks Charter	1,352	1,261	0	0.0%
Kern County Office of Education	7,868	6,455	1,599	24.8%
Kern	198,941	196,286	21,623	11.0%
Statewide	6,329,883	6,258,845	755,950	12.1%

- VOCS students are *making gains* in Physical Fitness, as measured by the Fitness Gram Physical Fitness Test as seen in the following chart:

State: [California](#)
 County: [Kern](#)
 District: [Valley Oaks Charter](#)
 School: [Valley Oaks Charter](#)

2017-18 California Physical Fitness Report Overall - Meeting Healthy Fitness Zone¹ Summary of Results Valley Oaks Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ²	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ²	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ²
5 of 6 fitness standards	6	12.8	12.8	10	22.7	22.7	5	7.7	7.7
5 of 6 fitness standards	13	27.7	40.5	14	31.8	54.5	22	33.8	41.5
4 of 6 fitness standards	17	36.2	76.7	9	20.5	75.0	24	36.9	78.4
3 of 6 fitness standards	8	17.0	93.7	6	13.6	88.6	8	12.3	90.7
2 of 6 fitness standards	2	4.3	98.0	4	9.1	97.7	3	4.6	95.3
1 of 6 fitness standards	1	2.1	100.0	1	2.3	100.0	2	3.1	98.4
0 of 6 fitness standards	0	0.0	100.0	0	0.0	100.0	1	1.5	99.9
Total tested ³	47	100.0	N/A	44	100.0	N/A	65	100.0	N/A

- VOCS Graduation Rate has increased and is competition with Kern County and the State as seen in the following chart:

Name	Cohort Students		Cohort Graduates		Cohort Graduation Rates	
	2017-18 Four-Year Cohort Students	2018-19 Five-Year Cohort Students	2017-18 Four-Year Graduates	2018-19 Five-Year Graduates	2017-18 Four-Year Graduation Rate	2018-19 Five-Year Graduation Rate
Valley Oaks Charter	65	65	54	55	83.1%	84.6%
Kern County Office of Education	696	699	305	384	43.8%	54.9%
Kern	14,016	14,050	12,023	12,525	85.8%	89.1%
State	504,073	504,375	418,205	431,423	83.0%	85.5%

Projected Enrollment for Valley Oaks Charter School:

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TK/K (106)	90	90	90	90	90
1 st (82)	85	85	85	85	85
2 nd (51)	60	60	60	60	60
3 rd (71)	70	70	70	70	70
4 th (66)	70	70	70	70	70
5 th (75)	75	75	75	75	75
6 th (123)	115	115	115	115	115
7 th (107)	110	110	110	110	110
8 th (112)	115	115	115	115	115
9 th (89)	90	90	90	90	90
10 th (76)	80	80	80	80	80
11 th (79)	80	80	80	80	80
12 th (72)	75	75	75	75	75
Total (1,109)	1,115	1,115	1,115	1,115	1,115

ELEMENT ONE: EDUCATIONAL PROGRAM

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.
Education Code Section 47605{b}{5}{A}{i}

Mission Statement

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

Description of the Educational Program

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

TK-8 Program

Valley Oaks Charter School (VOCS) is committed to supporting homeschool families in delivering a meaningful, standards-based education to their children. In the TK-8 program, the parent is the primary teacher and is referred to as the "Parent Educator". VOCS provides curriculum, which may include state-adopted textbooks, parent selected materials, and/or on-line programs. Additionally, VOCS supports Parent Educators by providing support resources and materials, math and science kits, literature units, library and internet resources, instructional guidance, parent workshops, and a variety of optional enrichment experiences on each campus. VOCS is very passionate about supporting Parent Educators and strives to provide a variety of resources that will support them in their homeschool endeavors.

By respecting and valuing parent choice and giving parents a chance to tailor an education to fit their children's individual needs, students at VOCS are educated one child at a time. VOCS credentialed teachers work closely with each Parent Educator to support them as they educate their children at home. Each TK-8 student is assigned a Resource Teacher (RT), who collaborates with

the Parent Educator to develop the student's individual learning plan. Additionally, the RT advises the Parent Educator on curriculum options, resources, instructional methods, and assessment selections. Although Parent Educators are guided by the RT, parents take responsibility for making day-to-day curriculum, instructional, and assessment choices. California Common Core State Standards are used as a guide to help with the instructional day, along with the individual needs and interests of the student.

Under the guidance of the RT, Parent Educators must provide personalized instruction and work with their children daily, for the 180 days of school attendance. At the mandatory progress/assignment (table) meetings, the RT and Parent Educator strategize on how to accommodate each child's specific individual learning needs while still meeting the learning objectives. These needs are met by finding ways to present lessons, oversee learning, integrate standards, assess knowledge, and add supplemental assignments and projects. The RT may also conduct informal assessments during the progress/assignment meetings.

Parent Educators are also responsible for evaluating and submitting their student's work to the RT every reporting period. Parent Educators must provide feedback to their student and assessments are required throughout the school year. In addition to assessments given in the home, VOCS students are administered the Star Renaissance assessments in both English Language Arts and Math, the K-1 assessment, and the CAASPP test in the spring. All assessments provide valuable information to both the RT and Parent Educator and can be used to suggest interventions either provided by VOCS (tutoring sessions, SST meetings, accelerated math, etc.) or interventions the Parent Educator can implement in the home. Due to the unique structure of VOCS, a "one-size fits all" curriculum is not mandated, and Parent Educators remain the authority over any material affecting their child's attitudes, values and beliefs. It is VOCS obligation to ensure students meet the educational objectives of the academic standards adopted by the state.

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

VOCS seeks to provide and offer numerous educational options and opportunities to assist parents who have opted to homeschool. These opportunities can be individualized to each student's learning style, skill set, and academic potential and may include:

Agriculture

Participating in Hokit Farm at Valley Oaks Charter School teaches students about science and a positive work ethic. Students learn the basics of animal and plant production, plant propagation, composting, and animal care. Classes are conducted on the grounds during the enrichment class times and at other times arranged with the agriculture teachers.

Camps at VOCS

VOCS provides opportunities for students to learn academic subjects while attending a variety of camps held throughout the school year. These camps give students hands-on learning experiences

while learning “outside the box,” and it provides a chance for students to engage in cooperative learning. Examples may include Farm Camp, Science Camp, History Camp, or STEAM Camp.

Camp KEEP (Kern Environmental Education Program)

Camp KEEP stands for Kern Environmental Education Program, and this five-day field trip is open to 6th grade students. The curriculum directly correlates with the Next Generation Science Content Standards, and a professionally trained staff of naturalists, food service workers, and maintenance personnel manage the day-to-day operations. Camp KEEP is an outdoor environmental program that helps children understand the natural world. Students learn first-hand about many unique ecosystems and return with an increased awareness of their environment and their responsibility to manage it wisely. The ocean, tide pools, and dunes serve as a laboratory where students will be involved in nature study, recording and analyzing data and sharing newfound information which will help them understand and appreciate themselves more fully. Campers enjoy daily hikes, adventures, and campfire programs.

Clubs

Clubs at VOCS provide opportunities for students with similar interests to meet and participate in activities on the school campus. Clubs focus on communication, leadership, and teamwork skills and all students enrolled at VOCS are invited to join. Examples of clubs may include:

- Battle of the Books
- Chess
- Choir
- Drama
- Journalism
- Jr. ASB
- Lego Robotics
- Newspaper Club
- Sports & Fitness
- STEAM
- Story Writer's Club
- VEX Robotics

Constitution

Valley Oaks Charter School students are expected to pass a four-part Constitution test to "walk" at Graduation. Ten weeks of enrichment classes are provided to prepare the students and administer the tests. In Tehachapi, students are also required to take a Constitution Research Report class, which is considered a transition class for High School.

County Competitions

An integral part of the VOCS education is community collaboration with a variety of organizations throughout Kern County, including school county competitions. VOCS students have the opportunity to participate in Kern County competitions that may include:

- Battle of the Books
- First Lego League
- Geography Bee
- History Day
- Knowledge Bowl
- Math Olympiad and Math Field Day
- Oral Language
- Science Fair
- Spelling Bee
- Vex Robotics

Drama

In conjunction with local community theaters, Valley Oaks Charter School students are invited to take drama lessons and be a part of a performance at the end of each semester. Each semester, students learn performance, set and design, staging, costuming, and other drama related skills. Classes vary and include but are not limited to pantomime, improvisation, reader's theater, scene study, and one-act plays.

Enrichment Classes (optional)

Valley Oaks Charter School believes that all students learn best by using a variety of settings. VOCS offers optional enrichment classes where credentialed teachers provide classroom instruction and group activities for students who are primarily educated in their homes. There are several premises for providing these optional enrichment classes:

- Gives students the “classroom” experience in the absence of grade level peers in the home.
- Provides students the opportunity to take classes from credentialed teachers, allowing parents time to observe and gather strategies and techniques that can be used in the home environment.
- Provides subjects that are difficult to teach in the home environment (team sports, reader’s theater, science labs, group projects, etc.).
- Teaches courses that some parents may have difficulty teaching (algebra, writing, music, foreign language), and/or subjects such as ceramics and sewing.
- Provides an outlet for student socialization.

Field Trips

Field trips are an important part of the education of each child. These trips are aligned to the state standards and grade level content. Parent Educators are encouraged to investigate the community resources and arrange experiences for their children that support their education. Parent Educators are also encouraged to review the educational materials that are given as hand-outs at the time of registration with their children.

Junior High Academy/Middle School Program

Both the Junior High Academy (Bakersfield site) and the Middle School Program (Tehachapi site) are designed to prepare students for high school, as well as to give Parent Educators and students support in math and writing. Classes are held two days a week and students are expected to complete all of the assigned coursework. At the Junior High Academy, three different levels of math are offered and include a remedial class, a 7th grade standards-based class, and an 8th grade standards-based class. Also, writing classes offer a foundation’s based class and a junior high level class, which are designed to expand and refine student writing. In addition to the support for math and writing, the Middle School program offers students a variety of classes, including academic subjects such as Earth, Life, and Physical Science, Jr. Great Books Literature, Writing, Debate, Conversational Spanish, and history-themed classes such as Vikings or Medieval Times. Additionally, a Constitution Class is offered to eighth-grade students to assist them with this VOCS requirement. All of these classes are designed to provide experiential and collaborative opportunities for students in a classroom setting, as well as prepare them for high school.

Museum Memberships

To integrate museum learning into students’ individual learning plans, Valley Oaks Charter School works closely with local museums. Annually, VOCS issues museum memberships to enrolled families. This community partnership enables students to enhance their learning opportunities through the use of these facilities, along with other ASTC museums throughout the nation.

Sports

Valley Oaks Charter School partners with other schools and organizations within the community, which allows VOCS students the opportunity to participate in team sports such as basketball, football, track, and volleyball.

Vendor Services Program

To supplement home instruction, Valley Oaks Charter School offers a Vendor Services Program where local businesses provide classes to VOCS students, which may include art, dance, music, sports and athletics, STEAM, and/or technology classes. The school strives to provide top quality programs within its own structure and continues to allow parents to seek out class instruction for those who desire to participate in community-based instruction.

High School Program

Valley Oaks High School (VOCS) is dedicated to creating an educational path that best suits the needs of every high school student. Academic enrichment classes are offered in both core subjects and electives to better serve homeschooling families. An option for parent-directed courses is also available where parents are assisted in selecting their own curriculum for their students. Valley Oaks High School encourages a team effort amongst advisors, parents, and students to ensure every student is successful while attending VOCS. Although the high school program is different from the TK-8 program, parents are also referred to as the “Parent Educator”. Parent Educators work with VOCS credentialed teachers and facilitate the learning at home.

Every student is assigned an advisor at VOCS High School. Advisors assist Parent Educators and students in planning their four years of high school, including class schedules, graduation requirements, college and career readiness, and extra-curricular activities. Advisors also assist with the student’s individual learning plan and help Parent Educators decide which academic pathway of instruction their student will be taking while attending VOCS High School. Students can choose to solely take one academic pathway, or complete their education requirements with a combination of two or more academic pathways. Possible academic pathways may include:

- **Classes at VOCS**
 - Overview:
 - Students attend classes twice a week, which is required (38 weeks).
 - Direct instruction is given in core classes and electives.
 - Weekly attendance is expected.
 - Weekly agendas provide daily assignments and support for the home-educator.
 - In-class assessments are given.

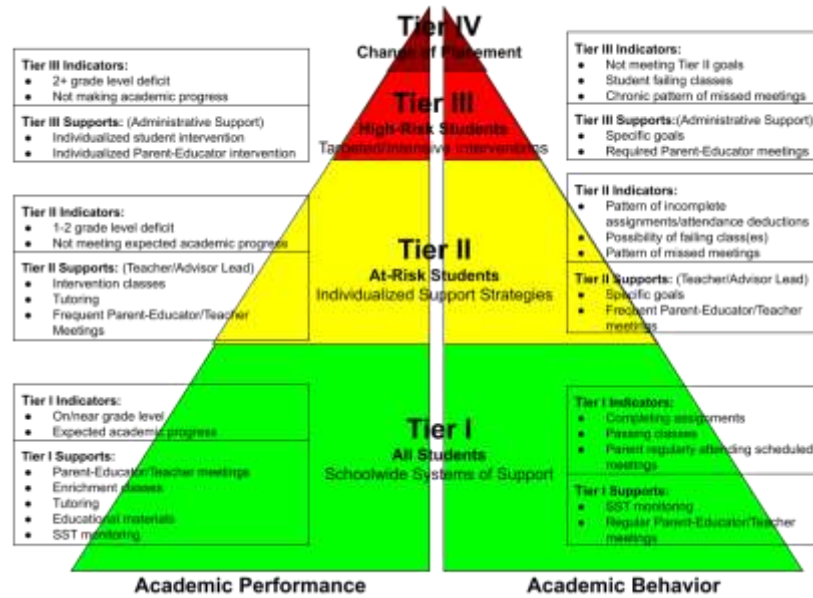
- Work samples are submitted by academic teachers.
- Tutoring is available to all students.
- Parent Educators Responsibilities:
 - Create their student's daily schedule of work for each class.
 - Teach lessons or send their students to tutoring, as needed.
 - Fulfill Parent Educator expectations for grading.
 - Provide feedback to their students on completed work.
 - Communicate with student and Academic Teacher.
 - Access Aeries Parent Portal.
- Student Responsibilities:
 - Complete daily work as a self-directed, motivated student.
 - Review/Prepare for classes.
 - Follow Parent Educator's guide.
 - Attend classes and participate while at VOCS.
 - Communicate with Parent Educator and Academic Teacher.
 - Participate in class activities through on-line resources.
- **Independent Study**
 - Subjects are available by using textbooks or online resources.
 - Students must work with the Independent Study teacher and submit completed work.
 - Parent Educators are responsible for facilitating their student's learning and work completion at home.
 - Parent Educator is expected to work with VOCS staff to ensure the success of their students.

- **Parent Directed Homeschooling**

- Rather than participate in the VOCS class course curriculum, the student is enrolled in a course that is designed by the Parent Educator and is aligned with State Standards.
- One or more Parent Directed Courses may be developed for any course that is offered at VOCS.
- Courses must be approved by the Academic Teacher prior to the semester
- Parent Educator is completely responsible for making day-to-day curriculum, instructional, and assessment choices.
- Periodic assessments proctored and corrected by VOCS Academic Teachers are required.

Along with the academic pathways mentioned above, students can take advantage of Valley Oaks' concurrent enrollment program by taking college and/or on-line courses. Online courses, private vendors, and concurrent enrollment at local community colleges may be utilized on a contract basis to provide instruction for classes that cannot be offered in an independent-study format or at a VOCS campus. These courses may include but are not limited to art, dance, gymnastics, fitness and, physical education programs, foreign-language instruction, high-level academic courses, drama, and music.

VOCS High School is also very passionate about ensuring that all students are successful while attending school. High school can be a challenging time for some students, so VOCS has created a variety of support services to assist with these challenges. VOCS credentialed teachers are available for tutoring sessions in their specific subject area at either designated tutoring times or individually scheduled meetings. Also, students can receive assistance from the Career Associate or School Counselor for both academic and social/emotional needs. Lastly, VOCS has created a tiered intervention model to help struggling students become successful at VOCS. This tiered intervention model centers the student's success and focuses on their academic progress and adherence to school expectations.



Tiered Intervention

Tiered Intervention is based on student performance in regard to meeting the requirements of the Master Agreement.

Tier I Intervention: Subject Teacher is the primary source of student support.

- Students are:
 - Completing assignments
 - Passing classes
- Teachers are:
 - Providing support
 - Submitting Student Study Team (SST) notices, as needed
- Advisors are:
 - Monitoring students monthly and with weekly notices
 - Responding to SST notices, as needed
- Students may be moved to Tier II Intervention if they:
 - Show a pattern of incomplete assignments
 - Have low grades on assignments/tests
 - Are in danger of failing a class

Tier II Intervention: Advisor is the primary source of student support and works with the subject teacher.

- When students are moved to Tier II:
 - Advisor sends Tier II Letter to Parent Educator with the reason(s) and goal(s)
 - Advisor calls Parent Educator/student with reasons/goals
 - Advisor emails subject teachers of the reasons/goals
 - Front staff updates discipline screen in Aeries updated with reasons/goals/dates
- Students and Parent Educators are:
 - Working together to meet goals
 - Working with subject teachers to meet goals
 - Meeting/speaking with Advisor to monitor goals
- Subject Teachers are:
 - Working with Advisor to provide support
 - Providing SST notices as needed and related to goals
- Advisors are:
 - Providing support to Parent Educator/student
 - Monitoring student progress towards Tier II goals
- Students may be moved to Tier III Intervention-Academic Probation if:
 - They do not meet Tier II goals
 - New issues arise that would place them in Tier III

Tier III Intervention-Academic Probation: The administrator is the primary source of student support and works with the subject teacher and advisor.

- When students are moved to Tier III the:
 - Administrator sends a letter to the parent with the reason(s) and goal(s)
 - Administrator calls parent/student with reasons/goals
 - Administrator schedules initial meeting between student, Parent Educator, and administrator
 - Front staff updates discipline screen in Aeries updated with reasons/goals/dates
 - Administrator emails subject teachers of placement and goals
- Students/Parent Educators are:
 - Placed on Academic Probation
 - Working toward meeting goals
 - Meetings with Administrator to monitor goals
- Teachers are:
 - Working with Administrator to provide support
 - Providing SST notices as needed and related to goals

- Administrators are:
 - Providing support to the student, Parent Educator, and subject teacher(s)
 - Monitoring progress towards Tier III goals
- Student may be moved to Tier IV, Involuntary Disenrollment if:
 - They do not satisfactorily meet Tier III goals, or Administrator may permit an additional Academic Probation period
 - Student will be moved to Tier IV, Involuntary Disenrollment upon unsuccessful completion of a second probationary period

Tier IV Involuntary Disenrollment:

- When students are moved to Tier IV the:
 - Administrator sends certified letter notifying home-educator of disenrollment date
 - Administrator emails subject teachers of the impending disenrollment
 - Front staff updates disciple screen with disenrollment date
- Parent Educators are:
 - Enrolling student in another educational setting; or
 - Petitioning for an appeal with a neutral KCSOS administrator, per Involuntary Disenrollment Procedures

High School Graduation Requirements

The aspiration of Valley Oaks Charter School (VOCS), in partnership with the community, is to provide an exceptional education that prepares students to be successful members of our democratic society. Therefore, the graduation requirements stated below have been established. The graduation requirements encompass the knowledge, abilities, and experience necessary to develop the essential aptitudes and skills of successful participants in today's society: behavior of character, communication, citizenship, intellect, self-direction, teamwork, well-being, and productivity. Each student must complete a minimum of 220 semester units.

Subjects/Units Required for Graduation:

	Requirements	A-G (Cal State/UC)	VOCS Graduation Requirements	Credits
A	Social Sciences	2 Years	3 Years (1-World History/1-US History 1-Gov & Econ)	30
B	English/Language Arts	4 Years	4 Years	40
C	Math*	3 to 4 Years	3 Years (1-Algebra)	30
D	Science	2 to 3 Years	2 Years (1-Life Science/1-Physical)	20

E	Foreign Language	2 to 3 Years	1 Year (Foreign Language or Visual/Performing Arts)	10
F	Visual/Performing Arts	1 Year		
G	Electives	1 Year	Units will vary to equal a minimum of 220	50
	Physical Education		2 Years	20
	Health Career Education		1 Semester for each	10
	Technology Senior Seminar		1 Semester for each	10
	TOTAL:			220

***Algebra Requirement:** (Education Code 51224.5)(b)

Commencing with the 2003-04 school year and each year thereafter, at least one course, or a combination of two courses, in mathematics is required to be completed pursuant to subparagraph (B) of paragraph (1) of subdivision (a) of Section 51225.3 by pupils while in grades 9 to 12, inclusive, prior to receiving a diploma of graduation from high school, shall meet or exceed the rigor of the content standards for Algebra I, as adopted by the State Board of Education pursuant to Section 60605.

A – G Course List

Valley Oaks Charter School offers a list of classes that meets the A – G admission requirements for the University of California and the California State University. The list is updated yearly and the VOCS staff is available to assist students aspiring to attend a California public University. To view the list of Valley Oaks Charter School courses that are A – G approved, visit the UC A – G website at <https://hsarticulation.ucop.edu/agcourselist>.

College and Career Readiness

College and career ready means that students graduate from Valley Oaks Charter School (VOCS) prepared to enter and succeed in postsecondary prospects, whether it is college or career. To be college and career ready, students must graduate with the knowledge, skills, and dispositions necessary to succeed. Career Education, Internships, Work Experience, and ROC Partnerships assist students with this preparation. Additionally, VOCS provides different opportunities to achieve this goal including:

- Administering the PSAT in October.
- Administering the ASVAB.
- Advertising College Night at Rabobank Arena.
- Assisting students with the FAFSA process.

- Delivering *Get Focused Stay Focused* program
- Developing Career Technical Education pathways.
- Encouraging concurrent enrollment at local Community Colleges.
- Maintaining the A-G status of college preparation classes.
- Meeting with VOCS counselors.
- Offering concurrent enrollment classes on campus.
- Presenting Youth2Leaders financial aid workshops.
- Providing financial aid workshops to both students and Parent Educators.
- Visiting a variety of colleges.

Accreditation, Transferability of Courses and Notice to Parents

Pursuant to Education Code Section 47605{b}{5}{A}{iii}, Valley Oaks Charter School will achieve and maintain accreditation by the Western Association of Schools and Colleges (WASC), making the courses offered by the charter school transferable. Parents of high school students will be informed of this WASC accreditation and transferability of courses through information on the school website, information included in the student/parent handbook, in school orientation meetings, and in interactions with the staff of Valley Oaks Charter School.

Extra-Curricular Activities and Clubs

Participating in extra-curricular activities and clubs are not only a fun way to meet new friends and visit with old friends, but they are also a very important part of life and college preparation. It can be a great opportunity for students to meet people with similar interests and passions, to expand leadership skills, and to spend time participating in activities that students enjoy. Student's involvement in clubs, activities, and organizations provides instant access to new social networks, job opportunities, and another outlet for pursuing interests beyond the academic classroom. Extra-curricular activities and clubs may include:

- ASB/Student Council
- Build a Plane
- Career Days
- College/Field Trips
- Community Service Opportunities

- Dances
- High School Choir
- High School Drama
- Interact Club
- Robotics Team
- Social Activities
- Yearbook

Museum Memberships

In order to integrate museum learning into students' individual learning plans, Valley Oaks Charter School works closely with local museums. Annually, VOCS issues museum memberships to enrolled families. This community partnership enables students to enhance their learning opportunities through the use of these facilities, along with other ASTC museums throughout the nation.

Vendor Services Program

To supplement home instruction, Valley Oaks Charter School offers a Vendor Services Program where local businesses provide classes to VOCS students, which may include art, dance, music, sports and athletics, STEAM, and/or technology classes. The school strives to provide top quality programs within its own structure and continues to allow parents to seek out class instruction for those who desire to participate in community-based instruction.

TK-12 Course of Study and Curriculum Options

Key considerations for the Courses of Study are built around the California Common Core Frameworks, the Content Standards, and the Grade Level Curriculum.

Language Arts Literacy (TK-12)

The goals for English Language Arts Literacy include developing readiness for college, career and civic life, becoming a literate individual through wide and independent reading and acquiring skills for 21st Century living. Valley Oaks Charter School students will:

- Read and interpret a variety of written materials including, but not limited to literature, poetry, evidenced-based writing, non-fiction, and other informational text.
- Demonstrate effective written communication skills.

- Demonstrate effective oral communication skills.
- Make connections to real-life/world situations.

Mathematics (TK-12)

At Valley Oaks Charter School, mathematic programs have been developed around the two types of math standards adopted by the state which include the Common Core Standards for Mathematical Practice and the Common Core Standards for Mathematical Content in order to foster understanding and build skills and knowledge. The eight Standards for Mathematical Practice are designed as overarching guidelines to improve mathematical understanding and assist both parents and students in developing skills that will “provide a vehicle in which students will engage with and learn mathematics”. In addition to the Eight Standards for Mathematical Practice VOCS students will:

- Apply mathematics to practical situations.
- Use mathematical concepts to solve real-world problems.
- Use technology mindfully to work with mathematics.
- Reason logically and justify conclusions.
- Demonstrate practical and theoretical skills.

Science (TK-12)

In conjunction with the Next Generation Science Standards, VOCS students develop an understanding of physical sciences, life sciences, earth and space sciences, and engineering, technology, and applications of science. Valley Oaks Charter School students will:

- Demonstrate grade-appropriate proficiency in gathering, describing, and using information about the natural and designed world.
- Understand and apply scientific inquiry and the scientific method.
- Develop useable knowledge to explain real-world phenomena in the physical, biological, earth and space sciences.
- Develop an understanding of scientific practices.

Social Studies (TK-12)

Using the History and Social Science Content Standards for California, VOCS students will acquire core knowledge in history and develop critical thinking skills that will enable them to study the past and its relationship to the present. In addition, students will:

- Understand and apply the integrated concepts of history, geography, political science, economics, and philosophy.
- Demonstrate an understanding of democratic principles and responsibilities of citizenship.
- Understand the connections between actions, consequences, values, and behavior by identifying the causes and effects of historical events.
- Use primary and secondary documents/sources to identify and explain historical events.
- Read complex text independently.

Visual and Performing Arts (9-12)

Taken from the Guiding Principles of the California Visual and Performing Arts Framework and Content Standards, the VOCS course of study goals supports music, art, drama, electronic technology in the arts and other expansions of fine art. Valley Oaks Charter School students will:

- Experience and gain knowledge of a variety of visual and performing arts.
- Develop rudimentary skills in various art forms and share the outcomes with a variety of audiences.
- Promote active learning through the study, practice, creation, or performance of works of art.
- Through research, reading, and writing students will learn about the history and development of the arts and artists.
- Learn to make observations and critique the arts through reliable information and clear criteria.

Physical Fitness and Health (9-12)

Valley Oaks Charter School believes that physical fitness and health are important in the education of the whole child. The California Framework and Content Standards were used to develop a course of study that is tailored to meet the needs of the homeschool student. Furthermore, VOCS wholeheartedly supports the statement made in the California Frameworks for Health that the “children who are helped to accept responsibility for their health are more likely to succeed in school and to become healthier, more responsible, and more successful adults”. Valley Oaks Charter School students will:

- Develop an individual fitness plan that focuses on personal fitness.
- Establish habits that lead to lifelong fitness and health wellness.

- Understand the benefits of and participate regularly in physical fitness.
- Promote students' responsibility for their own health and well-being.

Foreign Language (9-12)

As stated in the Foreign Language Framework for California Schools, “the ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts.” VOCS provides the opportunity for foreign language study and anticipates that its students will:

- Read with understanding.
- Write with clarity and accuracy.
- Understand what is communicated.
- Speak comprehensively with accurate grammar and pronunciation.

Technology (9-12)

Valley Oaks Charter School incorporates the International Society for Technology in Education (ISTE) standards along with the technology standards adopted by the state to measure and evaluate the skills and knowledge students need to be prepared to meet the demands for the 21st Century. Students will think creatively and innovatively, communicate and elaborate, develop research and information fluency, think critically, problem-solve, make decisions, understand technology operations and concepts, and display appropriate digital citizenship. In addition, Valley Oaks Charter School students will:

- Apply digital tools to gather, evaluate, and use information.
- Use digital media and technology to communicate, collaborate, interact, support learning, and gain cultural understanding.
- Demonstrate responsibility and good judgment when using digital media.
- Understand and use technology systems and keep abreast of new technologies

VOCS Curriculum

Along with the CCSS curriculum, VOCS offers a variety of parent selected materials that Parent Educators can use to plan and assist with their student's academic day. VOCS state-adopted curriculum includes:

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/ELA/ELD	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
Mathematics	K-5, McGraw-Hill My Math, 2014 6-8, Big Ideas Math, 2015 Houghton Mifflin Harcourt Algebra 1, Algebra 2, Geometry, 2015 Glencoe Pre-Algebra, 2001 Globe Fearon Pacemaker Algebra 1, 2001 Globe Fearon Pacemaker Geometry, 2003 Kendall Hunt Precalculus with Trigonometry, 2012 Brooks / Cole Statistics - STAT 2, 2012 Dave Ramsey, Foundations in Personal Finance, 2013 (Resources/web access)
Science	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

History-Social Science	K-5 Harcourt Reflections, 2007 6-8 Glencoe Discovering Our Past, 2006 McDougal Littell Modern World History McDougal Littell US History: The Americans, 2003 Glencoe Economics: Principles and Practices, 2012 Prentice Hall Magruder's American Government, 2009
Foreign Language	Realidades, Level 1, 2 and 3, Prentice Hall Textbooks Realidades, Level 1, 2, and 3, Prentice Hall Workbooks Realidades, Level 1, 2, and 3, Prentice Hall Workbooks
Health	Glencoe Health & Wellness, 2008 Positive Prevention Plus, 2016
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

Those Whom the School is Attempting to Educate

In 2000, Kern County Board of Education approved Valley Oaks Charter School (VOCS) with the goal of reaching out to homeschoolers in Kern County and bridging the gap between public education and the homeschool community. Throughout Kern County and adjacent counties, Valley Oaks Charter School appeals to homeschooling families for a variety of reasons. Valley Oaks Charter School invites TK-12 students and families who desire to educate their children in their homes where they can challenge and motivate students in a multi-age classroom if needed. Parents wanting the chance to choose and design educational learning plans for their children, while using different teaching strategies, will flourish at VOCS. Additionally, Valley Oaks Charter School attracts students and families who desire a nontraditional setting, while receiving support and accountability from credentialed teachers. Parents desiring to educate the whole child, including social-emotional learning as well as academic achievement, also thrive at VOCS.

Homeschooling provides an opportunity to create a rich learning environment, where different learning styles are embraced and the love of learning is encouraged.

Many Valley Oaks Charter School students prefer a school that allows for flexibility and celebrates their individual learning style while holding them accountable for academic growth. Students and families seek out different opportunities where they can effectively participate in the design and delivery of their education. Opportunities for smaller class sizes, one-on-one tutoring sessions with credentialed teachers, and positive peer influences are just some of the reasons students attend Valley Oaks Charter School. Some students are attracted to other offerings VOCS has, including optional enrichment classes, participation in county competitions, a safe school environment, a variety of field trips, and several community learning opportunities through local vendors. Furthermore, students and families are attracted to the community aspect of our school where lifelong relationships are formed.

The faces of the learners at VOCS totaled approximately 1122 in 2018-19, 2% of which were African or African American, 27.5% were Hispanic or Latino, 60% were White, 2.1% Asian, 1.8% were American Indian, and 4.3% were two or more races. According to the California Department of Education's DataQuest site, 33.2% of Valley Oaks' students are socio-economically disadvantaged and qualify to receive free or reduced lunch, and 2.5% are English Learners and 12.3% are students with disabilities.

Valley Oaks Charter School will serve approximately 1115 students in grades TK through twelfth grade. VOCS expects to mirror the local demographics of our authorizing county as listed in the chart below. VOCS now serves families in Kern County and its contiguous counties, who desire a standards-based, flexible, and personalized learning approach to education, using the independent study/homeschool model as the primary method of instruction. In the past, VOCS has attracted students predominantly from the homeschool community, or those looking for an alternative to traditional, seat-based programs. VOCS will serve students from all social and economic groups with an emphasis on historically homeschooled populations. The school will be open to all students in grades TK-12 in the greater Kern County and the contiguous counties and will be nonsectarian in its programs, admissions policies, and employment practices. This will satisfy the seven statutory purposes for charter schools as outlined in the California Education Code 47601 including:

- Improve pupil learning.
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the VOCS sites.

- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold schools established under this part accountable for meeting measurable pupil outcomes and enable schools to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Many of the families VOCS serves are not interested in enrolling their children in a traditional school and wish to homeschool their children. In some cases, students are struggling either academically, socially, emotionally, or medically and often find themselves behind in their schoolwork, deficient in credits, unable to graduate, or worse. Poor academic performance and prior disciplinary problems will not disqualify a student from attending VOCS. Further, VOCS will welcome all students, as we believe that the personal attention coupled with a rigorous and personalized academic program can greatly benefit many students who have been unable to succeed in a traditional public-school environment.

Our program will support but is not limited to the following student groups:

- Parents who are choosing a homeschool/independent study program for their children and who want the support and accountability of an accredited public school.
- Students who are gifted in a trade, mode of artistic expression, or craft and need a flexible schedule to accommodate apprenticeship, utilize project-based learning, or other training opportunities.
- Students who wish to enrich their academic experience by attending community college classes, taking online courses, and possibly completing high school at an accelerated pace.
- Students who are experiencing a temporary family crisis or health issue that makes the traditional school schedule impractical.
- Students who are struggling academically in the traditional classroom setting, and need time, support, and flexibility for skills remediation and/or credit recovery.
- Students not easily accommodated in a large classroom setting and whose learning is impacted by classroom distractions, instructional pacing, and organizational demands.

The data below represents demographics reported for the Kern County Office of Education and the current enrollment of Valley Oaks Charter School. This information is taken from the most recent published documents available from the California Department of Education website.

CATEGORY	VOCS	Kern County
Total Enrollment	1,115	192,446
American Indian/Native Amer.	1.8%	.5%
Black/African American	2.0%	5.4%
Asian	2.1%	2.3%
Hispanic or Latino	27.5	65.4%
Filipino	.2%	1.3%
Pacific Islander	.2%	0.2%
White	60%	22.3%
Multi-Racial	4.3%	1.9%
English Learners	2.5%	19%
Students with Disabilities	12.3%	8.4%
Socio Disadvantaged	33.2%	57.6%
Foster Youth/Homeless	0%	1.1%

What it Means to be an Educated Person in the 21st Century

Valley Oaks Charter School believes students entering the 21st Century need to be prepared academically by demonstrating an understanding of course objectives as measured by local and state assessments. Acquiring a broad set of knowledge, skills, work habits, and character traits is important to succeed in today's world, particularly in collegiate programs and contemporary careers and workplaces. Therefore, Valley Oaks Charter School encourages students to be creative, be effective communicators and collaborators, and become problem solvers that can reason, analyze and interpret information as strong critical thinkers. Furthermore, Valley Oaks Charter School assists students to embrace technological literacy, support global cultural

awareness and become motivated, self-directed, lifelong learners, which will create productive citizens who will be successful in the 21st Century.

In order to ensure Valley Oaks Charter School students will be prepared with 21st Century skills, stakeholders worked together and created Schoolwide Learner Outcomes (SLOs). These SLOs were fashioned in order to monitor student progress towards achieving 21st Century skills. Valley Oaks Charter School believes educated people in the 21st century are:

Academic Achievers who...

- Strive to meet or exceed academic standards adopted by the state.
- Demonstrate academic growth toward standards.
- Will be exposed to state adopted standards through a variety of experiences.

Communicators who...

- Use multiple modalities to demonstrate competence as active listeners, speakers, readers, and writers.

Critical Thinkers who...

- Identify and assess problems and find solutions using complex reasoning processes such as comparison, classification, induction, deduction, analysis, synthesis, investigation, inquiry, and invention.
- Collect, evaluate, and use information from varied sources.
- Know how to test hypotheses, solve problems, and form conclusions based on relevant, reliable data and information.
- Demonstrate a capacity to apply acquired knowledge to changing conditions.

Technologically literate students who...

- Know VOCS internet policies and procedures.
- Use technology and telecommunications in a way that demonstrates an understanding of legal and ethical implications and expectations.
- Are fluent consumers of technology and apply their knowledge in society.
- Critically evaluate the context, subject matter, and validity of internet resources.

Culturally aware and productive citizens who...

- Contribute time, energy, and talents to improve their school, community and the world.
- Have a general understanding and appreciation for our diverse society.
- Demonstrate individual responsibility, personal integrity, and perseverance.
- Understand the principles required to be productive citizens in a democratic society.

Motivated, Self-Directed students who...

- Strive to learn and apply goal setting techniques, organize and manage time efficiently, and assume responsibility for their personal life-long learning.

How Learning Best Occurs

The demands of the 21st Century require an educated citizenry with skills, knowledge, and values that will enable them to meet the challenges of an increasingly complex society. Central to how an educated person is defined is the ability to retain, retrieve, and research information; the ability to think critically and solve problems; the ability to apply knowledge to changing situations; the ability to communicate; and the ability to use technology. The goal is to develop students who are self-motivated, competent, and lifelong learners.

Students are self-motivated when they connect learning to the quality of their lives and their community. If they can make a difference and meet a real need, their sense of self-worth and desire to do better are greatly enhanced. Working on relevant projects at home and in the community provides the environments to develop self-motivated, lifelong learners. Competent students are developed when standards are high and effort is focused on bringing all students up to those high standards. The goal of preparing all students for college or career requires students who have been held to high standards over multiple years. In order to develop self-motivated, lifelong learners, Valley Oaks Charter School incorporates museum exhibits, library/internet resources, and community events to educate students on how to use and appreciate the assets in the community. This gives students the desire and the skills they need to continue growing educationally throughout their lives.

In addition to the conditions mentioned above, Valley Oaks Charter School (VOCS) believes that the best learning occurs when:

- Parents are actively involved in their child's learning and the operation of VOCS.
- Guided by State Standards, the curriculum is presented utilizing a variety of modalities that take advantage of the student's learning style, individual needs, and interests.

- The learning environment is small and individual attention is frequent.
- Education is seen in its broadest definition to include a variety of learning experiences, including project-based learning, technology, and community resources.
- The educational program nurtures the intellectual, social, emotional, and physical development of the child as an integrated process.
- Students understand their own strengths and challenges and the importance of relationships with family, friends, classmates, and adults.

Students are educated through individually designed curricula developed by the Parent Educator, the student, and the credentialed teacher(s). The curriculum is subject to review by the administration Valley Oaks Charter School. In designing individual learning plans, students have the option of participating in the museum enrichment offerings, which may include:

- Access to museum artifacts, original documents, and exhibits, which may include visiting additional museums nationwide.
- Enrichment classes created for homeschooled students that may include, mathematics, technology, history, science, foreign language, and fine arts.
- Opportunities to participate in the museums of Kern County, which may include being part of living history at special events and becoming docents and interpreters.
- Opportunities to participate in community service learning projects.

Valley Oaks Charter School is also committed to providing a safe school environment that allows all students equal access and opportunities in their academic and other educational support programs, services, facilities, and activities. VOCS believes that learning best occurs when students feel safe and secure while attending educational activities on campus. Therefore, Valley Oaks Charter School prohibits, at any school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Students who engage in discrimination, harassment, intimidation, bullying, or retaliation will be disciplined.

Goals and Actions to Achieve the Eight State Priorities

In accordance with Education Code Section 47605(b)(5)(A)(ii), Valley Oaks Charter School's annual goals to be achieved in the state priorities schoolwide and for pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in Valley Oaks Charter School Local Control and Accountability Plan (LCAP).

Valley Oaks Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. As required by Education Code Section 47604.33, Valley Oaks Charter School shall submit the LCAP to Kern County Superintendents of Schools Office annually on or before July 1.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by Valley Oaks Charter School.

Plan for Students who are Academically Low Achieving

Valley Oaks Charter School (VOCS) is committed to the education of each student enrolled in the school. Individualized Learning Plans created for students are based on a curriculum where parents can use a variety of teaching methods to teach and/or facilitate the curriculum. Learning plans are designed to bridge academic standards adopted by the state and student learning in ways that are more effective, especially for students who need extra academic support. One-on-one teaching, differentiated instructional approaches, and project-based teaching methods are designed to support every student's success. For those students who are academically low achieving and need more individual assistance, tutoring sessions with VOCS credentialed teachers or instructional aides may be scheduled after a parent/student request or teacher referral.

VOCS students and Parent Educators meet with credentialed teachers on a structured schedule. Whether the meeting is at a table meeting or during an enrichment class, students are informally and formally assessed by VOCS credentialed teachers regularly. Additionally, VOCS students participate in periodic assessments provided by VOCS, including STAR Renaissance tests in ELA and Mathematics, Edmentum assessments in ELA and Mathematics, and high school enrichment class subject assessments. If at any time a student is struggling with their Individualized Learning Plan and/or their internal assessments are declining, Parent Educators are notified and interventions are suggested. Additionally, Parent Educators of at-risk or low achieving students have an opportunity to be included in a Student Study Team (SST) meeting for the development of different strategies to meet the specific needs of the student. The SST members will brainstorm with the Parent Educator and the student to determine strengths and challenges, to offer new ideas, and to follow up with another brainstorming session if needed.

Plan for Students who are Academically High Achieving

The demands of the 21st Century require an educated individual to obtain the skills, knowledge, and values that will enable them to meet the challenges of an increasingly complex society. High-achieving students are self-motivated, especially when they connect learning to the quality of their lives. Individualized instruction challenges students to the fullest potential, which creates life-long learners. Furthermore, the goal of preparing all students for college or career requires students who have been held to high standards over multiple years. Valley Oaks Charter School offers opportunities for students to take on leadership roles, to find resources in the larger community,

and to explore areas of interest and make deeper connections with higher-level content and concepts. Community service projects, mentorship programs with local organizations and businesses, and prospective career internships are utilized to provide expanded challenges and opportunities for high achieving students. Additional opportunities may include:

Advanced Placement (AP) Enrollment

High school students can enroll in Advanced Placement (AP) courses through College Board approved online programs chosen by Valley Oaks Charter School or the Parent Educator. When completing an AP course, a qualifying grade on the final may give the student high school credit and college units. These courses require disciplined responses on a timetable established by the individual online program.

College Board/College Entrance Requirements

The College Board seeks to ensure that every student in the United States has access to high-quality education and is prepared to succeed in college. Their College Readiness initiatives promote curricula, assessment tools, district and guidance resources that help K-12 students prepare for the academic rigors of higher education. Through Advanced Placement college-level courses and exams, high-school students can earn college credit and advanced placement, and learn from some of the most skilled, dedicated and inspiring teachers in the world. Valley Oaks Charter School teachers advise and facilitate the connection between its high achieving students and collegeboard.com. In addition to the rights described in Education Code §51100-§51102, students and parents have the right to be informed of college entrance requirements. It is critically important to know how to assist those students who choose to pursue a college education. Students and parents need to know the series of college preparatory classes to take in high school. The minimum requirements vary, depending on the selected college or university.

Concurrent Enrollment

California Education Code §48800 states that districts may determine which student may benefit from academic enrichment or vocational work. Students may be authorized, with parent consent, to attend a community college as a special part-time student and to enroll in one or more courses of instruction offered at the community college level. All approvals must be obtained prior to the beginning of courses taken and participation in concurrent enrollment is to provide an educational enrichment opportunity for a limited number of eligible pupils. (EC§48800)

Plan for English Learners

General Overview

Valley Oaks Charter School (VOCS) will meet all applicable legal requirements in serving English Learners (EL) students. VOCS will assess 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 will receive assistance through state-aligned EL curriculum and periodic workshops. Additionally, research-based instructional strategies with appropriate resources and assessment practices will be used by the Parent Educator and VOCS staff. Enrichment classes will be 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.

Designated ELD

Valley Oaks Charter School provides ELD embedded common core state-approved curricula that appropriately addresses the needs of EL students at all language proficiency levels. The teacher editions include a detailed outline of explicit ELD strategies and direct instruction for the Parent Educator to implement in their daily lessons. Valley Oaks Charter School also has ELD trained credentialed teachers that provide added support to EL students with individualized instruction at regular monthly meetings and as needed individual tutoring sessions. EL families are also provided with access to the “Brain POP” online program, which includes an ELD component.

Process for Assessment and Identification of English Language Learners

STEP ONE: Initial Assessment

- a.) Upon a student’s initial enrollment in Valley Oaks Charter School, the parent/guardian will complete the Home Language Survey to determine whether the primary or native language of the student is a language other than English.
- b.) If a parent/guardian’s survey response indicates English as the student’s primary or native language, the student shall be classified as English Only (EO).
- c.) If a parent/guardian’s survey response indicates a primary or native language other than English, VOCS will proceed with the administration of the Initial English Language Proficiency Assessments for California (ELPAC) assessment. Parents/guardians will be notified in writing prior to the administration of the assessment.
- d.) VOCS will administer the initial assessment, locally produce the official score for the initial assessment in accordance with the directions of the test contractor, and notify the parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student’s date of enrollment.

The notice shall include whether or not the student met the ELPAC initial assessment criterion for proficiency and VOCS’ contact information for use if the student’s parent/guardian has questions or concerns regarding the student’s classification.

- e.) If the student does not meet the ELPAC initial assessment criterion for proficiency, VOCS will classify the student as English Learner (EL).

- f.) If the student meets the ELPAC initial assessment criterion for proficiency, VOCS will classify the student as Initial Fluent English Proficient (IFEP).
- g.) A student shall be administered the initial assessment only once over the course of the student's enrollment in the California public school system, as verified by VOCS through a review of the California Longitudinal Student Achievement Data System(CALPADS) data prior to administering the initial assessment to a student.
- f.) Once identified as an English Learner, VOCS will provide the student and Parent Educator with appropriate designated ELD curriculum and resources, based upon the student's grade level and language proficiency level.

STEP TWO: Ongoing Assessment

- (a) VOCS will administer the ELPAC summative assessment to all students identified as English Learners during the mandated assessment window.
- (b) VOCS will notify each student's parent/guardian of the student's assessment results within 30 calendar days following receipt of the test results from the test contractor.
- (c) All VOCS students classified as English Learners will be assessed with the ELPAC Annual Assessment.

STEP THREE: Correction of Classification Errors

- (a) If a student is classified as EO pursuant to Title 5 of the California Code of Regulations, section 11518.5(b), but VOCS has an indication that the student's primary or native language is not English and the student is unable to perform ordinary academic work in English, VOCS may collect and review the following evidence:
 - (1) Parent/guardian opinion and consultation results; and Evidence of the student's performance in VOCS adopted course of study and ELD, as applicable, obtained from VOCS credentialed teacher and other certificated staff.
 - (2) Based on this review, VOCS will determine whether the student will be administered the initial assessment in order to determine the student's classification. At least 10 calendar days prior to administration of the initial assessment, VOCS will notify the student's parent or guardian in writing that the student will be assessed. If VOCS administers the initial assessment and if the student does not meet the ELPAC initial assessment criterion for proficiency, VOCS will classify the student as EL. VOCS will then

notify the student's parent/guardian in writing of the results of its review, including the evidence that led to the determination and the results of the initial assessment, as applicable, within 14 calendar days of its determination. The student's parent/guardian shall be entitled to request that VOCS review its determination, according to state regulations.

- (b) If VOCS inadvertently administers an initial or summative assessment to a student who is not eligible for the assessment as set forth in the Title 5 Regulations, the student's classification will remain unchanged regardless of the assessment results, and VOCS will not maintain any such results as a student record, including in CALPADS.
- (c) A student with a disability who is unable to participate in the initial or summative assessment, or a section of either test with resources, shall be locally administered an alternate assessment(s) for English language proficiency, as specified in the student's IEP or Section 504 Plan.

Procedures for Reclassification (RFEP) Cycle

Valley Oaks Charter School realizes the importance of monitoring and supporting students' English language development over time and ensuring that students are prepared to re-designate as students who are fluent in English. For this reason, VOCS will have a systematic process for tracking English Learners and their progress towards meeting the criteria for re-designation. The State Board has established guidelines to use in reclassifying students from EL to fluent English proficient. VOCS' reclassification criteria will reflect the same criteria set forth by the state. Participation of VOCS credentialed teacher(s), parent(s), and site administrator/designee is required in the reclassification process.

Student achievement and longitudinal growth will be evaluated based on VOCS' internal assessments. RFEP criteria will also consist of:

- ELPAC minimum overall score of a 4.
- VOCS teacher recommendation.
- STAR Renaissance growth report.
- SBAC (if applicable)
- Parent/guardian approval.

Reclassification Procedures

English Learners should be reclassified as Fluent English Proficient (RFEP) when they 1) have demonstrated English language proficiency comparable to that of the average native English speaker and 2) can participate effectively in a curriculum designed for pupils of the same age whose native language is English. VOCS recognizes the importance of supporting and eventually

reclassifying ELs and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through a variety of multiple measures including:

Evaluation	Minimum Scores
English Language Proficiency Assessment (ELPAC)	ELPAC Overall Proficiency of Level 4 – Well Developed with at least three subtests at Level 4 – Well Developed and the fourth subtest at Level 4 – Well Developed or Level 3 – Moderately Developed. *Subject to change by the California Department of Education
Basic Skills in ELA	ELA assessments that show at grade level results (STAR Reading, SBAC, Edmentum, etc.)
Parent Consultation	Parent is consulted and provided an opportunity to agree/disagree with the recommendation to reclassify the student.
ELA Teacher Evaluation	Teacher confirms that the student can perform grade-level work independently without the need for English Language development or sheltered content instruction.

Monitoring Progress

VOCS team will identify two checkpoints during the school year to determine which students are eligible to meet the reclassification criteria. If a student meets some, but not all, of the criteria, the assigned VOCS teacher will be notified, so that she or he can provide additional assistance to the Parent Educator to help the student meet the goal of reclassification.

Teachers and administrators will monitor RFEP students' progress on academic assignments and on standardized testing measures. According to requirements outlined under the Every Student Succeeds Act (ESSA), schools must monitor students for four years after re-designation (ESSA, 20 U.S.C.A. Education Code Section 6841(a)(5)).

EL Support

With VOCS unique setting, providing professional development opportunities for VOCS staff and Parent Educators of EL students is key to the success of the student. VOCS staff is offered workshop opportunities delivered by the Kern County of Superintendent of Schools Office, while Parent Educators are provided workshops by the VOCS credentialed staff.

Under the CCSS, English Learners are the most challenged by the demands of content area reading and academic language. Therefore, ELs requires a systematic and explicit approach to teaching and practicing academic English. VOCS customizes each EL student learning plan, using core curriculum materials, resources, and supports based on their educational needs.

Tutoring sessions with VOCS credentialed teachers and/or Instructional Aids is also available to EL students and Parent Educators. These sessions provide additional guidance and support in core subject areas and enrichment activities. VOCS continues to recognize 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.

Plan for Students with Disabilities

General Overview

Valley Oaks Charter School (VOCS) shall comply with all laws affecting students with exceptional needs, including all provisions of the Americans with Disabilities Act (ADA), Individuals with Disabilities in Education Act (IDEA), its amendments, and Section 504 of the Rehabilitation Act. It is important to provide all students educational opportunities regardless of special needs and VOCS does not discriminate against any student based on his or her disabilities.

Valley Oaks Charter School, as part of the Kern County Superintendent of Schools, is a member of the Kern County Consortium SELPA. All policies and procedures of that SELPA are followed. To best serve students, Valley Oaks Charter School follows California Education Code Section §51746, which requires full-time independent study to be the most appropriate educational alternative for the pupil.

Homeschooling is one way of delivering individualized instruction to students with special needs. With VOCS' Teacher-Parent Educator collaboration, breaking up learning into smaller time blocks, removing distractions, and tailoring learning to the unique needs of the child, education can be accomplished in a homeschool environment. If a child requires other specialized instruction that cannot be delivered at home, VOCS will work with the family to find the most appropriate educational setting for the student.

Section 504 of the Rehabilitation Act

Valley Oaks Charter School (VOCS) recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of VOCS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, will be eligible for accommodations under Section 504.

A 504 team shall be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records, including academic, social and behavioral records, and will be

responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests will be selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including tutors, will be provided a copy of the student's 504 Plan. The Principal will ensure that teachers include 504 Plans with instructional planning and that he/she reviews the 504 Plan with the Parent Educator. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the “IDEA”

Valley Oaks Charter School shall provide special education instruction, accommodations, and related services for students with disabilities enrolled in VOCS in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Kern County Consortium special education local plan area (SELPA).

Valley Oaks Charter School shall be an independent local educational agency (LEA) and participate in the Kern County Consortium SELPA pursuant to Education Code section 47641(a) for purposes of compliance with federal law (IDEA; 20 U.S.C. Sections 1400 *et seq.*) and for eligibility for federal and state special education funds. By participating in the SELPA as its own LEA, Valley Oaks Charter School will be solely responsible for the provision of special education and related services. VOCS shall comply with the policies, procedures, and requirements of the SELPA as they apply to all SELPA schools for responding to the implementation of special education services. Valley Oaks Charter School agrees to be responsible for any legal fees related to its application and assurances to the Kern County Consortium SELPA. VOCS shall retain the discretion to participate in a different SELPA as an independent LEA and will provide appropriate advance notice to the County, the SELPA, and the California Department of Education (CDE) of such change in membership. A change in SELPA membership shall not require a material revision of this charter.

Valley Oaks Charter School shall provide special education and related services to all eligible VOCS students in accordance with the policies, procedures and requirements of the SELPA including, but not limited to, referrals, assessments, individualized education program (IEP) team meetings, delivery of educational and related services, records requests, confidentiality of student records, and any due process or other complaints.

Valley Oaks Charter School will be responsible for complying with all state and federal requirements regarding notification to a student’s school district of residence and the County regarding when a student enrolls in VOCS becomes eligible for special education, becomes ineligible for special education, and/or leaves Valley Oaks Charter School.

Valley Oaks Charter School agrees to promptly respond to all CDE or SELPA inquiries, to comply with reasonable CDE or SELPA directives, and to allow the SELPA access to VOCS’ students, staff, facilities, equipment and records as required to fulfill all State Board of Education obligations under this charter or imposed by law.

Staffing

All special education services at Valley Oaks Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. VOCS staff shall participate in SELPA in-service training relating to special education.

Valley Oaks Charter School will work with Kern County Superintendent of Schools Alternative Education Program for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers,

paraprofessionals, and resource specialists. VOCS shall ensure that all special education staff hired or contracted by the Alternative Education Program is qualified pursuant to SELPA policies, as well as meet all legal requirements.

Valley Oaks Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA or COE, whichever is appropriate in their area, subject to SELPA and/or COE approval and availability. VOCS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Identification and Referral

Valley Oaks Charter School (VOCS) shall have the responsibility to identify, refer, and work cooperatively in locating VOCS students who have or may have exceptional needs that qualify them to receive special education services. VOCS shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Valley Oaks Charter School shall follow SELPA child-find procedures to identify all students who may require an assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code.

As detailed above, Valley Oaks Charter School will implement a Student Study Team (SST) process to monitor and guide educational services prior to an application of Section 504 and special education services. If VOCS staff finds that an intervention plan, developed and implemented within the SST process, is not sufficient to meet the student’s needs, VOCS will recommend that students for a formal special education assessment. VOCS staff may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents/guardians will be informed that special education and related services are provided at no cost to them.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services.

- **Referral Response (15 Days):** VOCS internal method for referral for assessment will be a Parent Student Assistant Study Team. The parent/guardian of any student suspected of needing or qualifying for special education services may also make a

referral for an evaluation. Any such referrals will be responded to in writing by VOCS within 15 days.

- **Notification of Assessment Request (5 Days):** VOCS will notify the authorizer and/or SELPA (where applicable according to SELPA policies) of the assessment request within five days of receipt. Parents will be informed via the Principal of Special Education or a designee that special education and related services are provided at no cost to them.
- **Assessment Plan (15 Days):** If VOCS concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days, excluding school breaks longer than five school days.
- **Parent/Guardian Consent (15 Days):** The parent/guardian will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission.
- **IEP Meeting (60 Days):** The assessment will be completed and an IEP meeting held within 60 days (excluding school breaks longer than five school days) of receipt of the parent/guardian's written consent for assessment.

Assessment Process

The Principal of Special Education will be responsible for gathering all pertinent information and sharing such information (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but are not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of Academy records, reports, and work samples; and
- Parent input.

Unless conflicting with the SELPA policies and procedures, VOCS will assess students according to the following guidelines. If such a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for VOCS to administer the assessment.

- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment (excluding school breaks longer than five school days).
- The student must be evaluated in all areas related to his/her suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments. Individually-administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher who is familiar with the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. VOCS, in coordination with the SELPA, will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Valley Oaks Charter School understands that decisions regarding eligibility, goals and objectives, program, placement, services, and exit from special education shall be the decision of the IEP team based on an assessment. Special education programs, placements, and services shall be in accordance with applicable state and federal special education law, and the policies and procedures of the SELPA.

Valley Oaks Charter School will convene an IEP team meeting for every student who is assessed by VOCS to review the assessment results and make an eligibility determination for special education services.

Students at VOCS who have IEPs will be served in the least restrictive environment (“LRE”). This means that a student who has a disability should have the opportunity to be educated with non-disabled peers to the greatest extent appropriate. They should have access to the general education curriculum or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. Should a child with a disability require a more restrictive setting, the full continuum of placement options will be made available.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs, and services to be provided to a student with a disability, are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed, or a representative selected by the parent in accordance with the IDEA;
- The student, if appropriate;
- VOCS Administrator and/or designated representative with appropriate administrative authority as required by the IDEA;
- At least one special education teacher;
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or maybe, participating in the general education environment;
- Related service providers, if appropriate; and
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. VOCS views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents'/guardians' schedules and needs so that they will be able to participate effectively on the IEP team.

Valley Oaks Charter School will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent/guardian cannot attend the IEP meeting, VOCS will ensure his/her participation using other methods, such as conferencing by telephone.

A student's IEP must provide for a free appropriate public education (FAPE), which is an educational program that is designed to meet that child's unique needs and be reasonably calculated to provide the student with some educational benefit. A copy of the IEP will be given to the parent/guardian in accordance with state laws and SELPA policies. Upon the parent/guardian's written consent, the IEP will be implemented by VOCS, in cooperation with the SELPA in which Valley Oaks Charter School is a member.

The IEP will include all required components and be written on SELPA forms. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated that the student will achieve the annual goal prior to the next annual review, and, where needed, the reasons the student did not meet the goal. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- A statement of the special education and related services and supplementary aids and services to be provided to the student, and a statement of the program modifications or supports for school personnel that will be provided;
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and activities;
- Accommodations are necessary to measure the academic achievement and functional performance of the pupil on state and school assessments. A description of when services and modifications will begin, the frequency and duration of the services and modifications, who will provide them, and where they will be delivered;
- Transition goals and services for students 16 and older.

IEP meetings will be held according to the following schedule:

- At least annually to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age; and

- When VOCS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

If a parent/guardian of a student identified as having special needs chooses not to receive educational and/or related services offered in an IEP, Valley Oaks Charter School will document or otherwise obtain evidence of this election in the manner required by law. The offer of placement and services by VOCS shall be in writing prior to this decision by the parent/guardian.

IEP Review

Once a Year and Every 3 Years

As noted above, the IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the individual student's needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

Reassessment within 30 Days

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Valley Oaks Charter School. Once the request is received, VOCS will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.

Quarterly Parent Notice, Goals and Objectives

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals.

Prior Written Notice

Whenever Valley Oaks Charter School proposes to initiate, or refuses to initiate or change, the identification, evaluation, or educational placement of a VOCS student, VOCS will provide the parent/guardian with prior written notice of such action in accordance with the requirements of Title 34 of the California Code of Regulations, section 300.503.

Reporting

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Principal of Special Education. The Principal of Special Education will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal of Special Education will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

The Principal of Special Education will ensure the following procedural safeguards and procedures are followed:

1. **Procedural Safeguards:** Parents/guardians of students with IEPs at VOCS must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.
2. **Disagreements Acknowledged (within 5 Days):** Any concerns or disagreements raised by parents/guardians will be acknowledged by VOCS within five (5) days, after which a meeting between the parent and Valley Oaks Charter School will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Notice of Procedural Safeguards (Once a Year): Valley Oaks Charter School will provide the parent with a written Notice of Procedural Safeguards in their native language, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Valley Oaks Charter School will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Interim and Initial Placements of New Charter School Students

Valley Oaks Charter School shall comply with Education Code Section 56325 with regard to students transferring into VOCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in VOCS from another school district within the State, but outside of the SELPA, with a current IEP within the same academic year, VOCS shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time VOCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into VOCS from a district operated program under the same SELPA as VOCS within the same academic year, VOCS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and VOCS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to VOCS with an IEP from outside of California during the same academic year, VOCS shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until VOCS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by VOCS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Valley Oaks Charter School shall follow the procedures of the SELPA regarding Non-Public and Non-Public Agency placements. SELPA shall participate in IEP's where these issues are

discussed; should a student be placed with one of the non-public settings, VOCS in conjunction with the IEP team, will be responsible for selecting the appropriate placement. VOCS will be solely responsible for contracting with and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to VOCS and no student shall be denied admission nor counseled out of Valley Oaks Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Valley Oaks Charter School shall follow policies for responding to parental concerns or complaints related to special education services. VOCS shall receive any concerns raised by parents/guardians regarding related services and rights. VOCS shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

The parents of students in Valley Oaks Charter School have access to the Alternative Dispute Resolution system currently in place within the SELPA to assist in dispute resolution prior to either party making a formal complaint with the California Department of Education or with the Office of Administrative Hearing.

Due Process Hearings

Valley Oaks Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in VOCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, VOCS shall defend the case.

VOCS shall have sole discretion to settle any matter in mediation or due process. Valley Oaks Charter School shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any VOCS student necessary to protect its rights.

In the event that a due process hearing request is filed against the Kern County Superintendent of Schools or the Kern County Board of Education related to the provision of special education and related services to a VOCS student, Valley Oaks Charter School shall fully indemnify, hold harmless and pay for all associated costs, including attorney's fees, costs, and fees for legal representation, settlement costs and damages. The County Superintendent and VOCS will work together to select legal representation and decide on case management.

SELPA Representation

Valley Oaks Charter School shall represent itself at all SELPA meetings; a member of their team who is also an administrator in the Alternative Education Division may represent both entities.

Funding

Valley Oaks Charter School shall be subject to the allocation plan of the SELPA through the Kern County Superintendent of Schools' Alternative Education Program.

Serving Foster Youth Students

Kern County Superintendent of Schools (KCSOS) Office is committed to helping and serving foster youth students throughout Kern County. Once foster youth have been identified, Valley Oaks Charter School 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.

ELEMENT TWO: MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served or the nature of the program operated, by the charter school. Educational Code Section 47605(b)(5)(B)

Charter Student Goals, Actions, and Outcomes

Valley Oaks has clearly defined schoolwide goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), which align with the Eight State Priorities as described in Education Code Section 52060(d), which are found in the Valley Oaks Charter School's Local Control Accountability Plan (LCAP) (Appendix B).

Pursuant to Education Code 47606.5, Valley Oaks Charter School shall annually update the LCAP, including the goals and annual actions identified therein. The Charter School's Board of Directors shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update. The agenda for the public hearing will be posted at least 72 hours before the public hearing, and the LCAP or annual update will be made available for public inspection at each site operated by the Charter School. As required by Education Code Section 47604.33, VOCS shall submit the LCAP to the Kern County Superintendent of Schools annually on or before July 1.

LCAP 2019-2020 Goals and Outcomes

The following LCAP goals were developed for Valley Oaks Charter School from 2017 - 2020. Although parts of the LCAP are still applicable and are included, the specific goals as described in the tables below for the school-wide and subgroup implementation address the eight (8) state priorities, actions, and outcomes for the upcoming charter term of July 2020-June 2025.

LCAP Goal 1:

VOCS students will graduate high school prepared to enter into higher education and/or pursue a career path. State Priorities 1, 2, 3, 4, 5, 7, 8.

LCAP Goal 2:

All VOCS sites will strive to create and promote a safe and secure school environment that is accessible and conducive to student learning. State Priority 6.

Pursuant to Education Code Section 47605(b)(5)(A)(B), the following is a table describing Valley Oaks Charter Schools' intended outcomes that align with the eight state priorities and the actions to achieve the state priorities. By June 30, 2020, VOCS will engage stakeholders in drafting a new Local Control Accountability Plan (LCAP) in accordance with the California Education Code and applicable policies. The following is intended to be illustrated of the anticipated initial goals and objectives for the school, both schoolwide and for all statistically significant subgroups. Valley Oaks Charter School's annual LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter and shall be maintained by Valley Oaks Charter School.

STATE PRIORITY ONE — BASIC SERVICES	
<i>Degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
PRIORITY 1A – TEACHERS	
ANNUAL GOAL	VOCS will ensure that all teachers will hold a valid California Teaching Credential with appropriate authorization as defined by the CA Commission on Teacher Credentialing and will be appropriately assigned in compliance with Education Code Section 47605(l).
ACTIONS TO ACHIEVE GOAL	VOCS will work with the Kern County Superintendent of Schools and follow all credential requirements, hiring protocols and employment procedures and to ensure this goal is achieved.
MEASURABLE OUTCOMES	100% of teachers hold proper credentials and are properly assigned.
METHODS OF MEASUREMENT	Annual publication of School Accountability Report Card; CALPADS Report; Annual list of personnel assignments with verification of appropriate certificates and/or credentials.
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.
PRIORITY 1B – INSTRUCTIONAL MATERIALS	
ANNUAL GOAL	All students, including ELL and Special Ed, will have access to standards-aligned materials and additional instructional materials as outlined in the charter petition.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • VOCS will purchase TK-12 curriculum and supplemental materials, including online resources after careful review and input from all stakeholders. • VOCS will implement a curriculum and materials review team to create an approved list of standards-based materials/curriculum. • VOCS will implement an EL Materials committee to review and recommend purchases.

MEASURABLE OUTCOME	100% of students, including ELL and SPED, have access to standards-aligned materials and supplemental materials, including online resources.
METHODS OF MEASUREMENT	Approved Instructional Materials List; Annual publication of School Accountability Report Card; Annual Parent/student surveys; Committee meeting minutes.
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.
PRIORITY 1C – SCHOOL FACILITIES	
ANNUAL GOAL	The school facilities will be clean, maintained, and in good repair.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • VOCS will conduct regular inspections and safety checks and provide regular cleaning via custodial staff or vendor. • KCSOS Maintenance and Operations will conduct daily spot checks, site inspections, and oversee necessary corrective actions. • VOCS will conduct annual site analysis with all stakeholders to determine facility needs.
MEASURABLE OUTCOME	School Facilities will be clean and in good repair
METHODS OF MEASUREMENT	Site analysis checkoff lists; FIT Report; School Accountability Report Card; Monthly Warrants; Parent/Student/Staff surveys.
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.
<u>STATE PRIORITY TWO — IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
PRIORITY 2A – CCSS IMPLEMENTATION	
ANNUAL GOAL	VOCS will maintain a strong parent choice program and ensure that Parent Educators are using the CA Common Core State Standards (CCSS) to help guide their instructional day.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop “I CAN DO” standards for each grade level. • Provide assistance to Parent Educators with the development of their instructional day, using the standards. • VOCS teachers will participate in CCSS professional development opportunities. • Review curriculum resources and supplemental materials, including online resources.

MEASURABLE OUTCOME	95% of Parent Educators will report they are using “I CAN DO” / CCSS standards with the development of their instructional day. 100% of VOCS teachers will be provided with opportunities to participate in CCSS professional development opportunities. Average growth of a minimum of +5 points for all students and all subgroups, based on CA Dashboard for ELA and Math scores.
METHODS OF MEASUREMENT	Annual Parent and Staff Surveys; List of approved curriculum resources and supplemental materials, including online resources; “I Can Do” statements for each grade and curricular area; Professional Development Logs and sign-in sheets; CA Dashboard.
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.
PRIORITY 2B – EL ACCESS TO CCSS AND ELD STANDARDS	
ANNUAL GOAL	VOCS will ensure that English Learners (EL) will be provided with the supports and accommodations to fully access standards-aligned materials and services to support their mastery of the standards, including ELD standards.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Purchase appropriate support materials at each grade level for EL students, as needed. • Provide Parent Educator workshops to assist EL families with curriculum and lesson planning aligned to ELD standards. • VOCS teachers will participate in EL professional development opportunities. • Review student performance data. • Instructional Aides will assist EL students, while on campus or during a scheduled tutoring session.
MEASURABLE OUTCOME	100% of the ELD curriculum will align with the ELD standards. 50% of EL Parent Educators will attend at least one Parent Educator workshop. 100% of VOCS staff assigned to assess EL students will attend EL professional development opportunities offered by KCSOS. 70% of EL students will show a minimum of five points growth in proficiency. 40% of English Learners will move up a level in English Language Proficiency.
METHODS OF MEASUREMENT	ELPAC data; Reclassification rates; CA Dashboard; Parent surveys; Parent Educator/Staff Workshop sign-in sheets.
APPLICABLE STUDENT GROUPS	English Learners and Hispanic or Latino Students

STATE PRIORITY THREE — PARENT INVOLVEMENT

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

PRIORITY 3 – EFFORTS TO SEEK PARENT INPUT

ANNUAL GOAL	VOCS will provide opportunities to seek parent input, including input from parents of unduplicated pupils and parents of pupils with exceptional needs, in the decision making of VOCS.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Parents will receive frequent communications about school meetings and events through the following methods: Parent Square announcements, VOCS website, email, newsletter, parent handbook, parent workshops, table meetings, and Town Hall meetings. • Notifications will be sent out in the home language. • VOCS website will be updated regularly to feature parent activities and events. • Interpreters will be provided for all parent meetings as necessary • Parents are encouraged to participate in the annual survey and governing board meetings.
MEASURABLE OUTCOME	100% of parents will receive Parent Square announcements. 70% of parents will review Parent Square announcements and 25% will attend parent workshops. 10% of families schoolwide will attend Town Hall Meetings. 33% of VOCS families will participate in the Annual Survey. Attendance at parent workshops and Townhall meetings will increase by 5% Participation in annual Parent surveys will increase by 5% each year.
METHODS OF MEASUREMENT	Parent Square data; Tracking logs/sign-in sheets at different events; Parent Surveys; Meeting minutes.
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

STATE PRIORITY FOUR — STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- *California Assessment of Student Performance and Progress (CAASPP) statewide assessment*
- *Percentage of pupils who have successfully completed courses A-G or CTE requirements*
- *Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
- *EL reclassification rate*
- *Percentage of pupils passing AP exams with three or higher*
- *Percentage of pupils who participate in and demonstrate college preparedness pursuant*

to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness.

PRIORITY 4A – CAASPP: ELA/LITERACY AND MATHEMATICS

ANNUAL GOAL	All students will demonstrate proficiency in ELA and Math and score equal to or higher than other local schools in Districts VOCS students would otherwise be required to attend.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Ongoing review of curriculum and supplemental materials and student achievement data. • Weekly and monthly individual learning plans reviewed with Parent Educator. • Professional development opportunities provided to both VOCS Teachers and Parent Educators on digital and print program use and data analysis. • Academic support for identified students, focusing on math and writing using web-based programs, tutoring sessions and small group instruction. • Enrichment classes created to support students that nearly meet, exceed or do not meet academic standards. • Purchase additional materials and programs to support all learners.
MEASURABLE OUTCOME	Curriculum, supplemental materials and student achievement data will be reviewed by VOCS staff yearly. 70% of students that nearly meet or do not meet academic standards, will attend mandatory tutoring sessions and/or enrichment classes. 80% of students assigned to supplemental programs will show growth toward the standard. Average Growth of a minimum of +5 points for all students and all subgroups based on the California School Dashboard for ELA and Math scores. Students scoring proficient or above on STAR Ren. in ELA and Math at the end of each year will increase by 5%, or decrease the distance from the standard if negative by five points. (19/20 will be the baseline year).
METHODS OF MEASUREMENT	Standardized tests (CAASPP); Internal assessments; Benchmark tests; Student attendance logs; Enrichment class lists; Personnel reports/warrant payments; CA Dashboard; Review of student report cards.
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.
PRIORITY 4B – EL PROFICIENCY AND RECLASSIFICATION	
ANNUAL GOAL	English Language Learners (ELs) will show growth in English proficiency and towards reclassification.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Ongoing review of curriculum and supplemental materials to ensure support for ELs and alignment with ELD standards. • Annual EL instructional support training for VOCS teachers. • Ongoing monitoring of EL academic student achievement data. • Parent workshops created to support Parent Educators of EL students.
MEASURABLE OUTCOME	Curriculum, supplemental materials and student achievement data will be reviewed by VOCS staff yearly. 100% of VOCS staff assigned EL students will attend EL professional development opportunities offered by KCSOS. 50% of EL Parent Educators will attend at least one Parent Educator workshop. 70% of EL students will show a minimum of five points growth in proficiency. 40% of English Learners will move up a level in English Language Proficiency.
METHODS OF MEASUREMENT	ELPAC Performance data; CAASPP; CA Dashboard EL progress and reclassification rates; Parent surveys; Parent Educator Workshop lists and sign-in sheets; Notices to Parent Educators; Web posting.
APPLICABLE STUDENT GROUPS	English Learners and Hispanic or Latino Students
PRIORITY 4C – EAP PARTICIPATION RATE	
ANNUAL GOAL	Increase the percentage of pupils who participate in and demonstrate college preparedness on the Early Assessment Program (EAP).
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Market the EAP program to change the mindset of students and their participation with the help of Instructional Aides and Edmentum practice tests. • Advertise the importance of the EAP on Parent Square starting in January 2020. • Provide tutoring sessions to students, as needed. • Hold parent and student meetings with guest speakers. • Provide tutoring sessions to students, as needed.
MEASURABLE OUTCOME	Participation rate will increase two percent every year with 2019-20 being a baseline year.
METHODS OF MEASUREMENT	Standardized tests (CAASPP); Internal assessments; Benchmark tests; Marketing materials, Meeting agendas; CA Dashboard; Report cards.
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.

STATE PRIORITY FIVE — STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- *School attendance rates*
- *Chronic absenteeism rates*
- *Middle school dropout rates*
- *High school dropout rates*
- *High school graduation rates*

PRIORITY 5A – PUPIL ENGAGEMENT (ATTENDANCE/ ABSENTEEISM)

ANNUAL GOAL	Enhance and improve student engagement, attendance, and achievement for all students. VOCS will maintain a high attendance rate of at least 90% and a low chronic absenteeism rate of below five percent.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • VOCS will monitor student attendance based on work completion and attendance at optional enrichment classes. • Using the Aeries Student Management System, VOCS will calculate the percent of “days possible” that are recorded as “days earned” to determine attendance and chronic absenteeism rates.
MEASURABLE OUTCOME	95% of students will show 100% attendance.
METHODS OF MEASUREMENT	CALPADS Report; Aeries reports; CA Dashboard
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.

PRIORITY 5B – STUDENT ENGAGEMENT (GRADUATION/DROPOUT RATES)

ANNUAL GOAL	VOCS will maintain a low middle school and high school dropout rate of below five percent. VOCS will also have a high school graduation rate that is equal to or higher than Kern County.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • VOCS will track all students in CALPADS, especially if a student leaves VOCS and keep all data entry current. • Individualized learning plans will be monitored at all grades. • VOCS staff will communicate with students and parents about the importance of graduating from high school. • Career Associate will continue to assist 7th – 12th grade students with learning plans. • Counselor will continue to assist 7th – 12th grade students with learning plans.
MEASURABLE OUTCOME	Graduation rate will increase one percent each year, as reported on the CA Dashboard.

METHODS OF MEASUREMENT	End of term credit completion; High school transcripts; Attendance reports; CA Dashboard.
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.
<u>STATE PRIORITY SIX — SCHOOL CLIMATE</u> <i>Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</i>	
PRIORITY 6A – SCHOOL CLIMATE	
ANNUAL GOAL	Provide a safe and positive school environment for all staff and students. Enhance and improve student engagement. VOCS will maintain low suspension and expulsion rates.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Monitor student behavior and implement a positive discipline system, while on VOCS campus. • Create a yearly safety training/drill schedule using Raptor, when applicable. • VOCS Staff will participate in safety training and safety drills. • A Comprehensive Safety Plan will be maintained and updated each year. • Survey all stakeholders annually to determine if they feel safe, while on the VOCS campus. • Obtain materials to improve student engagement, including food, spirit wear, and transportation assistance. • Plan events for students including Field Trips, Senior Events, Awards Assemblies, and Graduations.
MEASURABLE OUTCOME	Maintain a less than 2% suspension rate of enrolled students and 0% expulsion rate. 100% of VOCS Staff will participate in safety training and safety drills. Annual Survey results will report that at least 90% of stakeholders feel safe, while on campus, along with 25% of enrolled students participated in an extra-curricular activity. 60% of students will report higher levels of engagement on the Student survey.
METHODS OF MEASUREMENT	SARC Report; CALPADS reports; Participation logs for extra-curricular activities; Safety training/drill schedule and attendance records; Annual Surveys; Warrants for expenditures; CA Dashboard for suspensions
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.
<u>STATE PRIORITY SEVEN — COURSE ACCESS</u> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	

PRIORITY 7A – COURSE ACCESS	
ANNUAL GOAL	VOCS will ensure that all students will have access to academic and educational enrichment programs as outlined in the charter petition.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • VOCS will ensure all students have exposure to a wide variety of enrichment opportunities, including college and career readiness preparation courses. • Expand college and career pathway options and continue the development of curriculum to include more rigorous assignments that may include career explorations, financial aid, and college choice. • Use <i>Get Focused Stay Focused</i> to enhance Individual Learning Plans. • Provide professional development opportunities for VOCS Staff and Parent Educators, including Parent Educator workshops. • Add programs and access to continue to grow the CTE program. • Maintain community partnerships throughout Kern County.
MEASURABLE OUTCOME	100% of students will have access to a broad course of study, academic and educational enrichment programs, career readiness courses, and community partnerships.
METHODS OF MEASUREMENT	Master course schedules; Enrichment class schedules; Course materials lists; Assessment data; Annual survey; List of community partnerships.
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.
<u>STATE PRIORITY EIGHT — OTHER STUDENT OUTCOMES</u>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
PRIORITY 8A – OTHER STUDENT OUTCOMES	
ANNUAL GOAL	VOCS will provide instruction, which will challenge/meet the needs of all students to prepare them with 21st Century college and career-ready skills. Using data, raise/improve the levels of all student performances, including EL reclassification, to a high level of proficiency in CCSS and 21st Century learning through specifically designed interventions, enrichment, differentiated classroom instruction, project-based and blended learning, and parent education for all students, including VAPA (Visual and Performing Arts) and foreign language.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Facilitate table meeting discussions, which include student achievement data and ways to embed information into daily lessons. • Increase the use of data by subject teachers to determine curriculum choices and lesson planning.

	<ul style="list-style-type: none"> • Provide training and increase opportunities for staff, students, and parents to understand and effectively use data to set and achieve individual goals. • Create an early intervention screening program, in reading, for all 2nd graders.
MEASURABLE OUTCOME	70% of VOCS Resource Teachers will use student achievement data at table meetings; Subject teachers will review student data each semester to determine curriculum choices and lesson planning; Attendance at informational opportunities will increase two percent each year; 90% of 2 nd grade students will participate in the early intervention screening program.
METHODS OF MEASUREMENT	Standardized tests (CAASPP), STAR Ren.; Internal assessments; Benchmark tests; Review of student work; sign-in sheets; Teacher evaluations; Workshop agendas and sign-in sheets; Teacher surveys.
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Student

ELEMENT THREE: METHOD OF MEASUREMENT

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Education Code Section 47605(b)(5)(C)

Valley Oaks Charter School (VOCS) shall meet all statewide standards, including the Common Core State Standards, and take the CAASPP (or California Alternative Assessment), California Science Test (CAST) any other statewide standards authorized in statute applicable to students in non-charter public schools (e.g. ELPAC, Physical Fitness Test).

In addition to this Element, please refer to Element Two for a description of the assessments VOCS shall utilize in its educational program to demonstrate multiple measures for each subject area, which are aligned to the Eight State Priorities. VOCS affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element Two, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

At Valley Oaks Charter School, assessment drives instruction. Through a variety of meaningful assessments, VOCS staff members are able to analyze student achievement over time. By analyzing student achievement data, teachers are able to plan and modify individualized assignments and instruction to meet the needs of students and/or assist Parent Educators with their instructional day. Data analysis happens primarily during parent/student table meetings. Based on assessment data and student needs, the VOCS Administrative Team will provide professional development opportunities based on the curriculum or instructional strategies to increase student achievement.

VOCS teachers and Parent Educators also use a variety of assessment data, including state-mandated assessments, teacher, parent, and publisher created assessments, and online assessment tools to track student growth and mastery of CCSS standards and skills. During weekly and/or monthly meetings, VOCS Teachers conduct ongoing analysis of assessment results. School-wide benchmark assessment data is also analyzed during data analysis meetings with teachers and school administrators twice per year. The following table reflects the assessment tools and data reported at VOCS.

Assessment/Data Source	Topic and Frequency
STAR Renaissance	<ul style="list-style-type: none">• ELA and Math (grades 1-8)• 3 times per year
Kindergarten – Second Grade Assessments	<ul style="list-style-type: none">• ELA and Math (grades K-2)• Initial diagnostic assessment

Progress Reports/Report Cards	<ul style="list-style-type: none"> • All subjects (grades 9-12) • At least three times per year
IEP Progress Review	<ul style="list-style-type: none"> • Individual Student Goals • Three to four times per year
Physical Fitness Test	<ul style="list-style-type: none"> • Physical Fitness (grades 5, 7, and 9) • Annually
Teacher/Parent Surveys	<ul style="list-style-type: none"> • School Climate • Annually
Formative and Summative Publisher and Benchmark Assessments	<ul style="list-style-type: none"> • All Subjects • Daily/Weekly/Monthly
CA School Dashboard CDE DataQuest	<ul style="list-style-type: none"> • Attendance, school demographics, suspension/expulsion rates • Dashboard Indicators • Annually
California Assessment of Student Performance and Progress (CAASPP)	<ul style="list-style-type: none"> • ELA and Math (grades 3-8) • Annually
California Science Test (CAST)	<ul style="list-style-type: none"> • Science (grades 5 and 8) • Annually
English Language Proficiency Assessments for California (ELPAC)	<ul style="list-style-type: none"> • English Language Acquisition • Annually
School Accountability Report Card (SARC)	<ul style="list-style-type: none"> • Demographic, academic, and fiscal data; school information such as class size, teacher, and school safety • Annually

Uses and Reporting of Data for Continuous Improvement

The following plan is utilized for collecting, analyzing, and reporting student achievement data in a continuous manner. VOCS teachers are prepared and develop the expertise to use data to understand student challenges, identify skills gaps, and to develop the skills needed to assist Parent Educators with their daily lessons and to create Individual Learning Plans.

Due to the nature of our program, VOCS finds the individualized results provided by a variety of assessments to be crucial to student progress, academic planning, and coursework development.

VOCS teachers also review the end of the year SBAC scores, as they are available, and share the results with Parent Educators.

Upon enrollment, all VOCS students participate in STAR Renaissance or Edmentum testing in both ELA and math. This first assessment is a starting point and is used for comparison at the second testing session completed in January and the third testing session done in April. Using this testing method of three times per school year provides a strong representation of the student's individual skills progress between testing events. VOCS teachers use this information to work with Parent Educators and/or differentiate instruction and pinpoint individual student needs.

SBAC assessments are also analyzed by VOCS once results are received from the state. Results are utilized by VOCS staff to determine the direction of the academic program, to determine or renew resources, and to further develop Individual Learning Plans. VOCS staff also utilizes SBAC results to analyze schoolwide trends to better understand student needs and for Parent Educator workshop development.

In addition to standardized test results, VOCS teachers use summative and formative tests and quizzes to determine skills progress, content comprehension, and subject knowledge. Since VOCS is a homeschool/independent study program, this type of assessment is crucial to student progress as the VOCS teacher does not have the opportunity for formal daily instruction on the subject matter.

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of Valley Oaks Charter School. No single assessment can provide all the information needed to make informed decisions about every student's learning. A collection of measures that are focused on academic standards that promote positive student outcomes can provide meaningful insights into each student's achievement and VOCS effectiveness.

The assessment tools used at Valley Oaks Charter School will include both standardized and performance-based assessments as guided by the state frameworks and standards. Assessments also promote and support reflection and self-evaluation on the part of students, staff, and parents. VOCS personalized learning/independent study approach begins upon enrollment with a careful analysis of the student's individual needs. This analysis will also consist of reviewing the incoming student's test data, school-administered diagnostic STAR Renaissance/Edmentum testing in English language arts and mathematics, and the student's school progress in the form of grades and transcripts to date. The STAR Renaissance/Edmentum assessment systems provide data that allows VOCS teachers to identify deficiencies and to pinpoint intervention/enrichment needs.

Additional measures that will be used at Valley Oaks Charter School include, but are not limited to, a variety of assessment tools to determine academic progress such as:

- State-Mandated Tests
- CAASPP Smarter Balanced Assessment System (grades 3-8 and 11)
- Science California Next Generation Science Standards Test-CAST (grades 5, 8 and 11)

- English Language Proficiency Assessments for California (ELPAC)
- Physical Fitness Test (PFT) (grades 5, 7 and 9)
- Early Assessment Program (EAP)
- Kindergarten and First Grade Assessments
- Edmentum Benchmark Assessments

The Early Assessment Program (EAP) is a collaborative effort between the California State University (CSU), the California Department of Education (CDE), and the state board of education to determine high school student readiness for college-level work in English and math and to provide students opportunities to improve skills during their senior year.

All students who take the CAASPP automatically participate in EAP. The CAASPP achievement standards provide an early indicator for grade eleven student's readiness for college-level coursework. Meeting the standard can help students avoid both the need for additional testing and enrollment in basic developmental courses upon entering a postsecondary institution.

Below are the standards:

- Standard Exceeded: Ready for English college-level coursework.
- Standard Met: Conditionally Ready for English college-level coursework.
- Standard Nearly Met: Not yet demonstrating readiness for English college-level coursework.
- Standard Not Met: Not demonstrating readiness for English college-level coursework.

Students achieving at level 3 will be encouraged to take appropriate courses in their senior year in order to move directly to college-level courses.

Smarter Balanced Assessment System

The Smarter Balanced Assessment System utilizes computer-adaptive test and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics.

The Smarter Balanced Assessment System has three components designed to support teaching and learning throughout the year:

- Summative Assessments: In grades third through eight and eleven for ELA and Mathematics. The summative assessments are administered as part of the California Assessment of Student Performance and Progress System.

- **Interim Assessments:** Designed to improve and promote teaching and learning by providing information that can be used to monitor progress toward mastery of the CCSS. These optional resources are available to all teachers (Grades 3-12) in ELA and mathematics.
- **Digital Library:** Consists of tools and practices designed to help teachers utilize formative assessment processes for improved teaching and learning in all grades. These optional resources are available to all California educators.

VOCS seeks to utilize the optional interim assessments and digital library resources in order to better prepare students for the CAASPP. There are also additional practice and training tests and resources that VOCS will utilize in order to prepare students to be successful when taking the summative assessments.

Local Assessment Plan and Performance Indicators

Formative Assessments

Formative assessments will be administered three times per year (September, January, and April). Individual student results of assessments will tailor table meetings, on-site instruction, and individual assignments.

Formative Assessments will encompass the following programs:

- **STAR Renaissance** – This assessment program is performance-based and will indicate student skill sets. STAR Renaissance results will allow VOCS teachers to gather evidence of student learning in both ELA and math.
- **Writing Assessment** – Writing prompts specific to each grade level will be administered. These prompts and their accompanying rubrics will be developed by VOCS teachers. Assessment results will drive table meeting discussions and home instruction techniques.
- **Performance Tasks** that align with the content and grade-level standards, quizzes, rough drafts, and other assessments that demonstrate mastery and/or understanding.

Summative Assessments

Summative assessments will be administered as a mid-term assessment and as a final assessment at the end of each semester or course.

SARC and LCAP

Valley Oaks Charter School shall comply with state-mandated requirements applicable to charter schools regarding the School Accountability Report Card (SARC) and Local Control Accountability Plan (LCAP) each year.

ELEMENT FOUR: GOVERNANCE

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. (47605{b}{5}{D})

Governance Structure of the School

The Kern County Board of Education/Kern County Superintendent of Schools Office is the chartering agency and has the responsibility to oversee and monitor Valley Oaks Charter School in those areas specified by law as grounds for revocation.

Valley Oaks Charter School Governing Board

Valley Oaks Charter School (VOCS) is a public charter school that has a governing board. The specific, primary purpose of the Valley Oaks Charter School Governing Board shall be to support and advise the charter school in its efforts to provide instruction to pupils and to assist homeschool families who work with the students on a day-to-day basis. Additionally, the Valley Oaks Charter School Governing Board shall offer advice on program goals and objectives, provide guidance and assistance on program implementation, assist in promoting public relations efforts within the community, and support Valley Oaks Charter School projects and activities.

VOCS Governing Board consists of the following:

- One administrator designated by the Kern County Superintendent of Schools (Chair).
- Three certificated teachers selected by teaching staff.
- Three parents selected by the Valley Oaks Parent Teacher Advisory Committee (VOPTAC).
- One member of the community at large recommended by the chairperson.
- Two members appointed by the Kern County Superintendent of Schools.
- One principal from the school.

Note: Teacher and parent representatives shall be from Bakersfield TK-8, Bakersfield High School and Tehachapi)

VOCS Governing Board meets a minimum of once per quarter and shall promote the purposes and goals of the charter school. The responsibilities of the Governing Board include:

- Approval of the number of positions and configuration of the operational staff.

- Approval of single item purchases over \$3,000.
- Review of serious disciplinary cases for expulsions.
- Oversight of accountability requirements of the charter.
- Amendment of the charter by a 6/11 vote. This action must be approved by the Kern County Board of Education if the amendment significantly alters the original charter.
- Function in the role of School Site Council

Note: All other votes of the VOCS Governing Board will be advisory and guidance in nature.

A quorum for voting on proposals at the VOCS Governing Board meetings will be defined as six out of the eleven members. Additionally, with the exception of the Chairman of the Board, the term of a board member shall be two consecutive years, at the end of which a replacement will be selected by his/her representative group, or appointed depending on the seat vacated, and approved by the vote by the existing board members.

VOCS Administrative Team

The Valley Oaks Charter School (VOCS) administrative staff consists of one director, three principals, and two assistant principals. Currently, Bakersfield, Frazier Park, Kern River Valley, and Taft TK-8 programs are served by one principal, while Bakersfield's 9-12 program is served by a different principal. Tehachapi's TK-12 program is served by one principal. The assistant principals are located in Bakersfield and Tehachapi. The duties of the administrative staff are to:

- Oversee the strategic and operational plans of VOCS.
- Ensure VOCS operates in fulfillment of the mission.
- Establish and execute enrollment procedures.
- Administer the overall day-to-day governance and management of VOCS.
- Maintain a focus on student achievement.
- Oversee parent/student/teacher relations.
- Implement safety procedures in compliance with all applicable laws.
- Recommend staffing changes to the VOCS Governing Board.
- Hire and supervise personnel.
- Manage the budget.

Brown Act

In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils, and the other public agencies in this State exist to aid in the conduct of the people's business. It is the intent of the law that their actions of public commissions, boards, councils, and other public agencies in California be taken openly and that their deliberations be conducted openly, including the VOCS Governing Board. (Gov. Code 54950).

The people of California do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

Contract Services with Kern County Superintendent of Schools Office

Valley Oaks Charter School has a continuing educational, fiscal, and operational support services agreement with the Kern County Superintendent of Schools Office and has found it mutually beneficial since the inception of its charter in September 2000. It is the intent of the Governing Board that Valley Oaks Charter School has full access to all services that would be available to all other educational programs operated by the Kern County Superintendent of Schools Office. In exchange for these services, Valley Oaks Charter School will continue to compensate the Kern County Superintendent of Schools Office an amount equal to the state-approved "indirect" rate that is applied to all other educational programs operated by the Kern County Superintendent of Schools Office. This agreement will remain intact until Valley Oaks Charter School or the Kern County Superintendent of Schools Office request renegotiations or termination of the agreement.

Process to Ensure Parental Involvement

VOCS Governing Board Representation

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

Valley Oaks Parent Teacher Advisory Committee (VOPTAC)

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

Workshops, Training, and Education

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

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

*The qualifications to be met by individuals to be employed by the school.
Education Code Section 47605(b)(5)(E)*

Valley Oaks Charter School (VOCS) works with Kern County Superintendent of Schools (KCSOS) to recruit personnel who support the mission of the charter school, demonstrating the practices of VOCS homeschool philosophy, values, and beliefs that exist with the families and the instructional, management, and support teams across the Valley Oaks campuses. All core subject teaching staff of Valley Oaks Charter School will have the necessary qualifications, skills, experience, and credentials to fulfill their job description and the requirements of the Every Student Succeeds Act (ESSA).

Valley Oaks Charter School and KCSOS shall be nonsectarian in its employment practices and all other operations, EC§47605 (d)(1), shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Valley Oaks Charter School and KCSOS adhere to California laws, including prohibitions regarding the employment of any person who has been convicted of a serious or violent felony, a sex offense, or a controlled substance offense. All employees are required to furnish medical clearance, cleared fingerprinting, provide a full disclosure statement regarding a prior criminal record, and any additional documentation verifying work status.

Certificated and classified staff members working at Valley Oaks Charter School have the same rights and benefits of all other Kern County Superintendent of Schools Office employees. Certification documents and job descriptions are maintained on file at Valley Oaks Charter School and at the Kern County Superintendent of Schools Office personnel and credential office. Additionally, classified employees of Valley Oaks Charter School are hired following established Kern County Superintendent of Schools Office merit employment system.

All individuals employed by Valley Oaks Charter School possess the characteristics, knowledge, and qualifications identified in the posted job description as set forth by the charter school. Furthermore, Valley Oaks Charter School is committed to maintaining a discrimination-free workplace and retaining highly qualified and experienced personnel to ensure the continued delivery of quality educational programs. Employees will possess the characteristics, knowledge, and qualifications identified in the following descriptions:

Director II

Responsibilities and Qualifications

- Develop and maintain an exemplary instructional program for VOCS.
- Provide leadership to the administrative team in determining objectives and identifying individual program needs.
- Develop, maintain, and monitor budgets associated with VOCS.
- Develop, write, and maintain various schoolwide documents such as LCAP, Strategic Plan, SARC, WASC Self Study, SB 740, Safety Plans, and Charter Renewal.
- Ensure compliance with all legal and institutional requirements as they relate to charter schools, independent study, and special education.
- Under the direction of the Assistant Superintendent, comply with all regulations and policies of Kern County Superintendent of Schools Office.
- Develop and implement school plans and organizational procedures for the health and safety, discipline, and conduct of students as established in the program procedures.
- Oversee all aspects of the VOCS Governing Board, including bylaws, agendas, minutes, and board member binders.
- Monitor student progress, using CA Dashboard, and provide information to the administrative team, so they can implement programs at their sites.
- Attend professional development opportunities to stay abreast of current trends, innovations, and practices in charter schools/independent study, school safety, and leadership.
- Participate in IEP and 504 meetings, as needed.
- Recruit and retain qualified staff.
- Develop and maintain constructive and cooperative working relationships with other school districts and partner organizations.
- Participate in other duties as assigned by the Assistant Superintendent.

Education and Experience

- Must possess an administrative credential.

- Must possess a Master's or Doctor's degree.
- Two years' successful teaching experience.
- Three years' of successful administrative experience.

Principal

Responsibilities and Qualifications

- Serve as the educational leader by modeling excellent educational practices and theories, assisting with the development of the instructional program, and building positive relationships with the students, staff, parents, and other community members.
- Provide leadership to the staff in determining objectives and identifying program needs as the basis for developing long and short-range plans.
- Maintain high morale of the assigned staff.
- Identify, provide, assign and coordinate in-service growth opportunities for teaching and instructional aide personnel.
- Supervise and evaluate the performance of all assigned personnel in accordance with the program's policies and adopted uniform guidelines for evaluation and assessment, recommend appropriate action in cases of substandard performances, and identify and encourage individual teachers with leadership potential.
- Monitor student progress and alignment with existing guidelines.
- Conduct IEP screening team meetings as mandated by federal and state laws in coordination with the Principal who has special education or site responsibility.
- Communicate effectively with related agencies and/or parents relative to the student's education program, progress, and school attendance.
- Plan for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, and school grounds.
- Develop and implement school plans and organizational procedures for the health and safety, discipline, and conduct of students as established in the program procedures.
- Plan, supervise and direct the educational operation in accordance with policies and procedures.

- Plan, coordinate and review the work of resource and instructional personnel assigned to assist teachers in the instructional program.
- Perform other duties as assigned.

Education and Experience

- Must possess or be eligible for a valid Administration credential.
- Must possess a valid teaching credential.
- Must possess a Master's degree from an accredited university.
- Successful experience in the Charter School setting is preferred.
- Successful teaching experience required.
- Progressively responsible experience with at least one of the following administration duties: curriculum development, student management, collaboration with on-site agencies and other related experiences.

Assistant Principal

Responsibilities and Qualifications

- Model excellent educational practices and theories, assist with the development of the instructional program and build a positive relationship with the students, staff, parents, and other community members.
- Work with the Principal and directs in providing leadership to the staff in determining objectives and identifying program needs as the basis for developing long and short-range plans.
- Assist in the supervision of staff as needed in accordance with the program's adopted uniform guidelines for evaluation and assessment, recommend appropriate action in cases of substandard performances, and identify and encourage individual teachers with leadership potential.
- Monitor student progress and alignment with existing guidelines.
- Communicate effectively with related agencies and parents relative to the student's education program, progress, and school attendance.
- In coordination with the Principal, implement organizational procedures for health, safety, discipline, and conduct of students as established in the program procedures.

- Assist in the daily operation in accordance with policies and procedures.
- Assist all instructional personnel in the instructional process.

Education and Experience

- Must possess or be eligible for a valid Administration credential.
- Must possess a valid teaching or pupil services credential.
- Successful experience in the Charter School setting is preferred.
- Progressively responsible experience with at least one of the following administration duties: curriculum development, student management, collaboration with on-site agencies and other related experiences.

TK-8 Teacher

Responsibilities and Qualifications

- Maintain a caseload of students (typically 26 - 30) and meet with the students and Parent Educators on a schedule predetermined by the teacher.
- Tutor students in areas where they need additional help or the Parent Educator request assistance.
- Assist the Parent Educator to determine appropriate learning modalities for each of their children.
- Assess the level of student achievement on a regular basis.
- Find and/or develop materials that are appropriate to the instructional level of each student.
- Advise Parent Educators on issues that affect the learning environment at home such as scheduling, study space, family dynamics, etc.
- Develop grade-appropriate learning packets for students.
- Plan and teach enrichment classes.
- Plans, supervises, and develops curriculum for field trips.
- Plan and assess lessons completed by each student.

- Maintain accurate up-to-date attendance records.
- Accept adjunct duties.

Education and Experience

- Valid California Teaching Credential required.
- Area of authorization required is based on assignment.
- Teaching experience is highly desirable.
- Bilingual (Spanish/English) skills are desirable.
- Alternative education experience desirable.

High School Teacher

Responsibilities and Qualifications

- Maintain a caseload of students (typically 26 - 30) and meet with the students and Parent Educators on a schedule predetermined by the teacher.
- Tutor students in areas where they need additional help or the Parent Educator request assistance.
- Assist the Parent Educator to determine appropriate learning modalities for each of their children.
- Assess the level of student achievement on a regular basis.
- Find and/or develop materials that are appropriate to the instructional level of each student.
- Advise Parent Educator on issues that affect the learning environment at home such as scheduling, study space, family dynamics, etc.
- Develop grade appropriate learning packets for students.
- Plan and teach academic core subject classes.
- Plan, supervise, and develop curriculum for field trips.
- Plan and assess lessons completed by each student.

- Maintain accurate up-to-date attendance records.
- Conduct enrichment classes/labs one to two days per week.
- Accept adjunct duties.

Education and Experience

- Valid California Teaching Credential required.
- Area of authorization required is based on assignment.
- Teaching experience is highly desirable.
- Bilingual (Spanish/English) skills are desirable.
- Alternative education experience desirable.

Other Staff

Valley Oaks Charter School will have classified secretarial and student data/attendance staff that provide clerical support to administrative and instructional staff. These classified employees, working at VOCS, will follow the qualifications and employment structure of the Kern County Superintendent of Schools Office.

Valley Oaks Charter School will have classified instructional support staff that provides support to teachers and students in the program. These instructional aides will follow the qualifications and employment structure of the Kern County Superintendent of Schools Office.

Valley Oaks Charter School will work with KCSOS to hire professional experts on a part-time basis who will provide instruction in a variety of enrichment courses offered to the students. These staff shall have knowledge and skills that are very specialized and translate into powerful enrichment coursework for the students enrolled in the school. Any professional expert working in a teaching capacity shall fully comply with credential requirements found in California Education Code Section 47605(l).

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- i) Each employee of the school furnish the school with a criminal record summary as described in Section 44237*
- ii) Development of a school safety plan, which shall include the safety topics listed in subparagraph (A) to (H), inclusive of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- iii) The comprehensive school safety plan be reviewed and updated by March 1 of every year by the charter school. – Education Code Section 47605{b}{5}{E}*

Procedures to Ensure the Health and Safety of Pupils and Staff

One of Valley Oaks Charter School's highest priorities is the health and safety of students, parents, and staff. Valley Oaks Charter School (VOCS) follows all required safety policies and procedures consistent with and in conjunction with the Kern County Superintendent of Schools Office. The following provides a brief summary of VOCS policies:

California Healthy Youth Act

The California Healthy Youth Act (CHYA), Education Code Section 51930, requires that comprehensive sexual health education and HIV prevention education be provided to students at least once in middle school or junior high school and once in high school, starting in grade 7. Valley Oaks Charter School shall teach sexual health education and HIV prevention education using the CHYA requirements.

Comprehensive School Safety Plan

Valley Oaks Charter School shall adopt a Comprehensive School Safety Plan, which will be reviewed and updated by March 1 of every year. The Comprehensive School Safety Plan shall include identifying appropriate strategies and programs that will provide a high level of school safety. It will address procedures for complying with applicable laws related to school safety, following Education Code Section 32280-32288 and include:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies

- Schoolwide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

Criminal Record Check Procedures

Valley Oaks Charter School works with KCSOS to comply with the provisions of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees prior to employment. Additionally, any parent volunteer who drives students on field trips or chaperones overnight trips must also have fingerprint background clearance. VOCS administrators monitor compliance with this policy.

Emergency Preparedness

Valley Oaks Charter School adheres to an Emergency Preparedness Policy drafted specifically to the needs of the school sites (SB-187 Comprehensive School Safety Plan) and the Kern County Superintendent of Schools Office. This policy includes procedures and responses to fire, flood, earthquake, and terrorist threats. Additionally, Valley Oaks Charter School participates in the emergency, fire, earthquake drills, and lockdown drills at all of its school sites. VOCS staff is provided with annual safety training and helps facilitate all emergency drills.

Facilities

Valley Oaks Charter School operates multiple facilities that meet all local safety standards, are located and operated within the geographical boundaries of Kern County, from which the charter was approved, and undergo regular inspections and review by Kern County Superintendent of Schools Office staff.

Nutritionally Adequate Free or Reduced-Price Meal Program

VOCS shall provide each student in need, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), on days the student is on campus for more than two hours of the school day.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the Kern County Superintendent of Schools Office.

Self-Insured Schools of California

Valley Oaks Charter School has had a longstanding relationship with Self-Insured Schools of California in servicing all-inclusive needs for student/staff protection, finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for

an enterprise of similar purpose and circumstance. This relationship includes regular school site assessments by Self-Insured Schools of California staff to assess any physical conditions that could compromise the safety of students or staff. Coverage amounts are based on recommendations provided by Self-Insured Schools of California administration. Kern County Superintendent of Schools is named as an additional insured on all policies of Valley Oaks Charter School.

Suicide Prevention Policy

Valley Oaks Charter School recognizes that emotional health is an integral component of a student's educational outcomes. VOCS also recognizes that suicide is a leading cause of death among young people and that the school has an ethical responsibility to take a proactive approach to prevent suicide. VOCS shall maintain a suicide prevention policy in accordance with Education Code Section 215.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. (47605{b}{5}{G})

Valley Oaks Charter School will strive through its structure and practices to enroll a student population that is reflective of the general population residing in Kern County.

The school shall create and have an admission and enrollment structure that creates no obstacles for students or parents of any race or ethnicity. The school will create a climate in which all students and parents feel welcome and accepted, regardless of race or ethnicity.

If annual reviews of the make-up of the student population enrolled in Valley Oaks Charter School does not reasonably reflect the racial and ethnic balance among Kern County in general, the school will review its admission and enrollment processes, as well as its school climate and course offerings, to determine if any changes need to take place to bring about an enrollment that is more reflective of the general population.

ELEMENT EIGHT: ADMISSION REQUIREMENTS

Admission policies and procedures consistent with Education Code (47605{b}{5}{H}).

Admission to Valley Oaks Charter School (VOCS) will be given to all students whose parents make a request to the charter school pursuant to California Education Code Section 1981, who meet the established criteria, and who follow through on required admission procedures. Admission information will be available on the internet or upon request from the school office.

Prerequisites associated with enrollment are:

- Attending an orientation session.
- Completing Request for Enrollment forms.
- Willing to work daily providing direct instruction to the student at home.
- Understanding that meeting a minimum of at least one time per reporting period with a credentialed teacher to demonstrate attendance/student work is required.

Additionally, in accordance with the provisions of the California charter school requirements, Valley Oaks Charter School will:

- Be non-sectarian in its programs, admissions policies, employment, and all operations.
- Not discriminate on the basis of religion, ethnicity, national origin, gender, or disability.
- Admit all pupils who wish to attend the charter.
 - If this number exceeds capacity, there will be a random public drawing for new students.
- Not charge tuition.
- Keep immunizations or waivers and proof of age on file.

Preference for year-to-year admission to Valley Oaks Charter School is given to those students previously enrolled at the charter school, children of the staff, siblings of students already enrolled, and students who indicate they have documented evidence of being previously homeschooled. Upon enrollment, parents sign a Master Agreement contract agreeing to be full partners in the education of their students.

California Education Code 51746 requires that a formal determination be made that full-time independent study is the most appropriate educational alternative for a student with special needs. After enrollment, Valley Oaks Charter School staff work closely with parents to complete this process and make a determination that is in the best interest of each student.

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. (47605{b}{5}{I})

Manner in which Annual Financial Audits will be Conducted

The financial and program annual audit procedures for use in Valley Oaks Charter School (VOCS) are generally consistent with those used in the other instructional programs operated by the Kern County Superintendent of Schools Office. The purpose of the audits is to assist the school in its ongoing self-study and to assure the chartering agency, the VOCS Governing Board, and the community-at-large that the practices and procedures in use at the school are effective in offering students sound educational experiences. All records of the yearly audits conducted by the Kern County Superintendent of Schools Office are available for inspection.

Attendance Accounting

Pupil attendance is calculated in a manner consistent with state requirements as maintained in contemporaneous records that document all pupil attendance and making all records available for audit and inspection. An electronic attendance accounting software package commonly used in California public schools is used to track attendance.

Financial Audits

Pursuant to the charter school and authorizer agreement, the Kern County Superintendent of Schools (KCSOS) Office oversees an annual financial audit of Valley Oaks Charter School and employs generally accepted accounting principles. An independent auditor reviews the prior fiscal year (July 1 through June 30) on or before December 15 of each year. The audit is conducted in accordance with the standards listed in the Department of Education's California School Accounting Manual, the Governmental Accounting Standards Board, and the American Institute of Certified Public Accountants. The audits include examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements.

Valley Oaks Charter School shall provide reports to Kern County Superintendent of Schools Office as follows, and may provide additional fiscal reports as requested by KCSOS:

- By July 1, a preliminary budget for the current fiscal year.
- On or before July 1, an annual update required pursuant to Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
- On or before December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State

Controller, State Department of Education, and Kern County Superintendent of Schools Office.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Manner in which Exceptions and Deficiencies will be Resolved

Any deficiencies must be resolved to the satisfaction of the chartering agency and the VOCS Governing Board.

ELEMENT TEN: SUSPENSION, EXPULSION, ACADEMIC PROBATION, AND INVOLUNTARY DISENROLLMENT PROCEDURES

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with the following:

- i) For suspensions fewer than 10 days, provide oral or written notice of the charges against the pupil and if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
- ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - a. Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - b. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
Education Code Section (47605(b)(5)(J))*

Suspension, Expulsion, Academic Probation, and Involuntary Disenrollment Procedures

Students who are in violation of the school policies and procedures may be subject to suspension, expulsion, academic probation, and/or involuntary disenrollment. The behavior standards for Valley Oaks Charter School (VOCS) shall be communicated to students and parents through orientation, the Student/Parent Handbook, and online postings. Additionally, these behavior standards shall be aligned with the behavior standards found in the California Education Code Sections 48900 through 48915. For behavior infractions, the school's administration will make

all decisions concerning suspension, expulsion, or involuntary disenrollment and will make recommendations to the VOCS Governing Board. For school policy and procedure infractions, the student will be notified at a meeting between the school, parent, and student that the student's behavior has resulted in either suspension, expulsion, or involuntary disenrollment. The parent has the right to be present and speak a hearing. If the parent contests the findings of the hearing, a written appeal may be made to the Kern County Board of Education.

Prior to a hearing, the school administration will notify the student and his/her parents in writing of any applicable violations. If the school administration determines that the violation constitutes a severe and imminent threat to the health or safety of others in the school, there will be an immediate suspension pending the hearing.

As outlined in the California State Education Code 48900, a pupil shall not be suspended from school or recommended for expulsion, unless the principal of the school in which the pupil is enrolled determines that the pupil has committed any of the following acts:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit use or possession by a pupil of his or her own prescription products.

- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For purposes of this subdivision, "hazing," means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

A student may be suspended or expelled for acts which are related to school activity or attendance, while on the grounds of Valley Oaks Charter School, while going to or coming from school, during the lunch period whether on or off-campus, and during or while going to or coming from a school-sponsored activity.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Academic Probation and Involuntary Disenrollment Procedure

California Education Code Section 51747 and the Valley Oaks Charter School (VOCS) Master Agreement require evidence of student work must be submitted in a regular and consistent manner. In order to ensure compliance with this requirement, and to maximize student performance, VOCS has a Tiered Intervention Program, including Academic Probation, and Involuntary Disenrollment procedures for when terms of the Master Agreement and the student performance goals are not being met. If the terms of the Master Agreement are not being met, an evaluation will be made to determine whether the next level of Tiered Intervention, including possible Academic Probation, is warranted or whether it is in the best interest of the student to remain enrolled at Valley Oaks Charter School.

Evaluation after Missed Assignments

When terms of the Master Agreement are not being met, an evaluation will be conducted by the Valley Oaks Charter School resource/subject teacher and/or designee to determine whether it is in the best interest of the student to remain enrolled at VOCS. The evaluation may include but is not limited to the review of the following:

- Attendance based on completion of assignments as quantified by the assigned supervising teacher;
- Demonstration of skills on assignments;
- Written tests and reports, if appropriate;
- Oral or written presentations;
- Student's attitude toward learning and achievement;
- Punctual attendance at scheduled appointments;
- Ability to meet scheduled appointments;
- Preparedness for scheduled appointments;
- Student demonstration of adequate and appropriate progress toward Common Core State Standards;
- Appropriate learning environment;
- Parent(s) ability to support student learning in the home.

As part of the evaluation process, the student, parent(s), guardian(s) or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder (all generally referred throughout as "Parent(s)") will be invited to present evidence to the individual or individuals conducting the evaluation. During this meeting, VOCS will determine whether the next level of Tiered Intervention should be enforced and whether it is in the best interest of the student to remain enrolled at Valley Oaks Charter School. If it is determined that it is not in the best interest of the student and the student exhibits one or more of the descriptions above, the next level of Tiered Intervention, potentially including Academic Probation, will take effect. If student performance or Master Agreement compliance does not improve to the point where Academic Probation is removed, VOCS may determine it is in the student's best interests to be removed from independent study, and involuntary disenrollment procedures will be initiated and followed. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's mandatory interim record.

Additional Consideration for Students with a Section 504 Plan or IEP:

If VOCS recommends removal from the independent study program as a result of the foregoing evaluation and the student has a Section 504 Plan or IEP, VOCS shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

- Whether the missed assignments were caused by or had a direct and substantial relationship to the student's disability; or
- Whether the missed assignments were the direct result of VOCS failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the missed assignments are a manifestation of the student's disability and Valley Oaks Charter School will follow applicable state and federal laws to ensure that the student is offered a free appropriate public education.

If the answer to (1) and (2), above, is no, then the student's placement may be changed and the student may be disenrolled from Valley Oaks Charter School consistent with these procedures.

This meeting may be combined with the Evaluation after Missed Assignments at the discretion of Valley Oaks Charter School.

Involuntary Disenrollment Notice and Opportunity to Request a Hearing

Once the evaluation and the terms of Academic Probation are complete, if it is determined that it is not in the best interest of the student to remain enrolled at Valley Oaks Charter School (VOCS), an independent study program, the Parent(s) shall be notified in writing of VOCS intent to remove the student from the school. The Involuntary Disenrollment Notice shall be written in the native language of the Parent(s) and provided no less than five (5) school days before the effective date of student's removal. The Involuntary Disenrollment Notice shall include the following information:

- Valley Oaks Charter School intent to remove the student as it is not in their best interest to remain in an independent study.
- Evidence in support of the Involuntary Disenrollment Notice and an explanation of the student's basic rights, including the request to a hearing before the effective date of the action.
- The opportunity of the Parent(s) to request a hearing that follows the same procedures as the Valley Oaks Charter School disciplinary hearing. Parent(s) (or the student if over 18) must submit the request for hearing in writing within five (5) calendar days from the date of receiving the Involuntary Disenrollment Notice.

If Parent(s) or student over 18 requests a hearing:

- The Parent(s) has the right to be present and speak at the Involuntary Disenrollment Hearing.
- The hearing will be held in front of the Administrator of Alternative Education.
- If the Parent(s) contests the findings of the Administrator of Alternative Education, a written appeal may be made to the Kern County Board of Education.
- The student shall remain enrolled and shall not be removed until Valley Oaks Charter School issues a final decision.
- If no hearing is requested, the student shall be removed from the school on the date listed on the Involuntary Disenrollment Notice.

Discipline Procedure

Learning self-discipline is an important part of a student's education. Parents are encouraged to teach their children the positive character traits of honesty, respect for others, self-reliance, independence, integrity, and kindness. While participating in school-sponsored events, all students of Valley Oaks Charter School must conduct themselves in a manner that demonstrates these qualities.

The staff of Valley Oaks Charter School wants to provide the best educational opportunities possible for all students. In order to have an environment that facilitates a safe and sound education for all students, a standard of behavior is expected from all students. When this standard of behavior is not met, the nature, seriousness, and frequency of the inappropriate behavior will determine the action taken. The discipline procedure for Valley Oaks Charter School applies:

- While students are on school grounds.
- While students are going to and from school.

- During nutritional breaks.
- During or while going to or coming from a school-sponsored activity.
- While attending any activity sponsored by the Kern County Superintendent of Schools.

Release of Student to Peace Officer

If a school official releases a child from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify the parent/guardian or a responsible relative of the child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or responsible relative that the child is in custody and the place where the child is being held unless the child would be endangered by disclosure of the place. (EC§48906)

Student Search

The school principal or designee may search the person of a student (including backpack, purse, bag, etc.) or student's locker if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. Evidence gathered from video surveillance tape systems in posted areas is specifically admissible in discipline hearings, as no one has a reasonable expectation of privacy in those circumstances.

ELEMENT ELEVEN: RETIREMENT COVERAGE FOR EMPLOYEES

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section (47605{b}{5}{K})

In order to secure and hold specialized and experienced staff committed to innovation, Valley Oaks Charter School recognizes the importance of an attractive compensation package, which includes salaries and health benefits. The Kern County Superintendent of Schools Office (KCSOS) also strives to have certificated and classified salary schedules that are commensurate and works with VOCS for all employment matters. Through KCSOS, certificated employees at Valley Oaks Charter School are pensioned through the State Teachers Retirement System (STRS) and in some cases Public Employee's Retirement System (PERS). Classified employees fall under the PERS guidelines. Valley Oaks Charter School makes all employer contributions required by STRS, and PERS, and social security, as applicable to the position. Valley Oaks Charter School also makes the employer contributions required for Workers' Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits.

ELEMENT TWELVE: ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605{b}{5}{L}

No student is expected or required to enroll in Valley Oaks Charter School. Any student in Kern County or adjoining counties who meets the admission requirements is eligible to enroll in Valley Oaks Charter School. Students who choose to leave the charter school may elect to use the following options:

- Enroll in the public school that serves their attendance area.
- Attend any alternative educational facility recommended by the public school that has jurisdiction over the area of their residence.
- Enroll in another charter school or private school.
- Any other educational alternative that is compliant with legal requirements.

ELEMENT THIRTEEN: DESCRIPTION OF EMPLOYEE RIGHTS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605{b}{5}{M}

Employees of Valley Oaks Charter School shall have the same rights as other employees of the Kern County Superintendent of Schools Office. This entitlement shall include any employee who leaves an assignment in the Kern County Superintendent of Schools Office to work at the charter school and later wishes to return to a different assignment in the Kern County Superintendent of Schools Office.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605{b}{5}{N}

Intent

The intent of this dispute resolution process is to:

- Minimize the oversight burden on Kern County Superintendents of Schools Office
- Ensure a fair and timely resolution to disputes
- Frame a Valley Oaks Charter School oversight and renewal process to avoid disputes regarding oversight and renewal matters

Public Comments

The staff and governing board members of Valley Oaks Charter School (VOCS) and the Kern County Superintendents of Schools (KCSOS) Office agree to attempt to resolve all disputes regarding this charter school pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless otherwise required by law.

Disputes Between VOCS and KCSOS

Any disputes between Valley Oaks Charter School and Kern County Superintendent of Schools Office over the terms of the charter shall be resolved as follows:

- The dispute shall be identified in writing by the administrator of the Charter School and the staff member designated by the Superintendent pursuant to Education Code Section 47604.32(a). These designated individuals will meet in a good faith attempt to resolve the dispute. Failure of the charter school representative to participate in efforts to resolve the dispute shall be grounds for revocation of the charter.
- If the dispute is not resolved by the meeting described above, the Parties may elect to mediate the dispute by mutually agreeing on a mediator. In the event the Parties agree to attempt to resolve the dispute in mediation, the mediator's fees will be paid by the Charter School unless otherwise agreed.
- If the dispute is not resolved by the meeting or by mediation, the matter shall be referred to the County Board at its next regularly scheduled meeting. The decision of the County Board to resolve the dispute shall be final and binding on the Charter School, provided that the Charter School may seek judicial review of the County Board's decision in a court of

competent jurisdiction. Unless and until such a judicial review results in a reversal or stay of the decision of the County Board, the decision of the County Board to resolve the dispute shall be final and binding on the Charter School.

Notwithstanding the above, nothing in this dispute resolution process shall prevent or delay the County or the Superintendent from exercising and discharging any power or duty authorized by law with respect to oversight of the charter including but not limited to the right to revoke the charter as authorized by law.

Nothing in this section shall be interpreted as a waiver by the Charter School of any available legal rights or recourse in response to the action by the County Board.

ELEMENT FIFTEEN: SCHOOL CLOSURE PROCEDURES

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605{b}{5}{O}

The following procedures shall apply if Valley Oaks Charter School closes, regardless of the reason for the closure:

- Closure of the school will be documented by official action of the Valley Oaks Charter School (VOCS) Governing Board. The action will identify the reason for the closure.
- VOCS Governing Board will promptly notify the Kern County Office of Education of the closure and of the effective date of the closure.
- VOCS Governing Board will ensure notification of the closure to the parents and students of Valley Oaks Charter School and will provide information to assist parents and students in locating suitable alternative programs.
- Notification will be provided promptly following the VOCS Governing Board's decision to close the school.
- As applicable, Valley Oaks Charter School will provide parents, students, and the charter authorizer, the Kern County Office of Education with copies of all appropriate student records and will otherwise assist students in transferring to their next school.
- All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA).
- Valley Oaks Charter School will ask the Kern County Office of Education to store the records of the charter school but will offer to transfer student records to the district of residence of each student with a copy to the family.
- As soon as reasonably practicable, but no later than 60 days after closure, Valley Oaks Charter School will prepare final financial records.
- Valley Oaks Charter School will have an independent audit completed as soon as reasonably practical, generally no more than six months after closure.
- Valley Oaks Charter School will pay for the final audit. The audit will be prepared by the appropriate party and will be provided to the Kern County Office of Education, promptly upon its completion.

- In the case that Valley Oaks Charter School either does not pay for or have an independent audit completed within one month of the applicable timelines, the Kern County Office of Education may, at its option, pay for an audit to be completed and subtract such payment from any funds due to Valley Oaks Charter School.
- Upon closure, all assets, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students, remain the sole property of Valley Oaks Charter School and shall be turned over to the Kern County Superintendent of Schools Office for distribution to programs, which are organized and operated exclusively for educational purposes.
- Any assets acquired from the Kern County Superintendent of Schools (KCSOS) Office or Kern County property will be promptly returned to the County, upon Valley Oaks Charter School closure.
- Distributions shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grantor state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- On closure, Valley Oaks Charter School shall remain solely responsible for all liabilities arising from the overall operation.

CONCLUSION

By approving this charter for the renewal, the County Board will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Valley Oaks Charter School is eager to continue to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, Valley Oaks Charter School pledges to work cooperatively with the County Board and Kern County Superintendent of Schools to answer any concerns over this document and to present the County Board with the strongest possible proposal requesting a five-year charter renewal term from July 1, 2020, through June 30, 2025.

APPENDICES

- Appendix A: 2018 WASC Accreditation Letter
- Appendix B: 2019-2020 LCAP Annual Plan and Update
- Appendix C: VOCS Governing Board Bylaws
- Appendix D: Governing Board Member Roster
- Appendix E: VOCS Budget and Cash Flow Projection
- Appendix F: Conflict of Interest Policy
- Appendix G: TK-8 and High School Information Guides
- Appendix H: Annual Notice to Parents
- Appendix I: Sample School Calendar
- Appendix J: VOCS School Brochure
- Appendix K: Annual Surveys