

Valley Oaks Charter School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2024-25 School Contact Information

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

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

VOCS remains committed to its mission of providing 1,100 students with a supportive, accountable, and flexible educational experience rooted in parent choice. The school's vision and mission have evolved to address the changing needs of its diverse student population, adapting to challenges such as new performance standards, varied academic readiness levels, limited financial resources, and increased operating costs. Despite these challenges, VOCS leadership and educational partners remain dedicated to meeting the academic, social-emotional, and physical needs of every student..

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	69
Grade 2	80
Grade 3	68
Grade 4	71
Grade 5	68
Grade 6	63
Grade 7	90
Grade 8	92
Grade 9	85
Grade 10	89
Grade 11	80
Grade 12	78
Total Enrollment	1,048

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.5
Non-Binary	0.1
American Indian or Alaska Native	0.7
Asian	1.5
Black or African American	1.5
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.6
White	52.1
English Learners	2
Foster Youth	0.3
Homeless	0.7
Socioeconomically Disadvantaged	42.4
Students with Disabilities	11.9

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.90	87.33	216.50	61.34	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	32.00	9.07	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	32.80	9.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.40	10.79	46.50	13.17	12115.80	4.41
Unknown/Incomplete/NA	0.90	1.89	25.10	7.11	18854.30	6.86
Total Teaching Positions	50.30	100.00	353.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.30	89.04	251.90	70.89	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.40	4.62	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.60	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.30	8.12	39.70	11.19	11953.10	4.28
Unknown/Incomplete/NA	1.50	2.82	16.60	4.69	15831.90	5.67
Total Teaching Positions	53.20	100.00	355.30	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.30	88.28	221.60	65.15	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	26.60	7.84	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	29.90	8.81	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.90	7.86	33.70	9.92	11746.90	4.23
Unknown/Incomplete/NA	1.90	3.84	28.10	8.27	14303.80	5.15
Total Teaching Positions	50.20	100.00	340.20	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	5.40	4.30	3.9
Total Out-of-Field Teachers	5.40	4.30	3.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Houghton Mifflin Harcourt California Journeys, 2017 7-8 Houghton Mifflin Harcourt California Collections, 2017 6-8 Houghton Mifflin English, 2004 6th Grade also has the choice of McDougal Little Language of Lit, 2001 9-11 McDougal Littell Language of Lit, 2000 12th Holt McDougal Literature, 2012 10-12 also use Holt McDougal Adapted Interactive Reader, 2012 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007 Houghton Mifflin Harcourt Into Literature 9-12	Yes	0%
Mathematics	K-5, Mcgraw-Hill My Math, 2014 6-8, Big Ideas Math, 2015 Pacemaker Pre-Algebra 2000 Houghton Mifflin Harcourt Algebra 1, Algebra 2, Geometry, 2015 Glencoe Pre-Algebra, 2001 Globe Fearon Pacemaker Algebra 1, 2001 Globe Fearon Pacemaker Geometry, 2003 Kendall Hunt Precalculus with Trigonometry, 2012 Brooks / Cole Statistics - STAT 2, 2012 Dave Ramsey, Foundations in Personal Finance, 2013 (Resources/web access)	Yes	0%
Science	American Legacy Publishing Science Studies Weekly, K-6 Amplify Science 2020, 7-8 Holt California Earth Science, 2007	Yes	0%

	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	American Legacy Publishing Studies Weekly for K-8 McDougal Littell Modern World History McDougal Littell US History: The Americans, 2003 McGraw Hill: Impact California Grade 10 World History Culture and Geography: The Modern World, 2019 McGraw Hill: Impact California Grade 12 Principles of Economics, 2019 Prentice Hall Magruder's American Government, 2009	Yes	0%
Foreign Language	Vista Higher Learning Senderos Level 1-3, 2018	No	0%
Health	Glencoe Health & Wellness, 2008 Positive Prevention Plus, 2021	Yes	0%
Visual and Performing Arts	Art Talk, Glencoe/McGraw-Hill 2005 Art Talk, Glencoe McGraw-Hill 1995 Film Studies/The Basics, Routledge, Taylor & Francis Group 2007 Experience Clay, Davis Publications Inc., 2003 Discovering Drawing, Davis Publications Inc., 2007 Davis Focus on Photography, 2007 Drama I Basic Drama Projects, Perfection Learning Corp. 2004 Drama II Basic Drama Projects, Perfection Learning Corp. 2004 Exploring Painting, Davis Publications Inc., 2003 McGraw Hill Music: An Appreciation, 2011 WW Norton Looking at Movies, 2015	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	44	40	34	37	46	47
Mathematics (grades 3-8 and 11)	23	21	22	21	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	543	503	92.63	7.37	40.24
Female	295	276	93.56	6.44	38.55
Male	247	226	91.50	8.50	42.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	194	186	95.88	4.12	30.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	39	90.70	9.30	58.97

White	288	261	90.63	9.37	44.23
English Learners	11	11	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	227	209	92.07	7.93	34.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	61	87.14	12.86	13.11

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	543	503	92.63	7.37	20.87
Female	295	276	93.56	6.44	15.94
Male	247	226	91.50	8.50	26.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	194	186	95.88	4.12	10.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	39	90.70	9.30	41.03
White	288	261	90.63	9.37	26.05
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	227	209	92.07	7.93	15.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	61	87.14	12.86	8.20

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	34.71	31.40	0.95	2.82	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	321	295	91.90	8.10	31.29
Female	178	166	93.26	6.74	27.88
Male	142	128	90.14	9.86	35.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	105	101	96.19	3.81	21.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	17	80.95	19.05	82.35
White	180	164	91.11	8.89	34.76
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	121	90.30	9.70	23.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	28	82.35	17.65	10.71

2023-24 Career Technical Education Programs

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

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

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	119
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	77.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	56.33
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	27.94

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	96	96	96	96
Grade 7	98	98	98	98	98
Grade 9	95	95	95	95	95

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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

Valley Oaks Parent Teacher Advisory Committee (VOPTAC)

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

VOCS Governing Board Representation

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	5.3	10.3	5.3	32.8	33.2	36.1	7.8	8.2	8.9
Graduation Rate	84.0	83.8	89.3	56.4	52.2	56.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	75	67	89.3
Female	52	47	90.4
Male	23	20	87.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	28	27	96.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	42	36	85.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	44	39	88.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1165	1142	83	7.3
Female	619	607	41	6.8
Male	545	534	42	7.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	1	5.3
Black or African American	19	16	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	425	419	48	11.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	61	61	3	4.9
White	597	586	30	5.1
English Learners	27	26	6	23.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	521	503	55	10.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	152	146	11	7.5

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	4.73	5.69	6.83	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.01	0.04	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

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

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

2024-25 School Safety Plan

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

2024-25 School Safety Plan

VOCS reviews and updates its comprehensive safety plan annually (most recently in January 2025). The plan outlines procedural steps for maintaining safety, phases of emergency management, job action descriptions, and responses to various emergency scenarios.

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

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

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	873.33

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,222	\$986	\$9,235	\$80,361
District	N/A	N/A	\$9,235	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	-15.4	

Fiscal Year 2023-24 Types of Services Funded

Valley Oaks Charter School (VOCS) offers a variety of programs and services to meet the unique needs of its students. For the TK-8 program, optional enrichment sessions provide classroom instruction and group activities for students primarily educated at home. These sessions allow students to experience a "classroom" setting, interact with credentialed teachers, and engage with grade-level peers. Enrichment classes also cover subjects that may be challenging to teach at home, such as team sports, science labs, writing, and foreign languages. Similarly, high school enrichment classes include core subjects and disciplines such as arts, agriculture, and physical education, offering opportunities for socialization while supporting students in meeting graduation requirements. This year, VOCS further enhanced its offerings by introducing a Reading Intervention program for primary students needing extra support and implementing a full-time music program led by a credentialed teacher to enrich students' educational experiences.

VOCS is committed to individualized education, creating tailored Learning Plans to align state standards with each student's needs. These plans leverage one-on-one instruction, project-based learning, and differentiated teaching methods to support student success. Regular assessments, including ESGI and STAR Renaissance tests, help identify students requiring additional assistance. For at-risk students or those facing academic challenges, Parent Educators collaborate with the MTSS

Fiscal Year 2023-24 Types of Services Funded

(Multi-Tiered System of Supports) and SST (Student Study Team) to develop personalized strategies. Additionally, VOCS provides specialized support for English Learners (EL) and students with exceptional needs, adhering to state and federal laws such as the ADA and IDEA. Enrichment classes and targeted instruction support EL students in developing language fluency, while homeschooling and tailored resources serve students with special needs in collaboration with families.

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

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

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5