

# Valley Oaks Charter School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Valley Oaks Charter School (VOCS) is a non-classroom-based program that serves students in grades TK through 12th grade at multiple locations throughout Kern County, California. For the past 24 years, VOCS has provided an avenue that affords structure and accountability for students and families in Kern County who have opted to homeschool. 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 Kern County Office of Education approved the initial charter 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.

Valley Oaks Charter School remains passionate and optimistic about its mission to educate all of its 1100 students in a community that provides opportunities, support, and accountability for families seeking an alternative educational experience tailored to their students by offering 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 are 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. Despite many challenges and changes, the school leadership and educational partners remain dedicated to meeting the academic, social-emotional, and physical needs of all VOCS students.

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

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

## 2023-24 School Description and Mission Statement

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 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	92
Grade 2	72
Grade 3	73
Grade 4	85
Grade 5	57
Grade 6	79
Grade 7	89
Grade 8	118
Grade 9	94
Grade 10	91
Grade 11	89
Grade 12	65
<b>Total Enrollment</b>	<b>1,108</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4%
Male	47.4%
American Indian or Alaska Native	0.6%
Asian	1.8%
Black or African American	2%
Hispanic or Latino	34.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	5.3%
White	54.2%
English Learners	2.8%
Foster Youth	0.5%
Homeless	0.1%
Socioeconomically Disadvantaged	39.1%
Students with Disabilities	11.5%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	43.90	87.33	216.50	61.34	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	32.00	9.07	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	32.80	9.30	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.40	10.79	46.50	13.17	12115.80	4.41
<b>Unknown</b>	0.90	1.89	25.10	7.11	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	47.30	89.04	251.90	70.89	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.40	4.62	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	30.60	8.62	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.30	8.12	39.70	11.19	11953.10	4.28
<b>Unknown</b>	1.50	2.82	16.60	4.69	15831.90	5.67
<b>Total Teaching Positions</b>	53.20	100.00	355.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	5.40	4.30
<b>Total Out-of-Field Teachers</b>	<b>5.40</b>	<b>4.30</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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	Yes	0%

	<p>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</p>		
<b>Mathematics</b>	<p>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)</p>	Yes	0%
<b>Science</b>	<p>American Legacy Publishing Science Studies Weekly, K-6  Amplify Science 2020, 7-8  Grades: 6-8, Holt, Rinehart and Winston California Science, 2007  Holt California Earth Science, 2007  Holt California Biology, 2008  Glencoe Chemistry: Matter and Change, 2007  Glencoe Physics: Principles and Problems, 1999  It's About Time; Active Physics, 2016  Kendall/Hunt Forensic Science, 2009  Glencoe Health and Wellness, 2008  AGS Earth Science, 2004  AGS Biology: Cycles of Life, 2006</p>	Yes	0%
<b>History-Social Science</b>	<p>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</p>	Yes	0%
<b>Foreign Language</b>	Vista Higher Learning Senderos Level 1-3, 2018	No	0%
<b>Health</b>	<p>Glencoe Health &amp; Wellness, 2008  Positive Prevention Plus, 2021</p>	Yes	0%
<b>Visual and Performing Arts</b>	<p>Art Talk, Glencoe/McGraw-Hill 2005  Art Talk, Glencoe McGraw-Hill 1995  Film Studies/The Basics, Routledge, Taylor &amp; Francis Group 2007  Experience Clay, Davis Publications Inc., 2003  Discovering Drawing, Davis Publications Inc., 2007</p>	Yes	0%

	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		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

### 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.

<b>Year and month of the most recent FIT report</b>	March 2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	45	44	34	34	47	46
<b>Mathematics</b> (grades 3-8 and 11)	26	23	22	22	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	578	550	95.16	4.84	43.72
<b>Female</b>	316	306	96.84	3.16	43.14
<b>Male</b>	260	242	93.08	6.92	44.40
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	11	10	90.91	9.09	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	195	191	97.95	2.05	43.16
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	33	91.67	8.33	54.55
<b>White</b>	321	303	94.39	5.61	43.56
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	233	221	94.85	5.15	37.27
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	75	70	93.33	6.67	17.14

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	578	551	95.33	4.67	23.41
<b>Female</b>	316	305	96.52	3.48	18.36
<b>Male</b>	260	244	93.85	6.15	29.92
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	11	10	90.91	9.09	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	195	191	97.95	2.05	17.80
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	33	91.67	8.33	36.36
<b>White</b>	321	304	94.70	5.30	25.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	233	222	95.28	4.72	14.41
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	75	70	93.33	6.67	14.29

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	34.21	34.71	6.35	0.95	29.47	30.29

## 2022-23 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
<b>All Students</b>	314	298	94.90	5.10	34.68
<b>Female</b>	171	162	94.74	5.26	32.92
<b>Male</b>	142	135	95.07	4.93	37.04
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	114	108	94.74	5.26	24.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	14	93.33	6.67	42.86
<b>White</b>	171	162	94.74	5.26	40.74
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	118	112	94.92	5.08	21.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	36	31	86.11	13.89	12.90

## 2022-23 Career Technical Education Programs

Valley Oaks Charter School (VOCS) continues to be dedicated to preparing high school students to enter higher education and/or pursue a career path after high school. In 2006, VOCS obtained accreditation from the Western Association of Schools and Colleges (WASC) and continues to maintain its accreditation today.

VOCS continues to use dual enrollment and concurrent enrollment with several local community college partners as another option for all interested students. Online opportunities were also used to enhance college prep, CTE, and independent study options.

Workshops are offered to seniors to help with the application process at local community colleges. Partnerships were also continued with the Kern High School District and its ROC program. VOCS offers a Career Technical Education Program emphasizing the building and construction trades, arts, media, and entertainment.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	138
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.9
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	63.72
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	31.43

## 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.

#### 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	95	95	95	95	95
Grade 7	95	95	95	95	95
Grade 9	100	100	100	100	100

## 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.

#### 2023-24 Opportunities for Parental Involvement

At Valley Oaks Charter School (VOCS), Parent Educators play a vital role in their children's education. VOCS strongly believes in the critical importance of parents as partners and significant contributors to their children's educational success. Valley Oaks Charter School has provided opportunities for parent involvement through the Valley Oaks Parent Teacher Advisory Committee (VOPTAC), the appointment of three parents to the governing board, and communication through Parent Square, Aeries, Remind, Social Media, resource teachers, and postings in the school offices. Multiple Parent Educator Workshops also provide opportunities for VOCS to educate parents on the importance of their child's schooling and how to utilize resources to assist their students from transitional kindergarten through the college application process. These opportunities help Parent Educators develop their teaching talents, enriching their essential role in making their children's educational program the best experience possible.

##### Valley Oaks Parent Teacher Advisory Committee (VOPTAC)

The Valley Oaks Parent Teacher Advisory Committee is available for all parents and is a place where members can assist with shaping the direction and structure of the school. VOCS parents are informed of the VOPTAC committee, its meeting schedule, and its role in supporting the school. VOPTAC meetings are advertised through Parent Square, postings in the school offices, and on Social Media, and parents are encouraged to attend the meetings. The relationship between the VOPTAC committee and the VOCS governing board establishes an excellent opportunity for the voice of parents to be heard. It is an essential component of Valley Oaks Charter School.

##### VOCS Governing Board Representation

Valley Oaks Charter School also recognizes parents' critical role in the operation of this exceptional educational program. 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. Subsequently, VOCS has multiple representatives on the VOCS governing board who are parents of students enrolled in the charter school. Further, this structure provides an unprecedented level of parent

## 2023-24 Opportunities for Parental Involvement

representation and involvement in the operational aspects of Valley Oaks Charter School.

### 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.2	5.3	10.3	38.2	32.8	33.2	9.4	7.8	8.2
Graduation Rate	86.1	84	83.8	46.3	56.4	52.2	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	68	57	83.8
<b>Female</b>	36	31	86.1
<b>Male</b>	32	26	81.3
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	17	16	94.1
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	46	36	78.3
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	34	26	76.5
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1199	1165	113	9.7
Female	627	614	59	9.6
Male	570	549	53	9.7
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	9	7	1	14.3
Asian	20	20	0	0.0
Black or African American	25	23	4	17.4
Filipino	0	0	0	0.0
Hispanic or Latino	414	401	45	11.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	58	58	6	10.3
White	648	631	55	8.7
English Learners	31	31	5	16.1
Foster Youth	6	6	0	0.0
Homeless	2	1	0	0.0
Socioeconomically Disadvantaged	497	481	60	12.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	152	151	15	9.9

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.85	4.73	5.69	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.04	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Valley Oaks Charter School (VOCS) strives to create and promote a safe and secure school environment that is accessible and conducive to student learning. A safe school environment, where values of respect and responsibility are emphasized, is the educational setting VOCS staff, parents, and students desire. All educational partners consider it a critical part of the educational process. VOCS's comprehensive safety plan is reviewed and updated annually (Jan 2023), and procedural steps are outlined in the safety plan. The comprehensive safety plan describes the phases of emergency management, job action descriptions, and various emergency situations.

All of the efforts VOCS continues to take to ensure students, staff, and parents are safe and secure while on campus will remain a top priority for the VOCS team. While students, staff, and families are on site, VOCS staff members and parents work together to identify any potential hazards and take preventive measures to ensure the safety of all students. Furthermore, VOCS staff and students continued to be provided with training throughout the year to address the components of the comprehensive safety plan (first 30 days of school), campus safety and mandated reporting. Emergency drills are conducted at VOCS sites, and each site participates in the Great California Shakeout. VOCS utilizes the Raptor Visitor Management System to monitor campus visitors effectively. Parents and staff are required to wear an identification lanyard or a Raptor sticker while on campus to indicate authorized attendance.

## 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.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	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 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

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	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

## 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

## 2022-23 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	923.33

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	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

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	\$10,222	\$986	\$9,235	\$80,361
<b>District</b>	N/A	N/A	\$9,235	
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	
<b>State</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A		



## Fiscal Year 2022-23 Types of Services Funded

Valley Oaks Charter School (VOCS) believes that all students learn best by using various settings and provides different programs and services to support and assist students. For the TK-8 program, optional enrichment sessions are offered by VOCS to provide classroom instruction and group activities for students who are primarily educated in their homes. Providing these optional classes gives students the "classroom" experience in the absence of grade-level peers in their homes and provides students the chance to take classes from credentialed teachers. These opportunities are also available to parents and provide time for them to observe and gather teaching strategies and techniques that can be used in the home environment. Additionally, optional enrichment sessions offer courses that are difficult to teach in the home environment (team sports, reader's theater, science labs, etc.) and teach classes that some parents may need help teaching (algebra, writing, music, foreign language). High School enrichment classes are also offered and may include core subjects (math, science, English language arts, history-social science) and other disciplines such as visual arts, performing arts and industrial arts, agriculture, foreign language, and physical education. These opportunities provide an outlet for student socialization while assisting students in meeting graduation requirements.

Since VOCS is committed to the education of each student enrolled in the school, Individualized Learning Plans are created for students. They are based on a curriculum where parents can use various teaching methods to teach and/or facilitate the curriculum. Individualized Learning Plans are designed to bridge academic standards adopted by the state and student learning more effectively, 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. Tutoring sessions with VOCS credentialed teachers or instructional aides are offered to those students who are academically low achieving or need more individual assistance. VOCS students and Parent Educators meet with credentialed teachers on a structured schedule, and students are informally and formally assessed by VOCS credentialed teachers regularly.

At VOCS, we have implemented a comprehensive approach to support struggling students by combining MTSS (Multi-Tiered System of Supports) and SST (Student Study Team). This allows us to identify students needing additional assistance and provide them with the necessary support. In addition, VOCS students actively participate in various assessments offered by the school, including ESGI, STAR Renaissance tests in ELA and Mathematics, as well as subject assessments for high school enrichment classes. If a student's Individualized Learning Plan or internal assessments show signs of decline, our dedicated Parent Educators are notified, and appropriate interventions are suggested. For students who are at-risk or facing academic challenges, the Parent Educators collaborate with the MTSS and/or Student Study Team to develop personalized strategies that address the student's specific needs. During these meetings, the team, including the Parent Educator and the student, engages in brainstorming sessions to identify strengths and challenges and explore new ideas. Follow-up sessions are scheduled if necessary to ensure ongoing support and progress.

Valley Oaks Charter School, as part of the Kern County Superintendent of Schools, is also a member of the Kern County Consortium SELPA. All policies and procedures of that SELPA are followed, and VOCS complies with all laws affecting students with exceptional needs, including all provisions of the Americans with Disabilities Act (ADA), Individuals with Disabilities in Education Act (IDEA), its amendments, and Section 504 of the Rehabilitation Act. It is essential to provide all students with educational opportunities regardless of special needs, and VOCS does not discriminate against any student based on their disabilities. To best serve students, Valley Oaks Charter School follows California Education Code Section §51746, which requires full-time independent study to be the most appropriate educational alternative for the pupil. Homeschooling is one way of delivering individualized instruction to students with special needs. With VOCS' Teacher-Parent Educator collaboration, breaking up learning into smaller time blocks, removing distractions, and tailoring learning to the child's unique needs, education can be accomplished in a homeschool environment. If a child requires other specialized instruction that cannot be delivered at home, VOCS will work with the family to find the most appropriate educational setting for the student.

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

Lastly, VOCS is committed to helping and serving foster youth students throughout Kern County. Once foster youth have been identified, VOCS coordinates with the KCSOS AB490 education liaison to facilitate educational services, provide support materials, and train staff.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		

## 2022-23 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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Every year the staff at Valley Oaks Charter School (VOCS) receives professional development opportunities that help improve the quality of services they provide to the charter school's student and parent population. Staff is surveyed throughout the year to gather professional development topics needed for the unique setting of VOCS. Professional development opportunities are offered in person or virtually. VOCS staff participated in various professional development opportunities, including school safety, technology, state testing, equity, PLC, social-emotional well-being, academic core subjects, and reading intervention

## Professional Development

courses.

Professional development opportunities were delivered at county-sponsored workshops, Zoom-sponsored workshops, conferences, and individual mentoring meetings. Additionally, staff meetings were used to share professional development information with other staff members. Along with VOCS staff participating in professional development opportunities, VOCS Parent Educators also participated in various parent workshops throughout the year.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5