

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Valley Oaks Charter School

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 Director: Shirley Oesch Grade Span: K - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Valley Oaks Charter School (hereafter "VOCS") is a kindergarten through twelfth grade school chartered by the Kern County Board of Education and is operated in conjunction with the Kern County Superintendent of Schools Office. It is part of the Division of Museum Education. VOCS is a parent-participation charter school where parents, students, teachers, and the community work together to educate one child at a time. Students who attend the charter school are educated through individually designed curricula. This may include but is not limited to home-based instruction, course related classes, independent study, community-based educational programs, and enrichment classes and activities. The Kern County Museum, California Living Museum (CALM), and the Kern County Superintendent of Schools Office are major partners in the education of VOCS students. The mission of the school is to assist parents, working in partnership with credentialed teachers to provide high-quality academic learning experiences for their children and to use the vast resources of the community to enrich that learning.

Student Enrollment

Group	Enrollment
Number of students	855
African American	2.92 %
American Indian or Alaska Native	%
Asian	2.81 %
Filipino	0.35 %
Hispanic or Latino	15.32 %
Pacific Islander	0.35 %
White (not Hispanic)	78.13 %
Multiple or No Response	0.12 %
Socioeconomically Disadvantaged	16 %
English Learners	%
Students with Disabilities	4 %

Teachers

Indicator	Teachers
Teachers with full credential	42
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	2
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	2

Edit this section below

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	%
Mathematics	%
Science	%
History-Social Science	

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	724
Statewide Rank (from 2007 API Base Report)	4
2007-08 Program Improvement Status (PI Year)	-

School Completion

Indicator	Result
Graduation Rate	?

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	63.5%

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Valley Oaks Charter	District Name	Kern County Office of Education
Street	3501 Chester Ave.	Phone Number	(661) 636-4000
City, State, Zip	Bakersfield , CA 93301-1629	Web Site	www.kern.org
Phone Number	(661) 633-5288	Superintendent	Larry Reider
Director	Shirley Oesch	E-mail Address	lareider@kern.org
E-mail Address	Shoesch@kern.org	CDS Code	15-10157-1530492

School Description and Mission Statement

Valley Oaks Charter School (hereafter "VOCS") is a kindergarten through twelfth grade school chartered by the Kern County Board of Education and is operated in conjunction with the Kern County Superintendent of Schools Office. It is part of the Division of Museum Education. VOCS is a parent-participation charter school where parents, students, teachers, and the community work together to educate one child at a time. Students who attend the charter school are educated through individually designed curricula. This may include but is not limited to home-based instruction, course related classes, independent study, community-based educational programs, and enrichment classes and activities. The Kern County Museum, California Living Museum (CALM), and the Kern County Superintendent of Schools Office are major partners in the education of VOCS students. The mission of the school is to assist parents, working in partnership with credentialed teachers to provide high-quality academic learning experiences for their children and to use the vast resources of the community to enrich that learning.

Opportunities for Parental Involvement

Because the school is a parent choice/parent participation charter school, parents meet regularly with Resource Teachers every two weeks in addition to working with their children daily. Parents accompany their children to enrichment classes, numerous field trips, and workshops. Parents are also invited to participate in regularly scheduled Parent Advisory Council (VOPAC) meetings. Many activities are planned by the parents to raise money for educational projects at the school and to involve their children in educational experiences. Some meetings focus on training parents to be better teachers at home. VOPAC has developed systems (such as WarmLine) to support parents who are experiencing problems with educating their children at home. Two parents are elected from the VOPAC to sit on the VOCS Governing Board.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	56
Grade 1	52
Grade 2	79
Grade 3	74
Grade 4	65
Grade 5	73
Grade 6	91
Grade 7	80
Grade 8	85
Ungraded Elementary	0
Grade 9	52
Grade 10	58
Grade 11	54
Grade 12	36
Ungraded Secondary	0
Total Enrollment	855

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.92 %	White (not Hispanic)	78.13 %
American Indian or Alaska Native	%	Multiple or No Response	0.12 %
Asian	2.81 %	Socioeconomically Disadvantaged	16 %
Filipino	0.35 %	English Learners	%
Hispanic or Latino	15.32 %	Students with Disabilities	4 %
Pacific Islander	0.35 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	-	-	-	-	-	-	-	17.3	12	1	3	
Mathematics	-	-	-	-	-	-	-	17.5	4	2	-	
Science	-	-	-	-	-	-	-	16.8	7	1	-	
Social Science	-	-	-	-	-	-	-	21.7	4	-	2	

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	0%	0%	0%
1	0%	0%	0%
2	0%	0%	0%
3	0%	0%	0%

II. School Climate

School Safety Plan

The K-8 part of the school is located in an old industrial building with an office and warehouse. It was not designed for its present use but the staff and maintenance department work to make it safe and useable. The high school students meet in the University of Merced Building about 1/2 mile from the K-8 facility. This building was constructed just a few years ago and operates with many business and educational entities sharing the building. All safety policies and procedures of the Kern County Superintendent of Schools Office (KCSOS) are adopted by the school and reviewed annually. Custodial services at both sites are provided through KCSOS and the maintenance department provides services and inspects the building and grounds for safety issues on a regular basis. When conditions are found that may interfere with the safe functioning of the school, they are repaired or corrected. During the 2003-2004, a comprehensive School Safety Procedures and Policies Plan were developed.

School Discipline Practices

Since students are educated primarily in the home, the school seldom needs to deal with student disciplinary problems. If there is a problem with a student in class, the student is either removed from the class (since they are voluntary and considered enrichment) or the parent is asked to attend the class with the student. The school's policies creating a positive learning environment are stated in the handbook and are reinforced at parent meetings, in the strict dress code for high school students, and in the training of parents to help them deal with their children on a one-to-one basis. The goal is to make learning exciting so that behavior is not a factor.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.4	0.0	0.0	13.8	11.7	10.2
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0

III. School Facilities

School Facility Conditions and Improvements

The facility at 3501 Chester Avenue is considered the home base of the school. The buildings there include a remodeled industrial building that provides teacher office space, meeting areas, a small classroom, a large warehouse which houses enrichment classes and an industrial arts building. The

surrounding area is a working farm that has been developed and maintained by students and staff at VOCS. In addition, the school utilizes the facilities of the Kern County Museum, located next door, for additional classroom space. These facilities are usable but could not be considered adequate, especially the warehouse.

High school students are located at 2000 K Street, the University of Merced office buildings. School offices are located on the third floor and the first three floors are used for classroom space for weekly classes. This is a new, modern facility which provides ample space for the program but has the problems of scheduling rooms with multiple entities and high school students sharing space with many businesses.

Tehachapi K-8 students are being served in an office complex in Tehachapi on Bryan Way just off of Highway 202. This facility is a definite improvement over making Tehachapi students drive to Bakersfield, but needs to be larger.

The school is going through the procedures of building additional facilities on the property on Chester Avenue but the process is slow since the chartering agency decided that the new school should meet all requirements for traditional schools even though it is a charter school. Funds have been saved and allotted to meet the needs of the planned school.

The facilities are cleaned regularly and inspected for safety. Any safety concerns are addressed as quickly as possible.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			

Overall Cleanliness	x			
Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	31	41	42	198
Without Full Credential	2	2	1	53
Teaching Outside Subject Area of Competence	4	3	2	?

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	LEA Provided	LEA Provided	LEA Provided
Total Teacher Misassignments	LEA Provided	LEA Provided	LEA Provided
Vacant Teacher Positions	LEA Provided	LEA Provided	LEA Provided

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	90.2	9.8
All Schools in District	72.5	27.5
High-Poverty Schools in District	86.6	13.4
Low-Poverty Schools in District	70.0	30.0

Substitute Teacher Availability

Substitute teachers are very seldom utilized and then only by the high school teachers to cover classroom instruction. All substitutes receive certification for employment through the Kern County Superintendent of Schools Office. An updated list is distributed monthly. A pre-employment orientation is provided by the site administrator or designee to familiarize the teacher with regard to students, policies, and procedures relevant to the program and the specific instruction day.

Teacher Evaluation Process

The Kern County Superintendent of Schools Office maintains policies and procedures that have been

approved by and are included in the Collective Bargaining Agreement with the Kern County Educator's Association. The evaluation sequence is based on the teacher's status:

- Permanent employees are evaluated at least once every other school year.
- Probationary employees are evaluated at least once every school year.

All teachers are evaluated according to the criteria set forth in the California Standards for the Teaching Profession (CSTP). By November 1 of each year the site principal or assistant principal meets with every teacher to discuss the teacher's goals and objectives for the current year, their job description that includes the CSTP criteria. Formal and informal observations are done on all teachers to be evaluated during the school year. Conferences between the teachers and site administrator are held throughout the evaluation process. The evaluation culminates in the completion of an annual evaluation form, which is reviewed and signed by the teacher, and the site administrator. The process is completed prior to May for permanent teachers and prior to February for probationary evaluatees.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.03	3420
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Agriculture and Safety Consultant	1.0	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100%	0

Science	100%	0
History-Social Science	100%	0
Foreign Language	100%	0
Health	100%	0
Science Laboratory	100%	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the schools per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District				
Percent Difference â€” School Site and District				
State			4943	
Percent Difference â€” School Site and State				

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Does not apply

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,766	
Mid-Range Teacher Salary	\$56,232	
Highest Teacher Salary	\$76,194	
Average Principal Salary (Elementary)	\$94,255	
Average Principal Salary (Middle)	\$101,509	
Average Principal Salary (High)	\$101,509	
Superintendent Salary	\$210,939	
Percent of Budget for Teacher Salaries	%	
Percent of Budget for Administrative Salaries	%	

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	45	53	46	14	15	14	40	42	43
Mathematics	29	34	30	13	16	14	38	40	40
Science	31	38	41	22	9	10	27	35	38
History-Social Science	30	30	36	6	6	8	32	33	33

CST Results by Student Group in the Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	36	15	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino				
Hispanic or Latino	42	19	33	32
Pacific Islander	*	*	*	*
White (not Hispanic)	48	34	42	38
Male	43	32	46	44
Female	50	29	34	28
Economically Disadvantaged	32	17	20	25
English Learners	*	*		*
Students with Disabilities	15	8	8	*
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students in a Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	58.3	26.7	49.0	71.1	28.3	51.1	63.6	55.2	48.6
Mathematics	28.6	12.5	45.2	39.0	16.6	46.8	52.3	43.1	49.9

CAHSEE Results by Student Group in the Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	36.4	38.6	25	47.7	36.4	15.9
Male	39.3	39.3	21.4	42.9	35.7	21.4
Female	31.2	37.5	31.2	56.2	37.5	6.2
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	30.3	36.4	33.3	42.4	39.4	18.2
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks in a Three-Year Comparison

This table displays the schools statewide and similar schools API ranks. These ranks are published when the Base API is

released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched the similar schools A similar schools rank of 1 means that the schools academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the schools academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	4	4	4
Similar Schools	1	2	3

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	30	23	-12	724
African American	-	-	-	-
American Indian or Alaska Native	-	-	-	-
Asian	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	-	-	-	-
Pacific Islander	-	-	-	-
White (not Hispanic)	23	16	-4	740
Socioeconomically Disadvantaged			-13	654
English Learners	-	-	-	-
Students with Disabilities	-	-	-	-

State Award and Intervention Programs

This section will contain information about the schools participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Does not apply

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No

Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at

<http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	-	-
Year in Program Improvement	-	-
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the schools one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	13.4	12.2	9.8	12.7	17.4	22.9	3.2	3.1	3.5
Graduation Rate	35.7	62.5	51.4	84.8	40.7	39.6	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school years October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A

Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Narrative LEA Provided

Career Technical Education Participation

Test preparation materials were available to students and their families. Teachers were available for assistance if the students were having difficulty with the material. Students are also encouraged to participate in the local Regional Occupational Center Programs. Welding, Animal Care, and Cosmetology are just a few of the programs offered through the R.O.C. VOCS also offers two courses for career training. Career Education and Career Exploration are two courses which provide students with the tools necessary to succeed in the workforce.

Measure	CTE Program Participation
Number of pupils	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the schools courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	70.4
Graduates Who Completed All Courses Required for UC/CSU Admission	63.2

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Currently, VOCS offers materials to students who are participating in the ACT, SAT, and PSAT testing, in order to prepare and pass the test for which they are enrolled. Currently, there are no courses offered for these tests.

SAT Reasoning Test

This table displays the percent of the schools 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	15.0	21.2	5.56

Average Verbal Score	-	520	585
Average Math Score	-	460	540
Average Writing Score	N/A	511	525

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the schools leadership team.

The school charter is written to accommodate the individual needs of students. Therefore, the school offers a wide variety of materials and resources for parents from which to choose. There is also a provision for change of the curriculum as the Resource Teacher and the parent teacher see a need for change. The teaching staff has developed a recommended curriculum that meets all the California State Standards. Handbooks for each grade level provide for parents:

- Suggested week-by-week lesson plans.
- Grade level State Standards
- Resources available
- Suggested activities and projects.

When students enroll, they are tested on the Star Reading and Mathematics computer test to determine their skill level. All high school students are evaluated on a writing at the beginning of every year. In addition, many of the teachers do individualized testing to find specific skill areas that need additional attention. Placement on these tests and screeners determines placement in resources. The transcripts of incoming high school students are evaluated to determine placement in classes and graduation status.

A Master Agreement is signed by the parent, teacher, and student that specifies goals and objectives, the course of study, methods of evaluation, manner of reporting, and time, frequency, ad place of reporting. An Assignment/Work Record (AWR) is completed every attendance period with a summary of assignments, resources, and evaluation for each content area.

Students graduating from the 8th grade must show the competence to enter high school and must pass a school-approved test on the United States Constitution. Graduation from high school is contingent on students meeting all of the State requirements, the standards for the Kern High School District, and an additional requirement of a Senior Seminar. The seminar requires students to do a research paper, a project connected to that paper, and present their paper and project to a panel of evaluators who listen to the presentation and then ask probing questions to determine the depth of knowledge.

Teachers function as curriculum leaders in a number of different capacities. Each grade level has a lead teacher and a supporting committee. Decisions regarding curriculum are dealt with by the Curriculum Committee. Because each teacher serves many grade levels, resource teachers regularly share ideas and resources with their colleagues. Specialists in various curricular areas have been identified and appropriate duties have been assigned.

The school administration is composed of a principal and assistant principal. Both of these administrators have complete administrative credentials and oversee the administrative responsibilities of the school. However, the philosophy of the school embraces the notion that shared leadership will result in a better environment for the staff and the families it serves. Therefore, the school Round Table, with representation from all segments of the school, functions as a forum for ideas, solves school problems, and makes suggestions for change and improvement. In addition, the WASC leadership team oversees the progress of the school on action plan goals.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

The staff of Valley Oaks meets every week for one hour. Aside from business issues discussed (i.e. schedules, announcements) a segment of each meeting is devoted to staff development. Teaching/evaluation strategies, curriculum materials, and other staff development topics are on the agenda. For example, the Special Education consultant may present strategies for dealing with students with a specific learning disability (i.e. arsbengers syndrome). In addition, two staff development days were held in the 2004-2005 school year. The agenda for these two days reflects the expressed needs of the staff through the Roundtable of VOCS. When the school knew through observation and performance on tests that our students were deficient in writing, the Roundtable came up with a strategy that included purchasing additional materials, training parents to teach writing, and distributing rubrics and model writing responses. That strategy was implemented in the 03-04 school year.

Teachers are also encouraged to pursue their own development through County-led workshops, professional conferences, and personal study.

The challenge for the school is that whatever is good teaching pedagogy must not only be used by the Resource Teachers during classes and workshops but must be passed on to the parents who are doing the home instruction. Parents are invited to periodic training meetings relating to their children's educational experience.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,400	50,400
2	50,400	50,400
3	50,400	50,400
4	54,000	54,000
5	54,000	54,000
6	54,000	54,000
7	54,000	54,000
8	54,000	54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Does not apply