



Valley Oaks Charter School

Address: 3501 Chester Avenue
Principal: John Lindsay

Phone: (661) 852-6750
Grade Span: K-12

Executive Summary School Accountability Report Card, 2008-09

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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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.

About This School

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	886
African American	1.81%
American Indian or Alaska Native	1.92%
Asian	.90%
Filipino	.56%
Hispanic or Latino	17.49%
Pacific Islander	.34%
White (not Hispanic)	76.19%
Multiple or No Response	.79%
Socioeconomically Disadvantaged	0%
English Learners	1%
Students with Disabilities	6%

Teachers

Indicator	Teachers
Teachers with full credential	45
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	53%
Mathematics	30%
Science	47%
History-Social Science	41%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	725%
Statewide Rank (from 2008 Base API Report)	3%
2009-10 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

At the Bakersfield campus the fire sprinklers were inspected. The soil to the north of the Bakersfield high school building was found to be contaminated. Recently, at our Tehachapi location, a site inspection was conducted by the local fire marshal. At this time, a report was created and corrections needed were noted.

Repairs Needed

The fire sprinklers needed to be replaced, due to being painted over. At the Bakersfield site, soil will have to be removed and backfilled with adequate soil to continue construction of a parking lot and grass area. In Tehachapi, it was determined, by the fire marshal, that a fire alarm system was needed throughout the building.

Corrective Actions Taken or Planned

The fire sprinklers were all replaced at the Bakersfield site. In Tehachapi, a state of the art fire alarm system was installed to provide additional protection for our students, staff, and families.

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%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5897
District	\$5897
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	58.3%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and	0%

	Earned a High School Diploma	
	Graduates Who Completed All Courses Required for University of California or California State University Admission	58.4%

NAEP Reading, Grade 4		NAEP Reading, Grade 8	
Level	Result	Level	Result
Average Scale Score - State	209	State Average Scale Score	251
Average Scale Score - National	220	Average Scale Score - National	261
Achievement Level - Basic	30%	Achievement Level - Basic	41%
Achievement Level - Proficient	18%	Achievement Level - Proficient	20%
Achievement Level - Advanced	5%	Achievement Level - Advanced	2%
NAEP Mathematics, Grade 4		NAEP Mathematics, Grade 8	
Level	Result	Level	Result
Average Scale Score - State	232	State Average Scale Score	270
Average Scale Score - National	239	Average Scale Score - National	282
Achievement Level - Basic	72%	Achievement Level - Basic	59%
Achievement Level - Proficient	30%	Achievement Level - Proficient	23%
Achievement Level - Advanced	5%	Achievement Level - Advanced	5%

School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

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 on the California Department of Education (CDE) SARC Web page 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.

I. Data and Access

Data Quest

Data Quest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Valley Oaks Charter School	District Name	Kern County Superintendent of Schools
Street	3501 Chester Avenue	Phone Number	661-636-4000
City, State, Zip	Bakersfield, CA 93301	Web Site	http://kern.org
Phone Number	661-852-6750	Superintendent	Dr. Larry E. Reider
Principal	John Lindsay	E-mail Address	lareider@kern.org
E-mail Address	jolindsay@kern.org	CDS Code	15-10157-1530492

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

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

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	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.3	12	1	3	18.9	8	4	1	18.6	6	3	0
Mathematics	17.5	4	2	0	25.5	1	2	1	24.3	1	3	0
Science	16.8	7	1	0	15.5	6	1	1	15.1	6	0	0
Social Science	21.7	4	0	2	28.3	1	3	0	25.2	1	2	0

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

At the VOCS Tehachapi location, a comprehensive safety plan was created so that staff members could respond to all types of emergency situations. This plan includes evacuation procedures including an evacuation map, lock-down procedures, and bomb threat procedures. An emergency preparedness check list was created so the plan can be updated each year. Additionally, the staff has been assigned and trained on the various emergency response teams which include: Command Staff Team, Utilities Shut-Off Team, Search and Rescue Team, First Aid Station Team, Information/Reunion Team, and Assembly Area Team. Emergency training is held periodically throughout the year so that the staff is ready for any emergency situation.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0%	0%	0%	10.2%	12.1%	8.6%
Expulsions	0%	0%	0%	0%	0%	0%

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Additional safety measures this year: fencing around Bakersfield site, alarm system in Tehachapi, evacuation plans for ALL sites, sidewalks installed @ BKFLD, overall clean up of warehouse/gym/grounds, tram to transport children between museum and school, addition of new restrooms/classrooms

At the VOCS Tehachapi location, the K-12 program has grown to nearly 275 students. The program quickly outgrew its previous facility of two classrooms. In January 2009, a new larger facility was leased to better support a safe, secure and productive program. This facility has four spacious classrooms, a multi-purpose room, and a front office to better serve the families of Tehachapi. At the Kern River Valley and Frazier Park locations, the facilities space has also been increased to accommodate their growth. Frazier Park updated one of their bathrooms and both sites have adequate working space to better serve their families. In Taft, the K-8 program has maintained their enrollment, and so the current facility is meeting the needs of their families.

School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x				
Interior: Interior Surfaces	x				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		x			
Electrical: 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			Replace fencing with student project wrought iron fence.
Overall Rating		x			

V. 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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	42	45	45	212
Without Full Credential	1	3	2	55
Teaching Outside Subject Area of Competence	1	3	2	n/a

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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	90.5	9.5
All Schools in District	75.5	24.5
High-Poverty Schools in District	92.1	7.9
Low-Poverty Schools in District	78.9	21.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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. The school's resource teachers are the primary academic counselor for each family and student. Academic planning, curriculum, scheduling, and evaluation of student work on a regular basis are the resource teacher's primary responsibilities. Two high school staff members have PPS credentials. The two teachers with the PPS credentials have a defined role, which includes college and career planning, financial aid awareness, and crisis counseling.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	93
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
Other	N/A	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08) (Edit)

This table displays a comparison of the school's 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 can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5928	\$31	\$5897	\$52,786
District	\$5928	\$31	\$5897	\$52,786
Percent Difference – School Site and District	0%	0%	0%	0%
State	\$8198	\$2898	\$5,512	\$65,574
Percent Difference – School Site and State	28%	98.9%	6.5%	19.5%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	41,766	-
Mid-Range Teacher Salary	58,980	-
Highest Teacher Salary	76,194	-
Average Principal Salary (Elementary)	96,615	-
Average Principal Salary (Middle)	96,615	-
Average Principal Salary (High)	96,615	-
Superintendent Salary	-	-
Percent of Budget for Teacher Salaries	38%	-
Percent of Budget for Administrative Salaries	6.5%	-

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level

proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	46	49	53	14	18	21	43	46	50
Mathematics	30	32	30	14	18	18	40	43	46
Science	41	44	51	10	13	18	38	46	50
History-Social Science	36	36	39	8	8	11	33	36	41

Standardized Testing and Reporting Results by Student Group – 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	43	21	*	*
American Indian or Alaska Native	23	15	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	43	19	31	36
Pacific Islander	*	*	*	*
White (not Hispanic)	56	32	58	41
Male	48	33	48	40
Female	58	27	53	38
Economically Disadvantaged	33	17	*	*
English Learners	*	*	*	*
Students with Disabilities	34	22	40	*
Students Receiving Migrant Education Services	*	*	*	*

*Scores are not shown when the number of students tested is 10 or less and is not statistically accurate and/or privacy protected.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	70.5	71.9	82.9	37.3	44.1	36.3	48.6	52.9	52
Mathematics	47.6	48.5	62.9	32.5	33.3	30.3	49.9	51.3	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	28.1	56.2	15.7	51.5	36.4	12.1
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	32	52	16	44	40	16
Male	10	85.1	4.9	6	92	2
Female	26.1	56.5	17.4	56.5	34.8	8.7
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

*Scores are not shown when the number of students tested is 10 or less and is not statistically accurate and/or privacy protected.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.1	38.6	22.8
7	11.1	33.3	40.7
9	26.3	39.5	23.7

X. 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 Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	4	3	3
Similar Schools	3	3	1

Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-12	2	13	737
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	699
Pacific Islander	*	*	*	*
White (not Hispanic)	-4	0	13	750
Socioeconomically Disadvantaged	-13	-15	-12	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*

*Scores are not shown when the number of students tested is 10 or less and is not statistically accurate and/or privacy protected

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 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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. The percentage proficient in English-Language Arts and Mathematics in the school column listed below states "no", due to not meeting individual subgroups within the English and Math portions of the CST's. Collaboration and staff development, within core departments, has taken place to improve student achievement in these subgroups. A schoolwide data team has been assembled to collect, disaggregate, and analyze data across the grade levels.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	No	In PI
First Year of Program Improvement	No	2008-2009
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are 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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	9.8	9	7.8	22.9	43.2	59	3.5	4.4	3.9
Graduation Rate	51.4	62.2	58.3	81.6	73.5	73.5	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	91.4%	N/A	N/A
African American	100%	N/A	N/A
American Indian or Alaska Native	*	N/A	N/A
Asian	*	N/A	N/A
Filipino	*	N/A	N/A
Hispanic or Latino	95.6%	N/A	N/A
Pacific Islander	*	N/A	N/A
White (not Hispanic)	98.2%	N/A	N/A
Socioeconomically Disadvantaged	*	N/A	N/A
English Learners	*	N/A	N/A
Students with Disabilities	*	N/A	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's 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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	54.8
Graduates Who Completed All Courses Required for UC/CSU Admission	28.6

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	0
English	2	Less than 2%
Fine and Performing Arts	0	0

Foreign Language	2	0
Mathematics	3	Less than 1%
Science	3	Less than 1%
Social Science	4	Less than 1%
All courses	14	1%-2%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

VOCS provides staff development through monthly school wide meetings. The meetings are held in 4 hour blocks each month. Topics of discussion include WASC, school goals, curriculum development, parent support, and testing. Our staff also has weekly staff meetings to discuss ongoing events, progress towards goals, and reflection on student progress. Teachers are also given a flexible schedule to take part in necessary professional development.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5

Mathematics 2009, Grade 8	270	282	36	18	5
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National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92