Vista Oaks Charter

315 South Lower Sac Rd. Suite A • Lodi, CA 95242 • 209.365.4060 • Grades K-12
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Vista Oaks Charter
315 South Lower Sacramento Road,
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School Description

Vista Oaks Charter School opened its doors in August 2014. Using an independent study model, Vista Oaks Charter School provides its students with an option beyond the traditional "brick and mortar" school. The school serves students in grades K through 12, and includes both traditional homeschooling families, as well as independent study learners who may require extensive intervention support. Vista Oaks includes two sites, one in Byron to support students in Contra Costa County, and another in Lodi to serve the San Joaquin community. Each site hosts a resource center, meeting spaces, rooms for enrichment, labs and small group instruction.

Vista Oaks Charter School welcomes a diverse student population and is designed for students who:
- Feel overwhelmed in a large, traditional school setting and would benefit from a small, yet rigorous program
- Are credit deficient and at high-risk for dropping out
- May need intensive interventions in reading and/or math to gain the academic skills needed to meet high school graduation requirements
- Belong to a family that chooses homeschooling for their children's education
- Seek an academically competitive middle and high school experience that will prepare them for success at the post-secondary level

Mission:

At Vista Oaks, we will create a respectful learning environment where each student can reach his or her fullest potential through an individualized, standards based educational program structured for student's success.

Vision:

Because we believe that every student can succeed, Vista Oaks Charter School will:
- Provide each student with an engaging and relevant learning experience
- Incorporate rigorous educational opportunities that improve academic achievement
- Consider the unique learning style and needs of each student when planning his or her academic program
- Promote personal responsibility and ownership in planning for one's future
- Serve students with exemplary, dedicated teachers and staff

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	42
Grade 1	44
Grade 2	52
Grade 3	55
Grade 4	46
Grade 5	60
Grade 6	60
Grade 7	74
Grade 8	68
Grade 9	55
Grade 10	70
Grade 11	72
Grade 12	104
Total Enrollment	802

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1.6
Asian	3.9
Filipino	1.2
Hispanic or Latino	27.7
Native Hawaiian or Pacific Islander	0.2
White	54.7
Two or More Races	6.9
Socioeconomically Disadvantaged	40.3
English Learners	4.1
Students with Disabilities	18.7
Homeless	2.5

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

Teacher Credentials for Vista Oaks Charter	17-18	18-19	19-20
With Full Credential	47	47	49
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Vista Oaks Charter	17-18	18-19	19-20
With Full Credential	♦	♦	49
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Vista Oaks Charter

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Vista Oaks has adopted curriculum that meets the new state standards and maintains sufficient supplies to meet the needs of all students. The staff continues to work on improving the instructional materials provided.

Textbooks and Instructional Materials
Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Includes Houghton Mifflin (K-5), Pearson's Reader's Journey (6-8), Pearson's Common Core (6-8) (Adopted 2017), Hampton Brown's Inside (5-8), Pearson Literature (9-12), Hampton Brown's Edge (9-12) (Adopted 2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Includes Envision (K-6), Go Math (7-8), Pearson Common Core (9-12) (Adopted 2016) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Includes Macmillan/McGraw Hill (K-5), Holt (6-8), Glencoe (9-12) (Adopted 2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Incudes Macmillan/McGraw Hill (K-6), Holt (7-8), Pearson (9-12) (Adopted 2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Edmentum's Plato (Adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Glencoe (Adopted 2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Glencoe, including Art Talk (Adopted 2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	Flinn Scientific, Home Science Tools, additional supplemental materials as needed **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Because Vista Oaks offers an independent study/homeschool instructional model, most student learning takes place in the students' homes. However, Vista Oaks does have two locations where it is able to offer onsite enrichment and academic opportunities.

The first location is housed on a school site within Byron Union School District. The site is set in a rural area in a building built during the 1940's. The school was not used for a number of years, but was offered to Vista Oaks to rent in the fall of 2014. While the site is in good condition and meets minimum requirements and guidelines, it does show its' age. The district's custodial staff works hard to respond to any facility needs. During the 2018-2019 school year, water studies showed that there was lead in the water. Byron Union resolved this issue and continues to perform frequent water tests. As a precaution, the water has been turned off to the portable classrooms, but Vista Oaks has provided emergency water gallons for each of the portable classrooms.Vista Oaks currently rents 10 classrooms from Byron Union School District, with all maintenance and general upkeep kept by district personnel. In addition, the district recently completed wiring and electrical updates to the portables, as well as updating wireless technology in all classrooms. Both the school and district's staff works hard to keep it clean and welcoming.

A second site opened during the fall of 2015 and is located in Lodi, California. Because the site was renovated to meet current requirements for educational facilities, it exceeds minimum ADA requirements and guidelines and is in good condition.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	45	51	49	50	50
Math	17	24	39	40	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.1	19.3	28.1
7	22.5	21.2	32.5
9	23.0	19.7	31.1

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	427	397	92.97	44.70
Male	212	196	92.45	36.22
Female	215	201	93.49	53.00
Black or African American	12	11	91.67	27.27
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.00	52.38
Filipino	--	--	--	--
Hispanic or Latino	121	114	94.21	37.17
White	228	210	92.11	47.62
Two or More Races	28	25	89.29	60.00
Socioeconomically Disadvantaged	154	146	94.81	41.10
English Learners	27	27	100.00	25.93
Students with Disabilities	87	76	87.36	17.33
Homeless	11	10	90.91	9.09

Note: 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.

Note: 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.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	427	396	92.74	23.80
Male	212	196	92.45	23.47
Female	215	200	93.02	24.12
Black or African American	12	11	91.67	0.00
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.00	47.62
Filipino	--	--	--	--
Hispanic or Latino	121	113	93.39	16.96
White	228	210	92.11	22.86
Two or More Races	28	25	89.29	52.00
Socioeconomically Disadvantaged	154	146	94.81	13.01
English Learners	27	27	100.00	7.41
Students with Disabilities	87	75	86.21	5.41
Homeless	11	10	90.91	9.09

Note: 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.

Note: 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.

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Vista Oaks Charter School is founded on parental and community involvement and is committed to the ongoing participation and input from this valuable group. Vista Oaks uses a wide range of activities to inspire and encourage ongoing involvement with the teaching and learning process.
- School Site Council: A committee of representatives that includes both parents and community members that drafts, reviews and approves the school's Schoolwide Action Plan
- Weekly Parent/Community Newsletter: Provided information to upcoming activities and school events
- Surveys: Used to gather information and input from parents and community, helping the school's staff to continually improve the services we provide to our students
- School Pathways: Allowed parents access to grades and assignments as well as, local and statewide tests results
- Curriculum Preview Day, Open House, and the Spring Art and Science Show: Provided families with an opportunity to preview the school's adopted curriculum, learn about available online educational resources, and opportunities to appreciate students' work
- Weekly Class Emails, Remind 101 App: Teachers used these to regularly communicate with students and families, ensuring all are kept informed
- Vista Oaks Website: Used by parents and community members to find program information, access resources for parents, enrichment activities, information about college and career, and forms related to the program

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.

School Safety Plan

The Comprehensive School Safety Plan was created in July 2014, prior to the opening of the school. The Comprehensive School Safety Plan is updated annually and reviewed with staff during staff development prior to the start of each school year. In addition, the emergency drills discussed in the Comprehensive School Safety Plan are practiced monthly.

The plan includes how students, staff, and families are to respond in the event of an emergency that could include earthquake, fire, lockdowns, evacuations, and other emergency situations. The plan also outlines responsibilities of various staff members and how parents/community will be communicated with in the event of an emergency.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.0	2.7	2.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	4.7

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	8	26	1		9	27	3	1	11	25	3	2
Mathematics	5	9	1		4	91	1		5	80	1	
Science	10	15		2	8	18		2	9	18		2
Social Science	10	20	2	1	10	24	1	3	8	32	1	3

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Vista Oaks believes that strong, on-going professional development and staff collaboration are crucial ingredients in increasing student achievement, therefore the school is dedicated to setting aside time and resources for these. Below are the key areas considered when planning professional development opportunities each year.

- Achieving the School's Purpose: The Vista Oaks' School Leadership Team keeps focus on the school's vision and purpose when making our long-term professional development plans.
- Responding to Current Student Learning Needs: In addition, the school's leadership provides ongoing professional development based on students' needs and assessment data.
- Active Participation by All: All staff members are actively involved in their professional development, working in PLC Teams to collaborate and improve student learning. Teams are made up of both general education and special education teachers.
- Input by All: All staff members input, including special education staff, is sought both formally at the end of each semester and informally throughout the school year.

Within the professional development and staff collaboration opportunities, the following are key components our leadership considers:

- Importance of all staff members having a common language, vision, and purpose.
- Importance of using data to drive instruction
- Importance of maintaining a balance between reflecting on current practices while looking ahead at long-term goals and reaching them, ensuring a yearly professional development plan is designed with this balance of both reflecting and looking ahead.

Professional development and collaboration is scheduled throughout each month, as well as throughout the year. Below is an overview of the activities in which our staff members participate. Vista Oaks' teachers will:

- Meet monthly for collaboration, review of assessment data, planning, and modification of instructional practices as needed
- Become experts on the California Common Core Standards, as well as strategies to support families' implementation of these standards
- Participate in school-wide professional development, which are led by the Associate Director/Math Coordinator, one of the Program Coordinators, or by outside resources.
- Have numerous additional outside opportunities for professional development throughout the year that the School Leadership Team identifies as areas of need

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,953	$49,378
Mid-Range Teacher Salary	$77,449	$77,190
Highest Teacher Salary	$88,359	$96,607
Average Principal Salary (ES)	$113,856	$122,074
Average Principal Salary (MS)	$112,074	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$190,000	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9914.08	1574.82	8339.26	64937
District	N/A	N/A	$8,527	$79,071.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.2	-19.6
School Site/ State	10.5	-17.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Vista Oaks receives federal Title 1 funding. This funding is used to provide additional onsite support for the school's intervention programs. This includes funding for personnel to lead focused, small group instruction in both mathematics and language arts.

Due to a four-year graduation rate below 67%, Vista Oaks qualified for a Comprehensive Support and Improvement Grant for the 2019-2020 school year.

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

Rate for Vista Oaks Charter	2015-16	2016-17	2017-18
Dropout Rate	26.4	15.6	10.7
Graduation Rate	41.5	54.7	61.3

Rate for Vista Oaks Charter	2015-16	2016-17	2017-18
Dropout Rate		15.6	10.7
Graduation Rate		54.7	61.3

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	190
% of pupils completing a CTE program and earning a high school diploma	1.7%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	8%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	36.53
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	6.78

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Since opening its doors in 2014, Vista Oaks has completed the following:

- Offers Work Experience and Community Service courses
- Works with Lodi Unified's ROP, allowing access to the various courses available
- Supports students who are ready to take courses at the local community college
- Developed a course within Child Development that is articulated between the school and Delta College
- Provides quarterly workshops and information sessions to share opportunities available
- Recruits students to attend field trips to the local ROP and community colleges
- Coordinates training for community service opportunities

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).

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.