

# Valley View Charter Prep

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Valley View Charter Prep
<b>Street</b>	1401 El Camino Ave., Ste. 510
<b>City, State, Zip</b>	Sacramento, CA 95815
<b>Phone Number</b>	(866) 992-9033 Ext. 3101
<b>Principal</b>	John Mittan
<b>E-mail Address</b>	<a href="mailto:jmittan@valleyviewcharter.org">jmittan@valleyviewcharter.org</a>
<b>Web Site</b>	<a href="http://www.pacificcharters.org">http://www.pacificcharters.org</a>
<b>CDS Code</b>	39686270129916

<b>District Contact Information</b>	
<b>District Name</b>	Valley View Charter Preparatory
<b>Phone Number</b>	(209) 740-4599
<b>Superintendent</b>	David Thoming
<b>E-mail Address</b>	dthoming@njesd.org
<b>Web Site</b>	<a href="http://njesd-ca.schoolloop.com/">http://njesd-ca.schoolloop.com/</a>

### **School Description and Mission Statement (School Year 2017-18)**

Valley View Charter Prep opened in the fall of 2014 as an independent charter school. VVCP was founded by the Pacific Charter Institute, a 501 (c) 3 tax exempt non-profit organization of charter school leaders in the Northern California area. Currently, Pacific Charter Institute’s Board of Directors governs four public charter schools serving a total of nearly 2,200 students.

Valley View Charter Prep offers K-12 students a personalized learning program. Every VVCP student has access to one-to-one teaching through student-tailored, standards-based curriculum. Valley View was founded on the principle that education works best when it is tailored to student’s individual strengths and needs. Our goal is to work cooperatively with students, parents, and the broader community to develop each student’s greatest potential. We leverage the flexibility of the independent study model to empower VVCP students to meet their educational goals.

Valley View Charter Prep has a clearly stated vision and mission based on its student needs, current educational research, and the belief that all students can achieve the highest academic standards.

Vision - “VVCP is developing self-motivated, educated individuals who will spread the wealth of knowledge worldwide in a meaningful way.”

Mission - “Valley View Charter Prep empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating responsible citizens, critical problem- solvers, and lifelong learners.”

Central to Valley View Charter Prep’s vision and mission is the Academic Triangle, defined by the interdependent relationship of the teacher, the student, and the parent. The dynamics surrounding this vital geometry assists in ensuring that the student and parent both realize the scope of the overarching goals for all students at the school. The teacher develops personal learning tools to successfully complete the curriculum. The Academic Triangle is the symbol for what is expected for each student in that it empowers each agent of the triangle to take charge of the educational plan, regardless of the stability of all of the legs.

Both the Mission Statement and Vision present clear expectations that students become active participants in their own education and their future. The strength of the Academic Triangle lies in its essential ability to support students who may not have sufficient academic stamina or self-motivation at the time of enrollment. The teacher or parent may have to take on the greater role until the student progresses to expected levels. Further, the school’s commitment to the educational pursuits of each student is evident in the variety of curriculum provided to match a student’s abilities and interests.

The vision and mission for Valley View Charter Prep work in concert to ensure that the school continues to strive for high academic results for every student. School administration regularly review student educational data to determine student need and alignment of student learning with vision and mission. Professional development organized in concert with and as a result of the review of student educational data. The governing board additionally reviews student educational data and approves policies that support schoolwide learner outcomes.

Academic Standards are central to schoolwide learner outcomes. VVCP implements and uses appropriate California State Standards-based curriculum along with standards based supplemental supports for all 9-12th grade students. We also utilize a variety of online support programs that are now aligned to Common Core Standards and are California specific.

Additionally, VVCP addresses its schoolwide learner outcomes and academic standards through the implementation of the Academic Triangle model which ensure the fidelity of our Mission and Vision. This includes students that are socio-economically disadvantaged, English learners, foster/homeless youth, credit deficient, or academically challenged. We are committed to producing self- motivated students who develop an appreciation for lifelong learning.

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	38
Grade 1	40
Grade 2	54
Grade 3	41
Grade 4	37
Grade 5	38
Grade 6	31
Grade 7	31
Grade 8	30
Grade 9	23
Grade 10	8
Grade 11	25
Grade 12	19
<b>Total Enrollment</b>	<b>415</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	9.6
American Indian or Alaska Native	1.2
Asian	8.9
Filipino	1.4
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	0.5
White	51.3
Two or More Races	10.4
Socioeconomically Disadvantaged	28.2
English Learners	5.5
Students with Disabilities	5.8
Foster Youth	0

## 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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	24	26	29
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: January, 2018

Journeys Houghton-Mifflin 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync (McGraw-Hill Education) 2016, Journeys Houghton-Mifflin 2017	Yes	0%
Mathematics	Houghton-Mifflin Integrated Math Series 2016, Math in Focus 2016	Yes	0%
Science	Glencoe/Holt/ 2013	Yes	0%
History-Social Science	Glencoe/Holt/ 2012	Yes	0%
Foreign Language	PLATO/Rosetta Stone/Glencoe/2012	Yes	0%
Health	Glencoe	Yes	0%
Visual and Performing Arts	Plato Fine Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	Houghton Mifflin/Glencoe/Prentice Hall/Hampton Brown/2006	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Valley View Charter Prep is a non-site based school. Consequently, there are no facilities in which to report.

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	55	54	35	34	48	48
Mathematics (grades 3-8 and 11)	31	37	20	18	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	226	92.24	54.3
Male	124	115	92.74	54.46
Female	121	111	91.74	54.13
Black or African American	25	25	100	47.83
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	71.43
Filipino	--	--	--	--
Hispanic or Latino	45	40	88.89	37.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	125	115	92	58.26
Two or More Races	30	27	90	64
Socioeconomically Disadvantaged	77	73	94.81	40.85
English Learners	15	15	100	20

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Students with Disabilities</b>	21	17	80.95	13.33

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	245	225	91.84	37.27
<b>Male</b>	124	114	91.94	42.34
<b>Female</b>	121	111	91.74	32.11
<b>Black or African American</b>	25	25	100	21.74
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	14	14	100	57.14
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	45	40	88.89	20
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	125	114	91.2	39.47
<b>Two or More Races</b>	30	27	90	56
<b>Socioeconomically Disadvantaged</b>	77	73	94.81	22.54
<b>English Learners</b>	15	15	100	26.67
<b>Students with Disabilities</b>	21	17	80.95	6.67

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	65	73	42	36	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

VVCP prepare students for college and career paths by using Career Cruising Skills and interest assessments to identify engaging courses and develop personalized learning plans for high school students. The online certificate program is embedded into elective coursework to guide post-graduation plans for navigating college and CTE pathways. One hundred percent of 11th and 12th grade high school students have learning plans with a portfolio of Career Cruising Skills and Interest assessments. Additionally, all 12th grade learning plans contain an Action Plan for one of three paths: Direct Entry to College, Community College Transfer or CTE program, Direct Entry into Career Path.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	20%
<b>% of pupils completing a CTE program and earning a high school diploma</b>	78%
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0%

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

UC/CSU Course Measure	Percent
<b>2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	8.24
<b>2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	0

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	32.4	29.7	29.7
<b>7</b>	20	28	40
<b>9</b>	22.7	13.6	50

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.

## 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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Valley View Charter Prep uses a range of methods to consult with and receive parental input. These methods are currently in use for parents that are attending VVCP. This includes but is not limited to parent, student, and teacher Academic Triangle collaboration, email and phone communication, parent and student surveys, parent participation in school activities, and parent contributions to school protocols development.

The Academic Triangle is a powerful and unique feature to Valley View in which the three major stakeholders; the teacher, the student, and the parent work together to develop solid academic plans for the student based on various criteria. The criteria include the student's past academic performance, personal direction in education, home life, personal life, affiliations and relationships, and current status. Based on these criteria, the Academic Triangle is best able to determine the intensity of the educational experience and the right combination of opportunities.

Parents and students are surveyed at least annually to determine their satisfaction with Valley View Charter Prep. This reflective survey will help the school make program modifications to better serve the students. The faculty, administration, and the board will review the results of the surveys to determine how VVCP compares to other schools in the region.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate		0	9.1		38.1	27.6	11.5	10.7	9.7
Graduation Rate		91.67	81.82		55.24	54.77	80.95	82.27	83.77



### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	85.02	87.11
Black or African American	0	82.61	79.19
American Indian or Alaska Native	100	100	80.17
Asian	0	82.76	94.42
Filipino	0	77.78	93.76
Hispanic or Latino	100	75.74	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	92.31	93.58	90.99
Two or More Races	100	92	90.59
Socioeconomically Disadvantaged	100	81.27	85.45
English Learners	100	44	55.44
Students with Disabilities	0	92.5	63.9
Foster Youth	0	100	68.19

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	1.1	2.5	1.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Valley View Charter Prep receives no federal funds for categorical programs and we are a non-site based school. Our administrative office has a Student Safety and Evacuation Plan in place.

### 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2015-2016
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	20	14	3	17	45	23	1	14	48	10	
1									1	3		
4									7	1		
5									1	2		
6	4	2			1	6			8	5		
Other	10	5			22		2		5	11		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	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	3	33			2	57			2	54		
Mathematics	2	38			2	57			2	44		
Science	3	24			2	41			3	38		
Social Science	3	36			2	56			2	61		

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	80
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	2	N/A
Other	.5	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9,486	993	8,493	56,900
District	N/A	N/A	14,665	\$59,326
Percent Difference: School Site and District	N/A	N/A	-42.1	-14.7
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	58.8	-3.9

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

**Types of Services Funded (Fiscal Year 2016-17)**

Project Lead the Way  
 Virtual/hybrid classes  
 Study Island  
 Reading Eggs  
 Math Seeds  
 Discovery Education  
 Plato  
 Edmentum

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,885	\$42,598
Mid-Range Teacher Salary	\$62,429	\$62,232
Highest Teacher Salary	\$76,417	\$80,964
Average Principal Salary (Elementary)	\$108,028	\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$181,031	\$117,868
Percent of Budget for Teacher Salaries	16%	32%
Percent of Budget for Administrative Salaries	6%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

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Professional Development at VVCP provides both breadth and depth on current topics in education. During the year we focus extensively on teaching strategies, data dialogues and student learning plans. Each Learning Center has taken these topic areas and have delved even deeper so that all teachers can apply their professional development learning to improving student achievement.

We will continue to move forward with Professional Development. We are embracing the new Common Core State Standards and implementing these this year and during the next few years. Our commitment is to make Professional Development relevant and timely so that our students benefit from what the teachers learn.

Valley View Charter Prep conducts 2 days of in-service training at the beginning of each school year. However, an ongoing Professional development plan is in place for our staff based on a three-tiered model. District Wide, Site-Wide and Individual growth model. This allows our instructional staff to achieve competency in multiple paths. With the use of our Common Core monies in addition to our general fund, the following focuses were developed with input from all staff members via a district-wide survey:

- Common Core Professional Development which included the following:
- BTSA as well as the opportunity for teachers to access all County Office of Education Professional Development Opportunities.
- Training on and the use of online access to “Brokers of Expertise”, West-Ed teacher learning. This was utilized by over 85% of the instructional staff.
- Additional Online Learning Programs and Supports as a result of use of a hybrid model of online learning platforms for student-teacher use.
- Instructional Practices with an emphasis on EL strategy instruction.
- Using Data to Support Learning and Instruction
- Using Technology to Support Learning