

Valley View Charter Prep

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Valley View Charter Prep
Street	31400 S Koster Rd
City, State, Zip	Tracy, CA 95304
Phone Number	(866) 992-9033
Principal	John Mittan
Email Address	jmittan@valleyviewcharter.org
School Website	pacificcharters.org
County-District-School (CDS) Code	39686270129916

2021-22 District Contact Information

District Name	Valley View Charter Prep
Phone Number	(209) 830-6363
Superintendent	David Thoming
Email Address	dthoming@njes.org
District Website Address	www.njesd.net

2021-22 School Overview

Valley View Charter Prep opened in the fall of 2014 as an independent charter school. VVCP was founded by 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 3,000 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 develops 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

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	53
Grade 2	51
Grade 3	63
Grade 4	56
Grade 5	60
Grade 6	57
Grade 7	50
Grade 8	55
Grade 9	35
Grade 10	29
Grade 11	21
Grade 12	24
Total Enrollment	605

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	1.2
Asian	14.2
Black or African American	5.6
Filipino	2.3
Hispanic or Latino	16.5
Native Hawaiian or Pacific Islander	1
Two or More Races	4.1
White	55
English Learners	1.8
Homeless	0.7
Socioeconomically Disadvantaged	26.8
Students with Disabilities	8.1

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.7
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

For the 2020-2021 school year, we adopted Inspire Science/McGraw Hill 2020, Impact Social Studies/McGraw Hill 2020 and McGraw Hill Health 2020 to complement adoptions made in previous years including, but not limited to Carolina Science in Spring of 2019, Journeys 2016 English Language Arts and Go Math Houghton Mifflin in the Fall of 2017.

Year and month in which the data were collected

January, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys 2020 Study Sync McGraw Hill 2016, Journeys Houghton Mifflin 2016, Edmentum 2015	Yes	0%
Mathematics	Go Math 2017 Houghton Mifflin Integrated Math Series 2016, Math in Focus 2016, Edmentum 2015	Yes	0%
Science	Inspire Science 2020, Carolina Science 2019, Edmentum 2015	Yes	0%
History-Social Science	Impact Social Studies, Edmentum 2015	Yes	0%
Foreign Language	PLATO 2015, Rosetta Stone 2012, Edmentum 2015	Yes	0%
Health	McGraw Hill Health 2020, Glencoe 2006, Edmentum 2015	Yes	0%
Visual and Performing Arts	PLATO 2015 Fine Arts, Edmentum 2015	Yes	0%
Science Laboratory Equipment (grades 9-12)	School Sourced NGSS Kits 2020	Yes	0%

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

non-site based school

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				NA
Interior: Interior Surfaces				NA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				NA
Electrical				NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains				NA
Safety: Fire Safety, Hazardous Materials				NA
Structural: Structural Damage, Roofs				NA
External:				NA

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	6	1.65	98.35	--
Female	154	4	2.6	97.4	--
Male	210	2	0.95	99.05	--
American Indian or Alaska Native	--	--	--	--	--
Asian	51	1	1.96	98.04	--
Black or African American	24	0	0	100	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	1	1.47	98.53	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	1	6.67	93.33	--
White	196	3	1.53	98.47	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	2	2	98	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	1	2.56	97.44	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	5	1.37	98.63	--
Female	154	3	1.95	98.05	--
Male	210	2	0.95	99.05	--
American Indian or Alaska Native	--	--	--	--	--
Asian	51	0	0.00	100.00	--
Black or African American	24	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	1	6.67	93.33	--
White	196	4	2.04	97.96	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	2	2.00	98.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	1	2.56	97.44	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Student Groups	Local Assessment Total Enrollment	Local Assessment Number Tested	Local Assessment Percent Tested	Local Assessment Percent Not Tested	Local Assessment Percent At or Above Grade Level
All Students	362	341	94	16	83
Female	151	145	96	14	80
Male	211	196	93	17	85
American Indian or Alaska Native	4	3	75	25	75

Asian	51	48	94	16	94
Black or African American	24	24	100	0	71
Filipino	3	3	100	0	66
Hispanic or Latino	67	62	93	7	73
Native Hawaiian or Pacific Islander	3	3	100	0	99
Two or More Races	14	14	100	0	100
White	196	184	94	7	84
English Learners	4	4	100	0	50
Foster Youth	0	0	0	0	0
Homeless	1	1	100	0	100
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	88	88	12	81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	39	93	7	66

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Student Groups	Local Assessment Total Enrollment	Local Assessment Number Tested	Local Assessment Percent Tested	Local Assessment Percent Not Tested	Local Assessment Percent At or Above Grade Level
All Students	362	341	94	6	76
Female	151	145	96	4	73
Male	211	196	93	7	79
American Indian or Alaska Native	4	3	75	25	66
Asian	51	49	96	4	94
Black or African American	24	24	100	0	58
Filipino	3	3	100	0	100
Hispanic or Latino	67	62	93	7	65
Native Hawaiian or Pacific Islander	3	3	100	0	100
Two or More Races	14	14	100	0	100
White	196	183	93	7	75
English Learners	4	4	100	0	50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	89	90	10	75

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	39	93	7	44

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	154	1	0.65	99.35	--
Female	62	0	0.00	100.00	--
Male	92	1	1.09	98.91	--
American Indian or Alaska Native	--	--	--	--	--
Asian	22	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	82	1	1.22	98.78	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	0	0.00	100.00	--

2020-21 Career Technical Education Programs

Valley View Charter Prep supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals. Additionally, Valley View has a broad offering of a-g aligned coursework.

VVCP prepares students for college and career paths by using ICEV certificated courses 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. 11th and 12th grade high school students have learning plans with a portfolio of Xello Skills/ICEV courses and Interest assessments. Additionally, 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. Industry certifications, tested for on iCEV, are developed by industry leaders, reflect the needs of real-world career expectations and distinguish individuals from their peers when applying for jobs.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	26
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	94.5
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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. Contact information pertaining to organized opportunities for parent involvement can be obtained through our monthly online newsletter or by calling our administrative office.

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 and administration will review the results of the surveys to determine how VVCP compares to other schools in the region.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	7.7	0.0	20.0	11.4	18.9	9.0	8.9	9.4
Graduation Rate	84.6	92.3	92.6	73.0	77.1	78.1	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	27	25	92.6
Female	13	13	100.0
Male	14	12	85.7
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	17	16	94.1
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	17	17	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	639	630	0	0.0
Female	293	290	0	0.0
Male	346	340	0	0.0
American Indian or Alaska Native	7	7	0	0.0
Asian	92	90	0	0.0
Black or African American	34	34	0	0.0
Filipino	14	14	0	0.0
Hispanic or Latino	106	104	0	0.0
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	28	28	0	0.0
White	352	347	0	0.0
English Learners	11	11	0	0.0
Foster Youth	0	0	0	0.0
Homeless	5	4	0	0.0
Socioeconomically Disadvantaged	171	169	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	56	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	1.49	0.25	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.75	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Valley View Charter Prep has a comprehensive safety plan. This plan was last reviewed, updated, and discussed in September 2021.

Key elements of the plan include:

- Seismic safety (structural integrity and earthquake preparedness)
- Natural disasters and emergencies
- Immunizations, health screenings, administration of medications
- Zero tolerance for use of drugs and tobacco
- Staff training on emergency and first aid response
- A detailed set of health and safety related policies/procedures

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	47	38	5
1				
2	1	6		
3				
4				
5				
6	5	9		
Other	11	14	1	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	150		
1	3	102		
2	3	114		
3	3	120		
4	3	126		
5	3	120		
6	3	124		
Other	3	18		

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	156		
1	3	108		
2	3	108		
3	3	114		
4	3	114		
5	3	121		
6	3	119		
Other	3	1		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	70		
Mathematics	2	63		
Science	3	50		
Social Science	2	67		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	72		
Mathematics	2	71		
Science	2	68		
Social Science	2	91		

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	76		
Mathematics	2	80		
Science	3	56		
Social Science	2	96		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	605

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.54
Social Worker	0
Nurse	.12
Speech/Language/Hearing Specialist	.37
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,046	1,388	8,504	\$55,152
District	N/A	N/A	\$14,665	\$62,385
Percent Difference - School Site and District	N/A	N/A	-53.2	-12.3
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	0.7	-27.0

2020-21 Types of Services Funded

Supplemental educational services/programs include:

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,743	\$47,265
Mid-Range Teacher Salary	\$63,678	\$69,813
Highest Teacher Salary	\$77,945	\$91,237
Average Principal Salary (Elementary)	\$119,100	\$113,466
Average Principal Salary (Middle)	\$0	\$115,186
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$199,588	\$131,359
Percent of Budget for Teacher Salaries	3%	30%
Percent of Budget for Administrative Salaries	10%	7%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

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. We have taken these topic areas and have delved even deeper so that all teachers can apply their professional development learning to improve student achievement. A total of 9 professional development and continuous professional growth days were offered in 2019-2020, 2020-2021, and 2021-2022, respectively for each school year.

We will continue to move forward with Professional Development. We embrace the Common Core State Standards. Our commitment is to make Professional Development relevant and timely so that our students benefit from what the teachers learn.

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. The following focuses were developed with input from all staff members via a district-wide survey:

- Common Core Professional Development which includes the following:
- Induction Program as well as the opportunity for teachers to access County Office of Education Professional Development Opportunities.
- Training on and the use of Common Core Standards for writing across grade levels.
- 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 early literacy.
- Using data to support learning and instruction
- Using technology to support learning

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	7