

# Valley View Charter Prep

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2022-23 School Contact Information

<b>School Name</b>	Valley View Charter Prep
<b>Street</b>	31400 S Koster Rd
<b>City, State, Zip</b>	Tracy, CA 95304
<b>Phone Number</b>	(866) 992-9033
<b>Principal</b>	Catherine Ward-Mikes
<b>Email Address</b>	catherine.wardmikes@pacificcharters.org
<b>School Website</b>	pacificcharters.org
<b>County-District-School (CDS) Code</b>	39686270129916

## 2022-23 District Contact Information

<b>District Name</b>	Valley View Charter Prep
<b>Phone Number</b>	(209) 830-6363
<b>Superintendent</b>	Kellyann Reis
<b>Email Address</b>	kreis@njes.org
<b>District Website Address</b>	www.njesd.net

## 2022-23 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

## 2022-23 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	56
Grade 2	55
Grade 3	57
Grade 4	63
Grade 5	61
Grade 6	57
Grade 7	53
Grade 8	47
Grade 9	37
Grade 10	29
Grade 11	23
Grade 12	20
<b>Total Enrollment</b>	<b>609</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	1.1
Asian	17.1
Black or African American	5.6
Filipino	1.8
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.3
White	53.7
English Learners	2.3
Foster Youth	0.0
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	25.9
Students with Disabilities	9.9

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.50	17.32	170.40	62.73	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.30	6.02	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	34.70	12.80	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	16.70	82.63	35.00	12.90	12115.80	4.41
<b>Unknown</b>	0.00	0.00	15.00	5.55	18854.30	6.86
<b>Total Teaching Positions</b>	20.20	100.00	271.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.50	11.70	166.40	60.81	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	21.20	7.75	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	34.40	12.57	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	15.90	72.64	33.20	12.13	11953.10	4.28
<b>Unknown</b>	3.40	15.66	18.40	6.73	15831.90	5.67
<b>Total Teaching Positions</b>	21.90	100.00	273.70	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	16.70	15.90
<b>Total Out-of-Field Teachers</b>	16.70	15.90

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and instructional materials for the core subjects were selected from the most recent list of standards-based materials adopted by the State Board of Education or in conjunction with the County Office of Education. For the 2022-23 school year, MyAccess and Reveal Math were adopted. In the 2020-2021 school year, we adopted 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
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<b>Reading/Language Arts</b>	MyAccess 2022 Journeys 2020 Study Sync McGraw Hill 2016, Journeys Houghton Mifflin 2016, Edmentum 2015	Yes	0%
<b>Mathematics</b>	K-12, Reveal Math, McGraw Hill, 2022	Yes	0%
<b>Science</b>	Inspire Science 2020, Carolina Science 2019, Edmentum 2015	Yes	0%
<b>History-Social Science</b>	Impact Social Studies, Edmentum 2015	Yes	0%
<b>Foreign Language</b>	PLATO 2015, Rosetta Stone 2012, Edmentum 2015	Yes	0%
<b>Health</b>	McGraw Hill Health 2020, Glencoe 2006, Edmentum 2015	Yes	0%
<b>Visual and Performing Arts</b>	PLATO 2015 Fine Arts, Edmentum 2015	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				NA
<b>Interior:</b> Interior Surfaces				NA
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				NA
<b>Electrical</b>				NA
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				NA
<b>Safety:</b> Fire Safety, Hazardous Materials				NA
<b>Structural:</b> Structural Damage, Roofs				NA
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				NA

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	56	N/A	40	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	45	N/A	23	N/A	33

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	369	360	97.56	2.44	55.93
<b>Female</b>	167	165	98.80	1.20	58.75
<b>Male</b>	202	195	96.53	3.47	53.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	65	63	96.92	3.08	77.42
<b>Black or African American</b>	24	24	100.00	0.00	33.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	61	56	91.80	8.20	45.28
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100.00	0.00	53.85
<b>White</b>	193	191	98.96	1.04	53.68
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	99	98	98.99	1.01	38.54
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	40	37	92.50	7.50	25.71

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	369	361	97.83	2.17	44.94
<b>Female</b>	167	166	99.40	0.60	43.21
<b>Male</b>	202	195	96.53	3.47	46.39
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	65	63	96.92	3.08	73.02
<b>Black or African American</b>	24	24	100.00	0.00	29.17
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	61	56	91.80	8.20	28.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100.00	0.00	23.08
<b>White</b>	193	192	99.48	0.52	43.46
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	99	98	98.99	1.01	36.08
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	40	37	92.50	7.50	17.14

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	--	55.17			28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	147	147	100	0	55.17
<b>Female</b>	68	68	100	0	50
<b>Male</b>	79	79	100	0	59.49
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	24	24	100	0	58.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	26	26	100	0	46.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	81	81	100	0	56.25
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	43	100	0	30.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100	0	15.38

## 2021-22 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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.17
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	15.38

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	97	97	97	97
Grade 7	98	98	98	98	98
Grade 9	97	97	97	97	97

## 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.

#### 2022-23 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		7.7	0		11.4	10.2		8.9	7.8
Graduation Rate		92.3	100		77.1	79.5		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	19	19	100.0
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	647	643	0	0.0
Female	307	304	0	0.0
Male	340	339	0	0.0
American Indian or Alaska Native	7	7	0	0.0
Asian	111	111	0	0.0
Black or African American	36	36	0	0.0
Filipino	12	12	0	0.0
Hispanic or Latino	108	107	0	0.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	24	24	0	0.0
White	342	339	0	0.0
English Learners	18	18	0	0.0
Foster Youth	1	1	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	170	170	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	73	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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.25	2.25	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 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

## 2022-23 School Safety Plan

Valley View Charter Prep has a comprehensive safety plan. This plan was last reviewed, updated, and discussed in December 2022.

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.

## 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		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	126		
2	3	114		
3	3	126		
4	3	126		
5	3	132		
6	3	129		
Other	4	7		

## 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		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	79		
Science	3	63		
Social Science	2	101		

## 2021-22 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	0

## 2021-22 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.1
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	0.1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.4

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
<b>School Site</b>	\$9,892	\$1,388	\$8,504	\$59,952
<b>District</b>	N/A	N/A	\$14,665	\$58,728
<b>Percent Difference - School Site and District</b>	N/A	N/A	-53.2	2.1
<b>State</b>	N/A	N/A	\$6,594	\$74,053
<b>Percent Difference - School Site and State</b>	N/A	N/A	25.3	-21.0

## 2021-22 Types of Services Funded

Supplemental educational services/programs include:

- Project Lead the Way
- Virtual/hybrid classes
- Volts Classes, Middle School
- Exact Path
- AB 130 PLC: DIIP
- Reading Eggs
- Math Seeds
- Discovery Education
- Plato
- Edmentum
- Lexia
- Elevation

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$46,844
Mid-Range Teacher Salary	\$63,678	\$73,398
Highest Teacher Salary	\$77,945	\$93,345
Average Principal Salary (Elementary)	\$77,614	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$209,567	\$136,296
Percent of Budget for Teacher Salaries	1%	30%
Percent of Budget for Administrative Salaries	8%	6%

## 2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	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.

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:

- My Access
- m-Class: Amplified
- Reveal Math
- Professional Learning Communities
- Data Drive Dialogue
- DIIP-AB 130 PLC
- 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
- Courageous Conversations with Parents and Students; The Productive Feedback Process
- Diversity and Cultural Sensitivity training

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	7	9