Valley View Charter Prep
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 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	Catherine Ward-Mikes
Email Address	catherine.wardmikes@pacificcharters.org
School Website	pacificcharters.org
Grade Span	K-12
County-District-School (CDS) Code	39686270129916

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Valley View Charter Prep, established in 2014, is an independent charter school under the guidance of Pacific Charter Institute, a 501(c)(3) non-profit organization comprising charter school leaders in Northern California. Currently, Pacific Charter Institute oversees seven public charter schools, collectively serving 4000 students.

At Valley View Charter Prep, we provide a personalized TK-12 learning program that emphasizes one-to-one instruction and standards-based curriculum tailored to each student. Our foundation is rooted in the belief that education is most effective when tailored to individual strengths and needs. Our mission is to collaborate with students, parents, and the community to unlock each student's full potential, harnessing the flexibility of the independent study model to empower them in achieving their educational objectives.

2025-26 School Description and Mission Statement

Our vision and mission statements are as follows:

Vision: "VVCP cultivates self-motivated, educated individuals who contribute knowledge globally in a meaningful manner."

Mission: "Valley View Charter Prep empowers students to take control of their education by aligning their unique needs and interests with a rigorous learning plan, nurturing responsible citizens, critical problem-solvers, and lifelong learners."

The Academic Triangle, comprising the teacher, student, and parent, is central to our approach. This dynamic interaction ensures that all parties understand the overarching goals of the school. It allows the teacher to develop personalized learning tools to facilitate curriculum completion. The Academic Triangle embodies the expectation that each party can guide the educational plan, regardless of the initial level of student motivation.

Both our Vision and Mission Statements emphasize the active role students play in their education and future. The Academic Triangle provides vital support for students who may need additional guidance initially. Furthermore, our commitment to each student's educational journey is reflected in our diverse curriculum options tailored to their abilities and interests.

Our vision and mission work in harmony to uphold our commitment to delivering high academic standards for every student. We regularly review student educational data to assess needs and ensure alignment with our mission and vision. Professional development is structured around this data review. The governing board also reviews student educational data and approves policies that bolster schoolwide learning outcomes.

Central to our schoolwide learner outcomes are academic standards. VVCP implements California State Standards-based curriculum and supplemental support for all 9-12th grade students, along with online programs aligned to Common Core Standards and California-specific standards.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	54
Grade 2	57
Grade 3	63
Grade 4	66
Grade 5	53
Grade 6	64
Grade 7	62
Grade 8	62
Grade 9	35
Grade 10	33
Grade 11	22
Grade 12	18
Total Enrollment	655

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	1.5
Asian	26
Black or African American	6.1
Filipino	2.1
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	0.9
Two or More Races	2.3
White	43.1
English Learners	1.8
Homeless	0.3
Socioeconomically Disadvantaged	30.1
Students with Disabilities	9.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.5	11.7	166.4	60.81	234405.2	84
Intern Credential Holders Properly Assigned	0	0	21.2	7.75	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	34.4	12.57	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	15.9	72.64	33.2	12.13	11953.1	4.28
Unknown/Incomplete/NA	3.4	15.66	18.4	6.73	15831.9	5.67
Total Teaching Positions	21.9	100	273.7	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.6	11.89	185.3	64.15	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	13.1	4.53	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	44.8	15.51	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	19.7	88.07	37.8	13.1	11746.9	4.23
Unknown/Incomplete/NA	0	0	7.8	2.71	14303.8	5.15
Total Teaching Positions	22.3	100	288.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.7	10.12	190.2	61.95	230039.4	100
Intern Credential Holders Properly Assigned	0	0	19	6.21	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	46.6	15.18	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	22.6	83.95	41.9	13.65	12112.8	4.34
Unknown/Incomplete/NA	1.5	5.86	9.2	3.01	13705.8	4.91
Total Teaching Positions	26.9	100	307.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	15.90	19.7	22.6
Total Out-of-Field Teachers	15.90	19.7	22.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All instructional materials for core subjects at Valley View Charter Prep are chosen in accordance with the most recent list of standards-based materials approved by the State Board of Education, often in collaboration with the County Office of Education. In previous years Valley View adopted Wonders 2023 from McGraw Hill for K-6 ELA. MyAccess for language arts and Reveal Math for mathematics. In the 2020-2021 school year, VV added Impact Social Studies/McGraw Hill 2020 and McGraw Hill Health 2020, complementing our prior adoptions, including but not limited to Carolina Science. These latest adoptions are in addition to Journeys 2016 for English Language Arts, added in spring of 2019, and Go Math Houghton Mifflin added in the fall of 2017. Our commitment to staying current with educational resources is integral to our dedication to delivering a high-quality education to our students.

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders McGraw Hill 2023, MyAccess 2022 Journeys 2020, Edmentum 2015	0%
Mathematics	K-12, Reveal Math, McGraw Hill, 2022	0%
Science	Inspire Science 2020, Carolina Science 2019, Edmentum 2015	0%
History-Social Science	Impact Social Studies, Edmentum 2015	0%
Foreign Language	PLATO 2015, Rosetta Stone 2012, Edmentum 2015	0%
Health	McGraw Hill Health 2020, Glencoe 2006, Edmentum 2015	0%
Visual and Performing Arts	PLATO 2015 Fine Arts, Edmentum 2015	0%
Science Laboratory Equipment (grades 9-12)	School Sourced NGSS Kits 2020	0%

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

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.

School Facility Conditions and Planned Improvements

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: Playground/School Grounds, Windows/ Doors/Gates/Fences				NA

Overall Facility Rate

Exemplary	Good	Fair	Poor

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	64	68	38	40	47	48
Mathematics (grades 3-8 and 11)	58	59	27	33	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	367	360	98.09	1.91	68.33
Female	175	171	97.71	2.29	71.35
Male	192	189	98.44	1.56	65.61
American Indian or Alaska Native	--	--	--	--	--
Asian	99	99	100.00	0.00	85.86
Black or African American	26	26	100.00	0.00	42.31
Filipino	--	--	--	--	--
Hispanic or Latino	58	56	96.55	3.45	64.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	163	158	96.93	3.07	64.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	111	110	99.10	0.90	68.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	40	93.02	6.98	47.50

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	367	360	98.09	1.91	59.17
Female	175	171	97.71	2.29	51.46
Male	192	189	98.44	1.56	66.14
American Indian or Alaska Native	--	--	--	--	--
Asian	99	99	100.00	0.00	77.78
Black or African American	26	26	100.00	0.00	42.31
Filipino	--	--	--	--	--
Hispanic or Latino	58	56	96.55	3.45	46.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	163	158	96.93	3.07	56.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	111	110	99.10	0.90	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	40	93.02	6.98	25.00

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	59.09	58.97			30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	141	138	97.87	2.13	59.42
Female	57	56	98.25	1.75	48.21
Male	84	82	97.62	2.38	67.07
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	75.68
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	63	60	95.24	4.76	51.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	50	98.04	1.96	56.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	43.75

2024-25 Career Technical Education Programs

The primary representative of the Valley View Charter Prep CTE committee is Dan McLaughlin
Dan.McLaughlin@pacificcharters.org
(916) 616-3976

To make available more broad content to students, specifically in the Career Technical Education area, VVCP offers curriculum through Edmentum courseware.

In addition to offering content in core subject areas, Edmentum courseware offers online CTE courses in fields like cybersecurity, digital design, culinary arts, and engineering for grades 6-12. These courses integrate core academics with technical skills, focusing on both soft skills and specific job-related competencies

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.07
Graduates Who Completed All Courses Required for UC/CSU Admission	64.71

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement

Valley View Charter Prep employs a variety of robust methods for engaging with parents and gathering their valuable input. These methods are actively utilized for parents of current VVCP students and encompass a comprehensive range of interactions. These interactions include, but are not limited to, collaborative efforts among parents, students, and teachers, as well as communication via email and phone. Additionally, we conduct surveys involving both parents and students, encourage parental involvement in school activities, and seek their contributions in the development of school protocols.

At Valley View Charter Prep, a collaborative partnership between the teacher, the student, and the parent is fostered to create well-defined academic plans for each student. These plans are based on a thorough assessment of various criteria, including the student's academic history, educational aspirations, family dynamics, personal circumstances, affiliations, relationships, and current status. This holistic evaluation guides the development of a personalized educational plan for every student.

To ensure the continuous enhancement of our programs, Valley View Charter Prep administers several surveys each year to parents and students to gauge their satisfaction levels. These reflective surveys play a pivotal role in informing adjustments to our offerings for the benefit of our students. Subsequently, our faculty and administration analyze the survey results to identify areas where VVCP can further enhance its support and services to students.

Valley View also supports Parent Advisory and ELAC Committees, both of which are instrumental in providing feedback for the LCAP.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	6.7	4.3	20.5	21.1	18.5	8.2	8.9	8
Graduation Rate	96.2	93.3	87	72.6	78.2	75.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	23	20	87.0
Female	--	--	--
Male	15	13	86.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0	0	0.00
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	713	686	0	0.0
Female	345	333	0	0.0
Male	368	353	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	0	0.0
Asian	185	180	0	0.0
Black or African American	41	41	0	0.0
Filipino	14	14	0	0.0
Hispanic or Latino	126	123	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	15	0	0.0
White	314	296	0	0.0
English Learners	16	15	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	237	223	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	83	79	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	3.6	2.6	1.69	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.01	0.01	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The comprehensive safety plan was updated in the fall of 2025. The plan was reviewed and approved by the PCI Board of Directors on June 16, 2025 during a public board meeting. Below is the table of contents of the safety plan highlighting the content. Key elements include:

Mission Statement and School Description
Child Abuse Reporting Procedures
Disaster Response Procedures
Suspension & Expulsion Policies
Procedures for Notifying Teachers of Dangerous Pupils
Discrimination & Harassment Policy
School-wide Dress Code Prohibiting Gang Attire
Safe and Orderly Environment
Rules and Procedures on School Discipline
Emergency Response Guide
Emergency Actions
Emergency Responses
Site Specific Procedures and Emergency Guide
Site Safety Team Checklist
Incident Command Post
Situational Communication Plans
Site Emergency Procedures for Special Needs Students
Site Emergency Drill Report
PCI Administration/Site Leader Phone Numbers
Staff Phone List
Site Evacuation Map
Valve Shut-Off Location Map
Activity /Documentation Log
Student Emergency Evacuation Absence List
Student Release Sign Out Sheet

* For security reasons, Sections J and K are confidential and will not be shared publicly.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0
1	2	120	0	0
2	3	132	0	0
3	3	114	0	0
4	3	120	0	0
5	3	132	0	0
6	3	134	0	0
Other	4	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	126	0	0
1	3	138	0	0
2	2	144	0	0
3	3	144	0	0
4	3	144	0	0
5	3	126	0	0
6	3	144	0	0
Other	3	6	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	108		
1	3	120		
2	3	126		
3	3	120		
4	3	126		
5	3	120		
6	3	119		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	77	0	0
Mathematics	2	80	0	0
Science	3	63	0	0
Social Science	2	101	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	85		
Mathematics	2	80		
Science	2	62		
Social Science	2	111		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	77		
Mathematics	2	83		
Science	3	49		
Social Science	2	99		

2024-25 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	3345

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1.8

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	$11,417	$2,167	$9,250	$76.013
District	N/A	N/A	$14,665	$64,765
Percent Difference - School Site and District	N/A	N/A	-45.3	-199.5
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	-15.2	-199.6

Fiscal Year 2024-25 Types of Services Funded

At Valley View Charter Prep, our students complete local assessments twice annually to gauge their academic progress. In the 2022-2023 academic year, we implemented a proactive intervention approach, specifically targeting students who scored at or below 59% on the beginning-of-the-year metrics. Our primary focus was on the lowest-performing 15% of students, who received direct instructional support along with access to a range of independent online intervention programs. Furthermore, we allocate instructional funds to provide students and their teachers with a diverse array of print and online intervention curriculum options. The teacher of record assumes the responsibility of crafting a personalized student success plan, inclusive of academic objectives and tailored support measures, all designed to assist the student in attaining their defined goals. To bolster our students' holistic development, our school also offers access to counselors and a wellness team, catering to their social-emotional well-being. Our comprehensive approach underscores our commitment to nurturing both academic and emotional growth.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$49,634	$55,248
Mid-Range Teacher Salary	$72,211	$80,746
Highest Teacher Salary	$94,566	$109,655
Average Principal Salary (Elementary)	$97,527	$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary	$215,854	$155,954
Percent of Budget for Teacher Salaries	1.22%	25.26%
Percent of Budget for Administrative Salaries	20%	6.12%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	1.9

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	4
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

Professional Development at Valley View Charter Prep (VVCP) is designed to provide our teaching staff with comprehensive knowledge and skills in contemporary educational practices. Throughout the year, our focus centers on teaching strategies, data analysis, and the formulation of student learning plans. We have extended our efforts to deepen these thematic areas, enabling teachers to translate their professional development insights into tangible improvements in student achievement. Our commitment to the Common Core State Standards remains unwavering, and we are dedicated to ensuring that Professional Development remains pertinent and timely, ultimately benefiting our students through the implementation of these standards.

We have established an ongoing Professional Development Plan for our staff based on a three-tiered model encompassing District-Wide, Site-Wide, and Individual growth. This model equips our instructional staff with the versatility to attain competence through various pathways. The following focal points were developed collaboratively with input from all staff members via a district-wide survey:

1. Common Core Professional Development, which includes: My Access, m-Class: Amplified, and Reveal Math
2.   Professional Learning Communities
3. Data-Driven Dialogue
4. DIIP-AB 130 PLC
5 Induction Program, along with the opportunity for teachers to access County Office of Education Professional Development Opportunities.
6. Training on the use of Common Core Standards for writing across grade levels.
7. Utilization of additional online learning programs and support systems, in response to the adoption of a hybrid model of online learning platforms for student-teacher use.
8. Emphasis on instructional practices with an early literacy focus.
9. Incorporating data analysis to support learning and instruction.
10. Leveraging technology to enhance the learning process.
11. Engaging in Courageous Conversations with Parents and Students, along with the Productive Feedback Process.
12. Providing Diversity and Cultural Sensitivity training to foster an inclusive and equitable educational environment.
13.   Strategies for Multi-Lingual Learners
14.   Monthly PD on the writing process
15.   Early Literacy team will be attending conference on the Science of reading and writing.

This comprehensive and structured approach to Professional Development at VVCP underscores our commitment to empowering our teaching staff with the knowledge and tools they need to excel in their roles, ultimately benefiting the educational journey of our students.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9