

# Valley View Charter Prep

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	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>	2093239624
<b>Principal</b>	John Mittan
<b>Email Address</b>	<a href="mailto:jmittan@valleyviewcharter.org">jmittan@valleyviewcharter.org</a>
<b>Website</b>	<a href="http://www.pacificcharters.org">http://www.pacificcharters.org</a>
<b>County-District-School (CDS) Code</b>	39686270129916

Entity	Contact Information
District Name	Valley View Charter Prep
Phone Number	(209) 740-4599
Superintendent	David Thoming
Email Address	dthoming@njesd.org
Website	<a href="http://njesd-ca.schoolloop.com/">http://njesd-ca.schoolloop.com/</a>

## School Description and Mission Statement (School Year 2019-20)

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

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

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

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

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

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

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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	61
Grade 1	54
Grade 2	51
Grade 3	58
Grade 4	70
Grade 5	52
Grade 6	48
Grade 7	50
Grade 8	32
Grade 9	21
Grade 10	25
Grade 11	26
Grade 12	11
<b>Total Enrollment</b>	<b>559</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	0.9
Asian	13.2
Filipino	1.4
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	1.1
White	53.7
Two or More Races	4.7
Socioeconomically Disadvantaged	23.1
English Learners	2.1
Students with Disabilities	5.5
Homeless	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	31	25	77
Without Full Credential	0	2	0	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: January, 2020

Journeys Houghton-Mifflin 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync (McGraw-Hill Education) 2016, Journeys Houghton-Mifflin 2017	Yes	0%
Mathematics	Houghton-Mifflin Integrated Math Series 2016, Math in Focus 2016	Yes	0%
Science	Glencoe/Holt 2014	Yes	0%
History-Social Science	Glencoe/Holt 2014	Yes	0%
Foreign Language	PLATO/Rosetta Stone/Glencoe 2014	Yes	0%
Health	Glencoe 2014	Yes	0%
Visual and Performing Arts	Plato Fine Arts 2014	Yes	0%
Science Laboratory Equipment (grades 9-12)	Houghton Mifflin/Glencoe/Prentice Hall/Hampton Brown/2006	Yes	0%

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

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

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** non-site based school

System Inspected	Rating	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> Electrical		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
<b>Overall Rating</b>		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	58	58	36	37	50	50
Mathematics (grades 3-8 and 11)	40	43	20	22	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	337	319	94.66	5.34	57.51
Male	176	165	93.75	6.25	50.63
Female	161	154	95.65	4.35	64.71
Black or African American	28	24	85.71	14.29	47.83
American Indian or Alaska Native	--	--	--	--	--
Asian	40	36	90.00	10.00	63.89
Filipino	--	--	--	--	--
Hispanic or Latino	58	57	98.28	1.72	41.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	175	166	94.86	5.14	59.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	26	26	100.00	0.00	70.83
Socioeconomically Disadvantaged	78	73	93.59	6.41	52.86
English Learners	16	14	87.50	12.50	42.86
Students with Disabilities	32	28	87.50	12.50	22.22
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	337	319	94.66	5.34	42.72
Male	176	165	93.75	6.25	45.06
Female	161	154	95.65	4.35	40.26
Black or African American	28	24	85.71	14.29	26.09
American Indian or Alaska Native	--	--	--	--	--
Asian	40	36	90.00	10.00	61.11
Filipino	--	--	--	--	--
Hispanic or Latino	58	57	98.28	1.72	35.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	175	166	94.86	5.14	39.76
Two or More Races	26	26	100.00	0.00	58.33
Socioeconomically Disadvantaged	78	73	93.59	6.41	34.29
English Learners	16	14	87.50	12.50	42.86
Students with Disabilities	32	28	87.50	12.50	11.11
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

## Career Technical Education Programs (School Year 2018-19)

VVCP prepare students for college and career paths by using Career Cruising Skills, 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 Career Cruising 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.

## Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	34
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	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	10.55
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	26.09



### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

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
5	21.8	25.5	45.5
7	10.9	34.8	43.5
9	29.4	17.6	35.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	9.1	5.6	4.2	27.6	25.4	22	9.7	9.1	9.6
<b>Graduation Rate</b>	81.8	94.4	91.7	54.8	61.2	71	83.8	82.7	83

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

## State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.0	0.0	1.6	3.1	1.5	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Valley View Charter Prep has a comprehensive safety plan. This plan was last reviewed, updated, and discussed with faculty in January, 2020.

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

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

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

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	14	48	10		15	57	21		19	47	38	5
1	1	3										
2									1	6		
3					1	1						
4	7	1			1	1						
5	1	2										
6	8	5							5	9		
Other**	5	11			19	2	1		11	14	1	

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

\*\* "Other" category is for multi-grade level classes.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	2	54			2	58			2	70		
Mathematics	2	44			2	47			2	63		
Science	3	38			2	37			3	50		
Social Science	2	61			2	60			2	67		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	559.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.1
Social Worker	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,625	\$869	\$8,756	\$51,840
District	N/A	N/A	\$14,665	\$62,267.00
Percent Difference - School Site and District	N/A	N/A	-50.5	-18.3
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	15.4	-22.4

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

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

### Types of Services Funded (Fiscal Year 2018-19)

Supplemental educational services/programs include:

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

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,743	\$45,252
Mid-Range Teacher Salary	\$63,678	\$65,210
Highest Teacher Salary	\$77,945	\$84,472
Average Principal Salary (Elementary)	\$108,028	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$181,031	\$124,686
Percent of Budget for Teacher Salaries	4%	31%
Percent of Budget for Administrative Salaries	8%	7%

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

### Advanced Placement (AP) Courses (School Year 2018-19)

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

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

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

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 2017-18, 2018-19 and 2019-2020, respectively for each school year.

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

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

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