

Valley Charter High

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.



Mrs. Susan Nisan, Principal

Principal, Valley Charter High

About Our School

As principal of Valley Charter High School, I am honored to present the latest information about our award-winning Early College high school, proud recipient of the 2015 California Gold Ribbon. We uphold high standards, meeting not only the Common Core and the University of California admissions standards, but also Valley Charter's outstanding Graduation by Exhibition requirements. Valley Charter Lions are equipped with the competence and confidence for college, career and community success!

Susan Nisan, Valley Charter High School Principal

Contact

Valley Charter High
108 Campus Way
Modesto, CA 95350-5803

Phone: 209-238-6800
E-mail: snisan@stancoe.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Stanislaus County Office of Education
Phone Number	(209) 238-1700
Superintendent	Tom Changnon
E-mail Address	tchangnon@stancoe.org
Web Site	www.stancoe.org

School Contact Information - Most Recent Year	
School Name	Valley Charter High
Street	108 Campus Way
City, State, Zip	Modesto, Ca, 95350-5803
Phone Number	209-238-6800
Principal	Mrs. Susan Nisan, Principal
E-mail Address	snisan@stancoe.org
Web Site	www.valleycharterhighschool.org
County-District-School (CDS) Code	50105045030234

Last updated: 1/2/2016

School Description and Mission Statement - Most Recent Year

Valley Charter High School (VCHS) is free public charter school #172, founded in 1999 by retired Stanislaus County Superintendent of Schools Martin Petersen, and currently overseen by Superintendent of Schools Tom Changnon. VCHS is accredited by the Western Association of Schools and Colleges and is a 2015 recipient of the California Gold Ribbon. In both 2014 and 2015 Valley Charter was designated as a bronze medalist in the US News and World Report rankings of the "Best High Schools" in the nation, and has been named by Newsweek as a 2015 "Beating the Odds" Top High School for Low-Income Students.

In its current form, VCHS was established on July 1, 2006 as the result of the reorganization of several charter high schools previously authorized by the Stanislaus County Office of Education (SCOE). As a result of the merging of these unique schools, VCHS now offers three programs: a 9-12 college-preparatory classroom-based (CP) program, an 11-12 hybrid Early College Honors (ECH) program, and a 9-12 non-classroom-based college-preparatory Independent Learning (IL) program. All three programs share a site and administrator, the same faculty and staff, and a common vision and mission. The vision of Valley Charter High School is to be Stanislaus County's first choice in equipping students with confidence and competence for college, career and community success. As a charter school, VCHS is open to any student in the county or from adjacent counties who wishes to attend the school and has parent permission. Transportation is not provided, but the school is conveniently located on the city bus line.

VCHS is an Early College High School partnership between SCOE and Modesto Junior College (MJC). VCHS is located across the street from MJC in a building that was originally a bank and is now owned by SCOE. In addition, the school leases an adjacent office building for classroom space. Most of the current population of approximately 200 students attend classes on a daily basis although a small number at each grade level is served by the Independent Learning program and attends one to three days weekly to meet with an advisor and attend math and science classes. All core classes are approved by the University of California and are listed on the school's a-g list (CEEB #052019). In the summer of 2014, the school added online credit recovery and enrichment courses through APEX and UC Scout to the a-g list. Many students choose to accelerate their education by concurrently earning dual high school and college credits.

VCHS granted diplomas to 54 seniors in the spring of 2015. The student population has approximately even proportions of male and female students. The racial makeup is 56% White, 33% Hispanic/Latino, and 12% of other races, somewhat more diverse than Stanislaus County as a whole. The incidence of socio-economic disadvantage is indicated by the 46.5% who qualify for free or reduced lunch. Due to economic considerations, few VCHS graduates enroll directly into 4-year secondary institutions upon completion of high school; eleven students from the class of 2015 (20%) applied and received admission to four-year public and private universities directly following high school. More than half the graduates had completed at least one college course at Modesto Junior College with a waiver of course fees. Most students continue to attend MJC and transfer after completing 60 units.

VCHS alumni are currently attending the following: CSU campuses at Stanislaus, San Marcos, Cal Poly San Luis Obispo, Fresno State, Fullerton; UC campuses at Berkeley, Davis, Irvine, Santa Barbara, San Diego; other schools include Azusa Pacific, Arizona State, Colorado College, George Fox (Oregon), Grand Canyon (Arizona), North Park (Illinois), Pacific University (Oregon), University of Kansas, and University of the Pacific.

Students are drawn to VCHS because of the personalized approach with small class sizes of 10-30. VCHS has a friendly environment with a strong community service reputation. Most families who enroll one student choose to enroll younger siblings. Almost half the student population is low income although percentages of English learners and disabled students are low. VCHS works closely with SCOE and local community organizations to offer financial aid and an increasing number of scholarship opportunities to all students. The school has a solid technology program with an award-winning robotics program, an active choir, a strong Academic

Decathlon team, a limited but growing extracurricular sports program, and a leadership group that provides plenty of school spirit.

Mission Statement

Valley Charter High School (VCHS), an Early College partnership between the Stanislaus County Office of Education (SCOE) and Modesto Junior College (MJC), provides a personalized and innovative public school option. VCHS collaborates with parents and community members to nurture educational excellence and character development through rigorous standards in individual learning or classroom settings, with relevant technical skills and performance-based projects and opportunities for motivated students to concurrently earn dual high school and college credits.

Frequently Asked Questions Provided to Prospective Students

1. Who can attend VCHS?

Any high school student who resides in Stanislaus or contiguous counties may apply to VCHS with parent or guardian permission. Our students must be willing to work hard to prepare for college and career and earn the privilege of attending MJC courses while enrolled at VCHS.

2. What is different about VCHS?

VCHS is a small school with expert teachers who set high expectations, emphasize character development and provide caring support. Students participate in community service and interact with business people and area leaders, culminating in the senior Graduation by Exhibition (GBE) process of presenting before a panel of volunteer judges in order to earn a VCHS diploma.

3. How many students attend VCHS?

VCHS currently serves approximately 200 students with a cap of 400 students. Class sizes are small (15-30) and supportive. Although most students attend classes daily, students in the "Independent Learning" program meet with a certificated teacher weekly and may attend math and science classes and electives. Alternately, students may take math and other classes online through a University of California-approved program.

4. Do students attend college after VCHS?

Most students attend college or university immediately upon graduation; many attend MJC while enrolled at VCHS, earning both high school and college credits. Other students enlist in the military or seek employment. VCHS is fully accredited by the Western Association of Schools and Colleges. VCHS graduation requirements (230 credits) exceed the California state minimum requirements; all core classes and several electives are listed on the UC/CSU approved course list and meet strict University of California admissions requirements. VCHS works with both government and community organizations to maximize scholarship funds and financial aid available to students for post-secondary educational opportunities.

5. Do VCHS students wear uniforms?

Students are not required to wear a specific uniform but must follow VCHS dress code requirements while at VCHS and all community service activities. At least four to six days per year, students "dress for success" for presentations and community interactions. A lending closet of professional clothing is available.

6. Do students pay to attend VCHS?

VCHS is a free public school of choice. Parents must arrange transportation to and from school. Some students carpool and others take the city bus, which stops on 9th Street next to VCHS.

7. Does VCHS serve lunch?

Yes. We order meals from the Salida Nutrition Program. Students in Grades 9 and 10 have lunch at 12:10pm and students in grades 11 and 12 have lunch at 12:40pm. On minimum days students in all grade levels may pick up sack lunches "to go" before leaving campus at 12:30. About half our students are eligible for school breakfast and lunch at no cost to their families. Other students may purchase breakfast before school or after first period during "brunch break" and may order lunch at the beginning of the school day. Microwaves are available to heat lunches from home. Students remain on campus for lunch.

8. When does the VCHS school day begin?

Most students will start class at 8:15am. Students in early morning electives such as Leadership and SkillsUSA arrive at 7:00am. Student drivers attending an MJC 8:00am class should arrive early enough to park and walk over. Students in Independent Learning have individualized appointment times and class schedules.

9. What student activities are available at VCHS?

In addition to SkillsUSA and Leadership, popular activities include Athletics Club, Academic Decathlon, Lions for the Lord, Robotics and Choir events. Students are encouraged to establish clubs and projects, such as Library Club and Video Game Club. Due to an ideal location adjacent to the college, VCHS students and faculty walk to events at MJC and in the downtown area, such as performances at the Gallo Center.

10. Does VCHS follow the Common Core?

Like all California public schools, VCHS follows state requirements for instruction and assessment, including the new California State Standards, which go far beyond the Common Core of English language arts and mathematics to include the Next Generation Science Standards, English language development, history-social science, health, physical education, visual and performing arts, and career technical education. As a college preparatory school with University of California approval for all core courses, VCHS exceeds state graduation requirements. The research paper included in the senior GBE is an excellent example of a rigorous state standards activity. VCHS has elected to maintain the traditional mathematics sequence of Algebra 1, Geometry, and Algebra 2 and to restructure assignments to align with the critical thinking and real-world applications and performance-based assessments required by the new state standards. VCHS faculty members work closely with parents to keep students on track. Parents and faculty use the Parent Portal online to track student grades.

11. Does VCHS offer summer school?

VCHS offers MJC course enrollment for enrichment and a limited summer school program for students who are 10-20 credits behind in core classes.

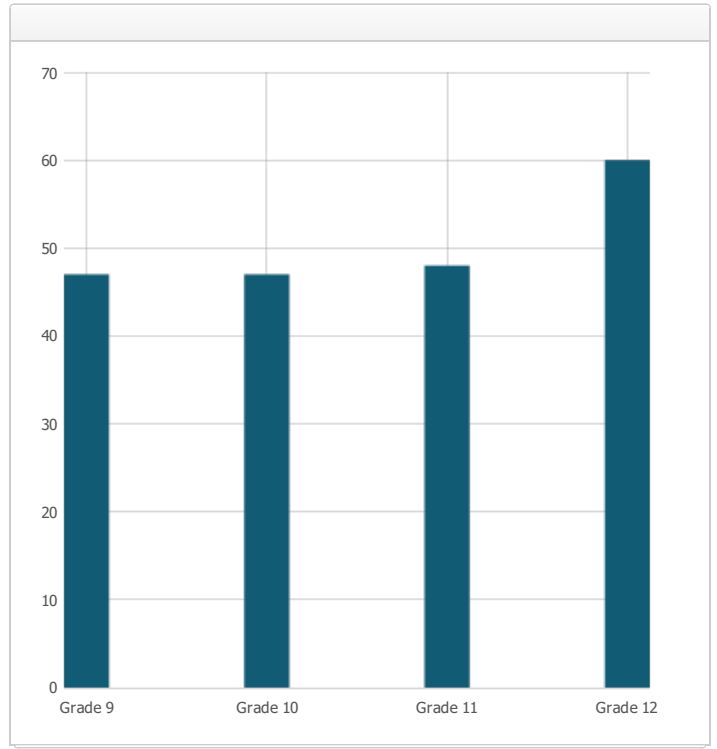
12. How may I enroll in VCHS?

You may download an application from our website at www.valleycharterhighschool.org or contact Valley Charter at 209-238-6801. For more information contact the principal, Mrs. Nisan, for an interview at snisan@stancoe.org or arrange for your student to shadow a VCHS student for a half or full day of classes.

Last updated: 1/2/2016

Student Enrollment by Grade Level (School Year 2014-15)

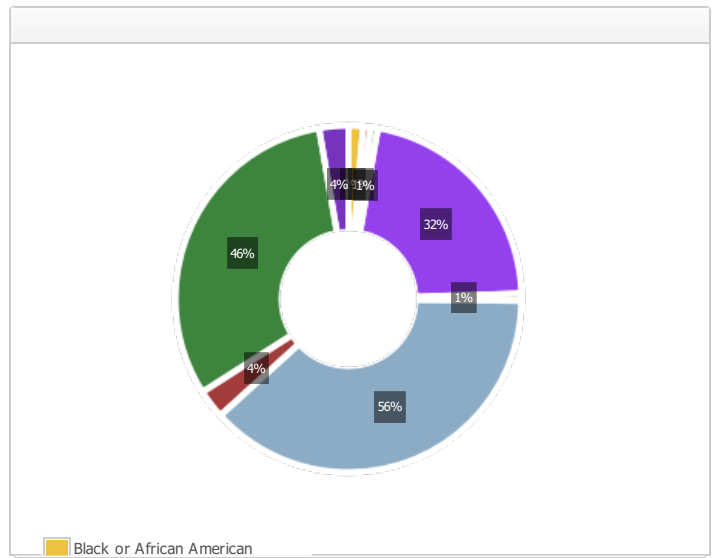
Grade Level	Number of Students
Grade 9	47
Grade 10	47
Grade 11	48
Grade 12	60
Total Enrollment	202



Last updated: 1/2/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	0.5 %
Asian	1.5 %
Filipino	1.0 %
Hispanic or Latino	32.2 %
Native Hawaiian or Pacific Islander	1.5 %
White	56.4 %
Two or More Races	4.5 %
Socioeconomically Disadvantaged	46.5 %
English Learners	4.5 %
Students with Disabilities	0.5 %
Foster Youth	0.5 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/2/2016

A. Conditions of Learning

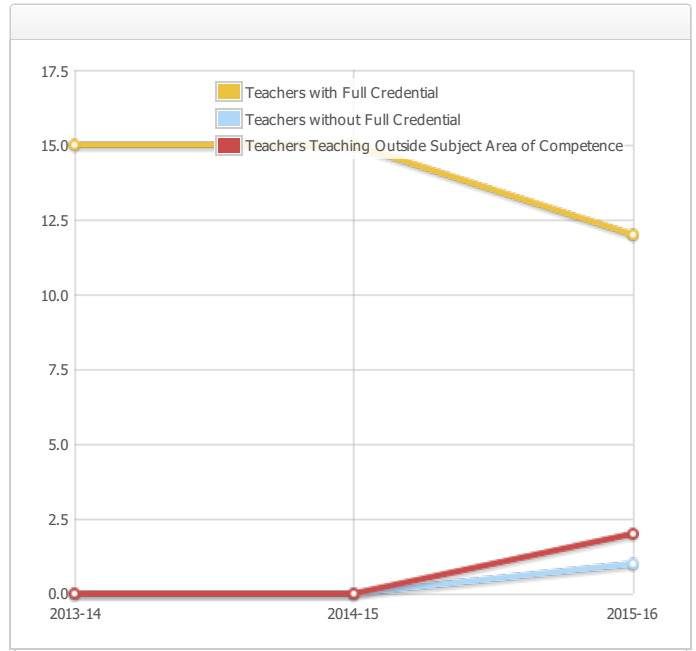
State Priority: Basic

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

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

Teacher Credentials

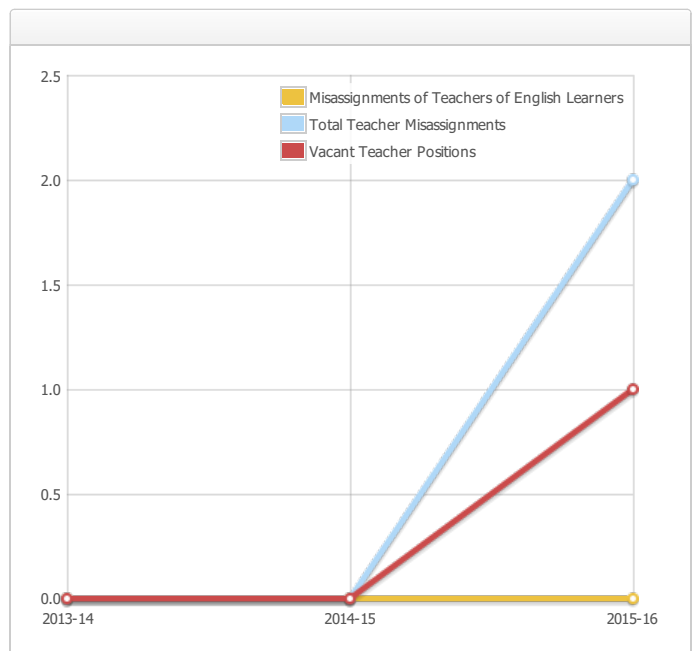
Teachers	School		District
	2013-14	2014-15	2015-16
With Full Credential	15	15	12
Without Full Credential	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	2



Last updated: 1/2/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	1



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.

Last updated: 1/2/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	85.0%	15.0%
High-Poverty Schools in District	84.0%	16.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

At Valley Charter, all students have access to a textbook to use at school and take home. In addition to the curriculum below, students in Independent Learning and Credit Recovery classes use curriculum imbedded in APEX Learning online courses approved by the University of California.

Subject Textbooks and Instructional Materials and Year of Adoption

Reading/Language Arts

Merriam Webster Dictionary (2004) ISBN 978-0-87779-930-6
Merriam Webster Dictionary Large Print (2002) 7-86943-01040-4

English 9

Literature, Gold, Timeless Voices, CA -Prentice Hall (2002) ISBN 013-054805-7

Major Literature:

The Pearl, John Steinbeck (2002) ISBN-13:978-0142000694
Lord of the Flies, William Golding (2000) ISBN-13: 978-0399537424
Fahrenheit 451, Ray Bradbury (1994) ISBN-13: 978-1451673319
The Pigman, Paul Zindel (1968) ISBN 0-553-26321-8

English 10

Literature, Platinum, Timeless Voices, CA- Prentice Hall (2002)0-13-054790-5

Major Literature:

Of Mice and Men, John Steinbeck (1994) ISBN 0-14-014642-5
Night, Elie Wiesel (2000) ISBN 0-130437494-0
All Quiet on the Western Front, Erich Maria Remarque (1987) ISBN-13: 978-0449213940
To Kill A Mockingbird, Harper Lee (1960) ISBN 0-446-31078-6

English 11 Honors/CP

Timeless Voices, Timeless Themes-The American Experience. -Prentice Hall (2005) ISBN 0-13-180443-X

Major Literature:

The Crucible, Arthur Miller
The Great Gatsby, F. Scott Fitzgerald

English 12 Honors/CP

Timeless Voices, Timeless Themes- The British Tradition,-Prentice Hall (2005) ISBN 0-13-180445-6

Major Literature:

Hamlet, William Shakespeare
Frankenstein, Mary Shelley
Alice's Adventures in Wonderland, Lewis Carroll (1993) ISBN -13: 978-0-486-27543-7
Pride and Prejudice, Jane Austen (2003) ISBN 0-553-21310-5

Mathematics

Business and Personal Finance: Glencoe: Kapoor, et al (2005) ISBN 0-07-861488-0
Pearson Calculus 2011: ISBN # 0-13-201408-4
McDougal Littell Algebra I: Concepts and Skills 2001: ISBN # 0-618-16383-2
Glencoe Geometry 2011: ISBN # 978-0-07-877854-4
Glencoe Algebra 2 2011: ISBN # 978-0-07-877856-8
Advanced Mathematical Concepts 2011: ISBN # 0-07-860861-9

Science

Modern Chemistry Holt 2011 ISBN #978-0-03-036786-1
Introduction to Astronomy JAS 2010 ISBN #978-0-9827200-0-4
Forensic Science Richard Saferstein 2008 SE ISBN # 978-0-13-196141-8
Forensic Science Richard Saferstein 2008 TE ISBN # 978-0-13-196142-5
Biology Prentice Hall 2009
Biology Prentice Hall 2006 T E ISBN 0-13-166288-0 (CB, IL)
Earth Science Prentice Hall 2006 ISBN 0-13-125852-4
Earth Science Guided Reading and Study Workbook Prentice Hall: ISBN: 0-13-05901-6

History-Social

Science World History Connections to Today, The Modern Era (Pearson Education, Inc., Prentice Hall) 2005 TE ISBN 0-13-181760-4 (IL)
World History: The Modern Era 2009 (ISBN# 978-0-13-365192-8)
America: Pathways to the Present Prentice Hall 2002 T E ISBN 0-13-053627-X (IL)
Pathways to the Present, Prentice Hall 2002 SE ISBN (IL)
America: Pathways to the Present TE 2003 ISBN 0-13-062919-7(CB)
The American Vision: Modern Times (McGraw -Hill Glencoe; 2006), ISBN # 0-07-867851-X (EC)

Brave New World Penguin Books 201
 Economics: Principles in Action 2001, 2003, 2005, 2007 (0-13-437329-4 & 0-13-1334875)
 World Geography Building a Global Perspective Prentice Hall 2011 (ISBN# 978-0-13-365291-8)

Foreign Language

Spanish I, II and III

Buen Viaje Glencoe 2005 ISBN 0-07-861951-3 (CB)

Buen Viaje Glencoe 2008 ISBN 978-0-07-879141-3 (CB)

Buen Viaje Glencoe 2007 ISBN 978-0-07-879142-0 (CB)

Health

Health Glencoe 2007 T E ISBN-13: 978-0-07-872657-6

Health Glencoe 2007 SE ISBN-13: 978-0-07-872654-5

Invitation to Psychology 4th Edition, Wade and Tavis, Prentice Hall (2008) 2011 ISBN 978-0-13-134744-1

Visual and Performing Arts

Art in Focus 5th Edition 2010 T E ISBN 0-07-868546-X

Art in Focus 5th Edition 2010 SE ISBN 0-07-868545-1

Video Game Design GW Publishing 2011

Video Digital Communication GW Publishing 2011

Science Lab Equipment (9-12) As needed for labs in Earth Science, Biology and Chemistry

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/5/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Valley Charter is located in modern office buildings with a paved parking area and attractive landscaping. The facility includes eight classrooms, two computer labs, and a large multi-purpose room. The facility is maintained and cleaned daily by our custodian. The most recent site inspection received an overall rating of Fair in October, 2015. The items with a rating less than Good have received careful attention since the inspection, including a stripping and polishing of floors by the SCOE maintenance crew.

Last updated: 1/5/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: October 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The floors were stripped and refinished to remediate the poor appearance.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	A problematic urinal has been removed from service to improve restroom cleanliness.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: October 2015

Overall Rating	Fair
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Last updated: 1/5/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

CAASPP data for 2015 for Valley Charter Grade 11 students are unavailable due to state file anomalies.

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	2.0%	44.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/24/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	65.0%	59.0%	68.0%	5.0%	11.0%	4.0%	59.0%	60.0%	56.0%

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

Last updated: 1/2/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	4.0%
All Students at the School	68.0%
Male	72.0%
Female	65.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	42.0%
Native Hawaiian or Pacific Islander	--
White	80.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	72.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Last updated: 1/2/2016

Career Technical Education Programs (School Year 2014-15)

Career Technical Education (CTE) courses offered through SCOE/ROP were offered in 2014-2015 by the full-time ROP technology teacher at Valley Charter. All classroom-based students had access to these courses on a daily basis. All students and faculty in the school had access to the technology teacher as a resource for their online email accounts and data storage through Google Apps for Education. All students presented quarterly demonstrations using computer applications. Students also had access to a traveling Robotics team and a Skills USA chapter which placed in regional, state and national competitions. In addition, several seniors completed ROP programs.

Last updated: 1/2/2016

Career Technical Education Participation (School Year 2014-15)

All students participate in Career Technical Education through their advisory and GBE classes. All students use Google Apps for Education and prepare quarterly public presentations using a multimedia approach for an authentic assessment of learning.

Most students also participate in at least one year of a dedicated CTE program, most of which were approved by the University of California in 2014-2015. All CTE courses are approved for 2015-2016.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	202
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	81.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/4/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	23.4%

State Priority: Other Pupil Outcomes

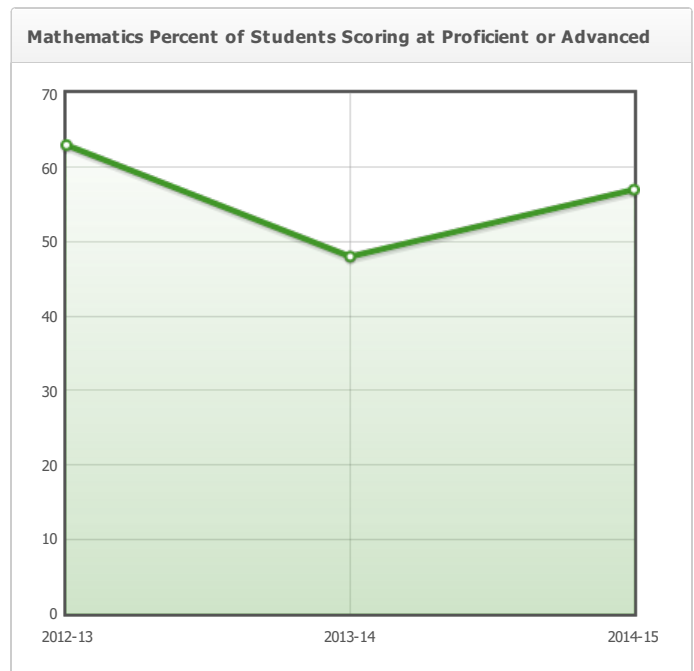
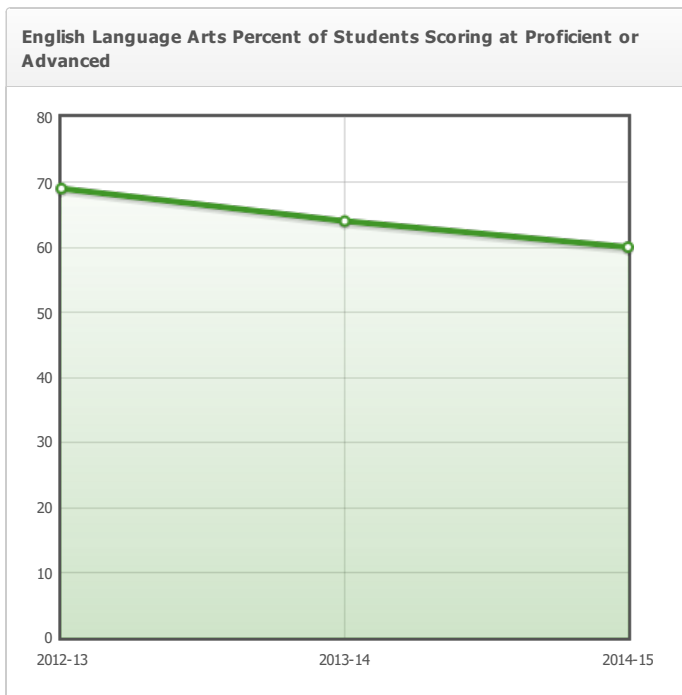
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	69.0%	64.0%	60.0%	27.0%	16.0%	23.0%	57.0%	56.0%	58.0%
Mathematics	63.0%	48.0%	57.0%	22.0%	15.0%	19.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/4/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	77.0%	15.0%	8.0%	81.0%	15.0%	5.0%
All Students at the School	40.0%	32.0%	28.0%	43.0%	43.0%	14.0%
Male	50.0%	19.0%	31.0%	32.0%	60.0%	8.0%
Female	29.0%	46.0%	25.0%	54.0%	25.0%	21.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	56.0%	38.0%	6.0%	62.0%	31.0%	8.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	34.0%	28.0%	38.0%	35.0%	52.0%	13.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	52.0%	32.0%	16.0%	54.0%	38.0%	8.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.0%	23.8%	31.0%

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.

Last updated: 1/4/2016

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

VCHS is a parent-choice school. All parents are involved in the decision to enroll students and are team members who support their students throughout their years at VCHS. Communication with parents is an important part of our charter high school program. Our website, quarterly "After 5" parent-teacher conferences, and regular contact by teachers help keep our parents involved in their students' education. Students have school email accounts through Google Apps for Education and parents have access to faculty through our school website and the Parent Portal, which provides 24-hour access to their students' grades and missing assignments.

Parents are strongly encouraged to play an active role in creating a positive and productive learning environment in the home, as well as:

1. participating with their student in events scheduled during weekend hours;
2. attending "After 5" parent/teacher conferences and school meetings;
3. volunteering to serve on VCHS projects, committees, and/or the advisory council;
4. assuming responsibility for their student's behavior, including enforcement of the school's dress code;
5. supporting the Core Values of VCHS;
6. providing records from previous school(s)

Parents of a student enrolled in the VCHS Independent Learning program are required to be involved in their student's educational process on a daily basis and are valued as a vital component. Parents are welcome to attend the weekly meeting with the Independent Learning teacher.

VCHS parents have also been involved continuously in LCAP-related feedback for budget priorities. During the school year, the Principal's Site Council, composed of teacher, parent and student representatives, and the Advisory Board, composed of SCOE, MJC and community members, schedule regular meetings to which all parents are invited.

State Priority: Pupil Engagement

Last updated: 1/5/2016

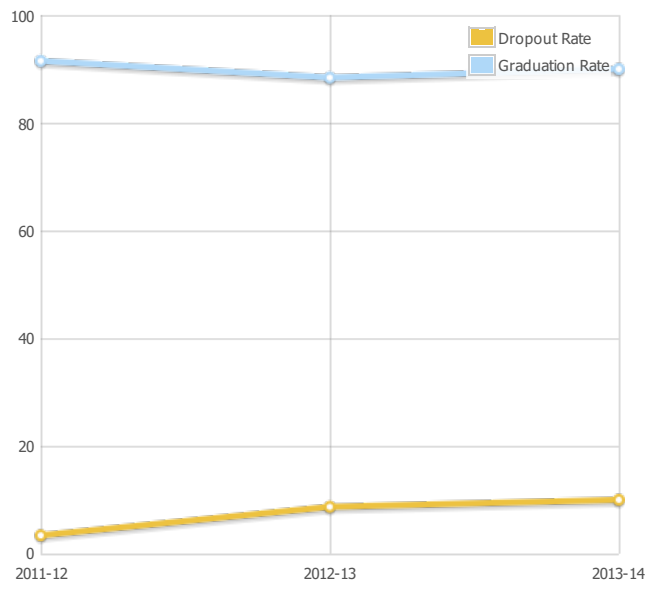
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	3.4%	8.7%	10.0%	14.4%	11.6%	11.5%	13.1%	11.4%	11.5%
Graduation Rate	91.50	88.40	90.00	78.70	82.50	82.10	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



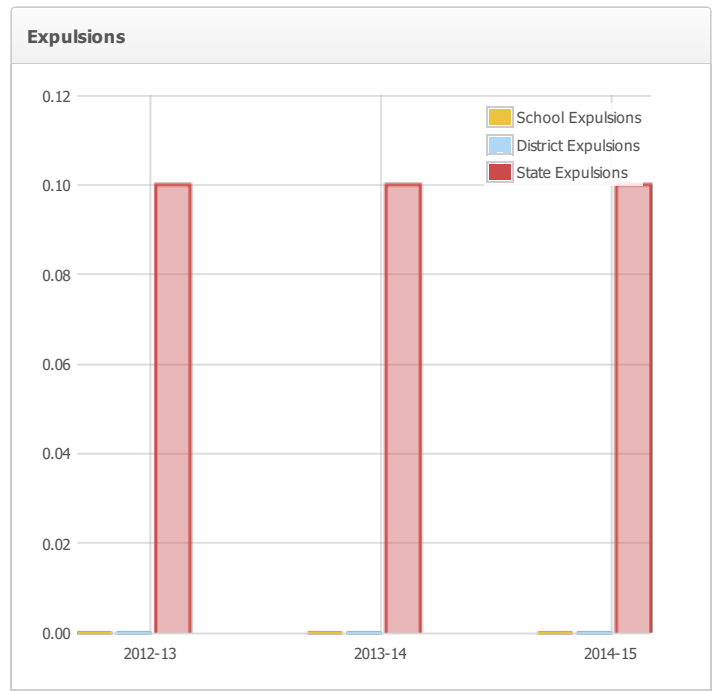
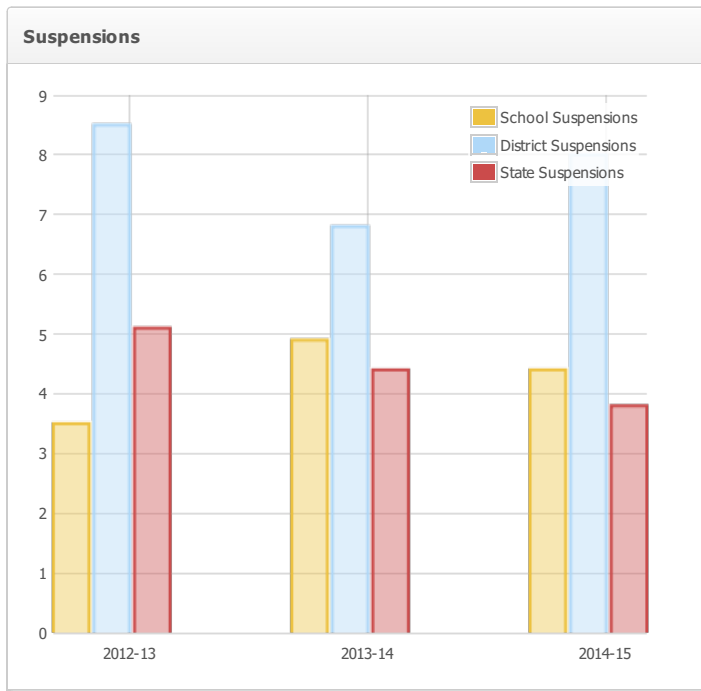
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.5	4.9	4.4	8.5	6.8	8.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/2/2016

School Safety Plan - Most Recent Year

The Valley Charter High School Safety Plan covers VCHS's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. VCHS staff members receive safety training from the Stanislaus County Office of Education, including the regular review of the school safety plan, which pays particular attention to lockdown and fire drills. The most recent safety plan update was approved by the governing board of the Stanislaus County Office of Education in April, 2015.

During the 2014-2015 school year, VCHS reached out to a school in Merced County with an active Restorative Justice program whose students provided a presentation and workshop to our entire school on February 6, 2015. In addition, the SCOE Prevention Programs Character Education Facilitator began weekly meetings with at-risk students in a "pre-sarb" approach and addressed the entire group of 9th graders in an effort to promote positive behavior.

Last updated: 1/5/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

Due to missing data in the CAASPP at the state level, Valley Charter is listed as not meeting Adequate Yearly Progress (AYP) for English and Math test participation. In fact, VCHS did meet participation rates for 11th grade testing and will seek an appeal.

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	No	No	
Met Participation Rate - Mathematics	No	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	Yes	

Last updated: 1/2/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/2/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9.0	21		0	18.0	7	2	0	12.0	16	1	0
Mathematics	11.0	17	2	0	16.0	12	1	0	13.0	14		0
Science	11.0	11		0	19.0	5	2	0	13.0	8	2	0
Social Science	11.0	17	4	0	20.0	6	3	0	10.0	13	3	0

* 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.

Last updated: 1/5/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.0	N/A

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

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

Last updated: 1/5/2016

Types of Services Funded (Fiscal Year 2014-15)

During the 2014-2015 school year, all VCHS students, and especially low income students, had expanded access to computer technology, including access to technology before and after school, access to math intervention after school, access to breakfast and noon lunch through the Free and Reduced Meal program, and access to financial education, job shadowing and professional clothing for job interviews and presentations. All students had access to physical and mental health services and college/career counseling and scholarships through VCHS connections with MJC and county resources. All students had the services of a .75 bilingual paraprofessional who is available for math tutoring before school and translation during parent conferences.

Last updated: 1/5/2016

Advanced Placement Courses (School Year 2014-15)

At VCHS students take actual UC transferrable courses for honors high school credit and concurrent college credit in lieu of Advanced Placement (AP) exams. The graduating class included 51% who completed college coursework while enrolled as VHCS students, including one graduate who completed an Associates Degree in Natural Sciences prior to completing a high school diploma.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/5/2016

Professional Development – Most Recent Three Years

VCHS provides annually for staff development with staff days prior to the beginning of school and one optional SCOE staff development day in September. In addition, for the 2013-2014 and 2014-2015 school year, faculty members each attended an average of three full school days of training for common core state standards with funds allocated specifically for the training and substitutes required.

Professional development meetings are conducted on early release Fridays focused on instruction to improve student achievement. Beginning teachers have BTSA training and other teachers select professional development opportunities based on curriculum and program needs. It is a division goal for all staff members to feel confident about the curriculum they are teaching as well as to provide opportunities for the staff to learn ways to more effectively service our alternative education population academically, emotionally, and physically.

Last updated: 1/5/2016