

one.Charter

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.

Debra Nickols

Principal, one.Charter

About Our School

Contact

one.Charter
2707 Transworld Dr.
Stockton, CA 95206-3948

Phone: 209-468-9079
E-mail: dnickols@sjcoe.net

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	San Joaquin County Office of Education
Phone Number	(209) 468-4800
Superintendent	James Mousalimas
E-mail Address	jstanton@sjcoe.net
Web Site	http://www.sjcoe.org

School Contact Information - Most Recent Year	
School Name	one.Charter
Street	2707 Transworld Dr.
City, State, Zip	Stockton, Ca, 95206-3948
Phone Number	209-468-9079
Principal	Debra Nickols
E-mail Address	dnickols@sjcoe.net
Web Site	http://sjcoe.org/onecharter/
County-District-School (CDS) Code	39103970120717

Last updated: 1/5/2016

School Description and Mission Statement - Most Recent Year

one.Charter Academy of Visual & Performing Arts opened August 17, 2010 in a leased property located at 800 Douglas Road Stockton. The school has since grown and has added two additional locations: 1111 East Bianchi Road, Stockton and 1271 North Main Street, Manteca. The school serves 7th–12th grade students from a variety of academic, social and emotional backgrounds. Many of the students attending the program have struggled in the traditional educational setting and would otherwise be served by San Joaquin County Office of Education's Alternative Programs. As a public school, one.Charter provides a high quality educational option focusing on the arts for families who choose to have their children educated in a non-traditional setting.

Creative and varied programs are designed to address the academic, social and emotional needs of the diverse population who choose to become students in one.Charter's unique educational setting. Those who function below grade level, have explicit special needs, or find their interests and talents unchallenged in a traditional classroom, are able to find a program that fits their interests and needs. The opportunity for "choice" within the school is essential to student progress toward meeting parents' and students' desire to access a nontraditional education experience while working toward meeting California state content standard requirements and developing the skills necessary to fully participate as productive members of our communities.

The educational professionals who make up one.Charter's staff work diligently to achieve the clear mission and vision for the school. Their strong belief that the arts stimulate critical thought, brain growth, and allow students the opportunity to shine through creative expression, is engrained into their curriculum and daily school schedule. The arts are viewed as an avenue to becoming a well rounded citizen, equipping students with the skills needed to embrace the opportunities the world has to offer.

Mission Statement

We integrate rigorous academics with the Arts, creating opportunities for students to identify and develop their passion, potential and purpose for the future.

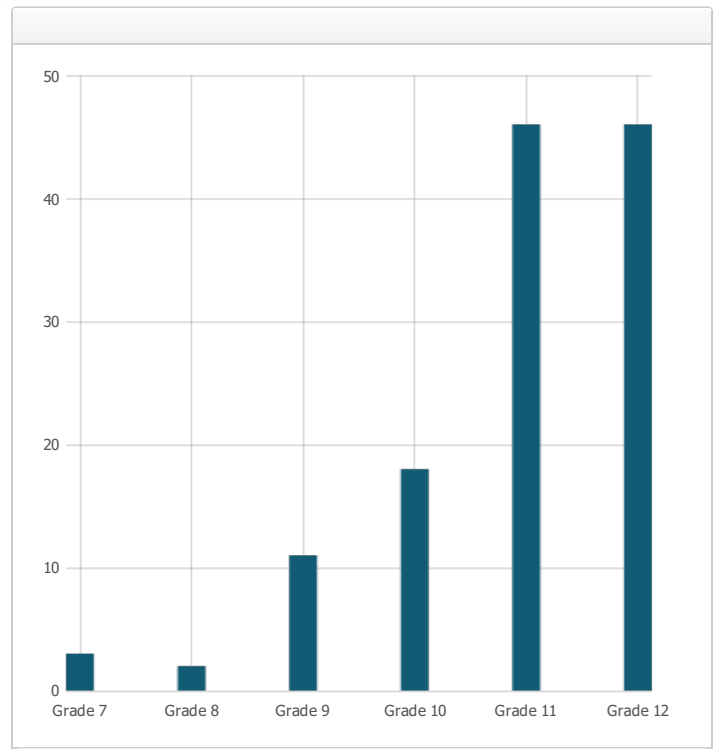
Vision Statement

Students are empowered to transcend their own expectations. By demonstrating self-discipline and respect, they are positive contributors to the greater community. Through academics and an enriched creative environment, students appreciate and promote cultural diversity, critical thinking and collaboration in their pursuit of excellence. Self-expression through Musical, Visual, Performance and Digital Arts inspire our students to be tomorrow's artists, citizens, and leaders.

Last updated: 12/22/2015

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

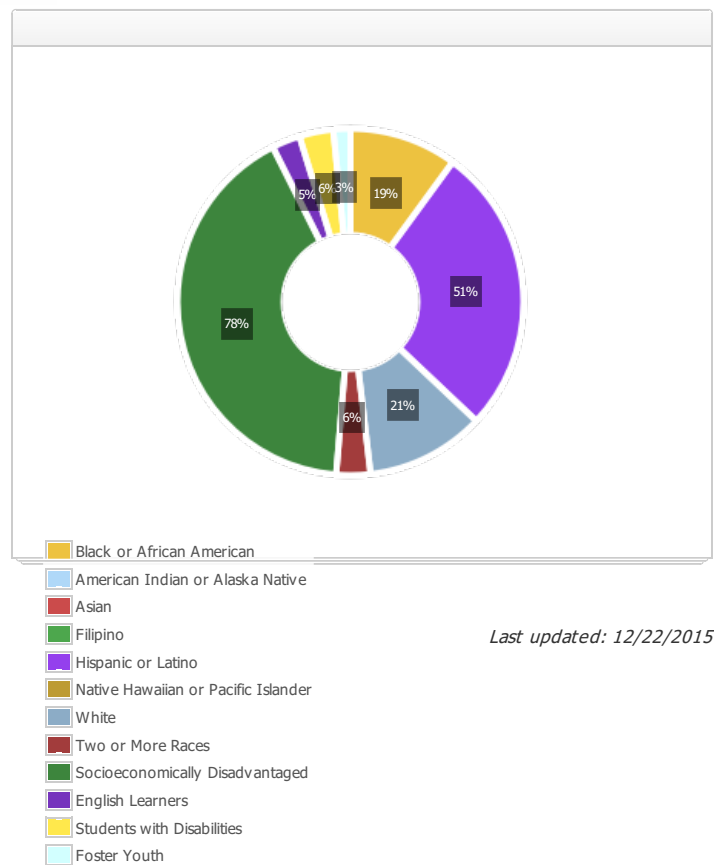
Grade Level	Number of Students
Grade 7	3
Grade 8	2
Grade 9	11
Grade 10	18
Grade 11	46
Grade 12	46
Total Enrollment	126



Last updated: 12/22/2015

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

Student Group	Percent of Total Enrollment
Black or African American	19.8 %
American Indian or Alaska Native	0.0 %
Asian	0.8 %
Filipino	0.0 %
Hispanic or Latino	51.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	21.4 %
Two or More Races	6.3 %
Socioeconomically Disadvantaged	78.6 %
English Learners	5.6 %
Students with Disabilities	6.3 %
Foster Youth	3.2 %



Last updated: 12/22/2015

A. Conditions of Learning

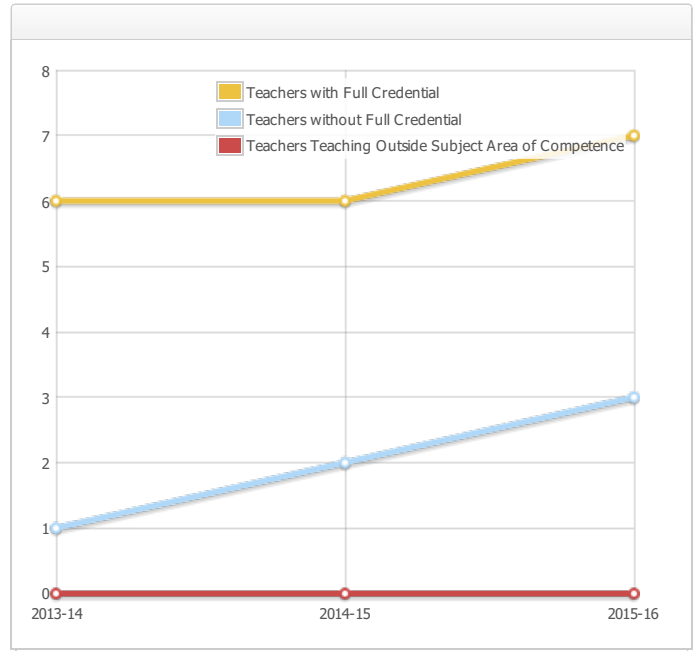
State Priority: Basic

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

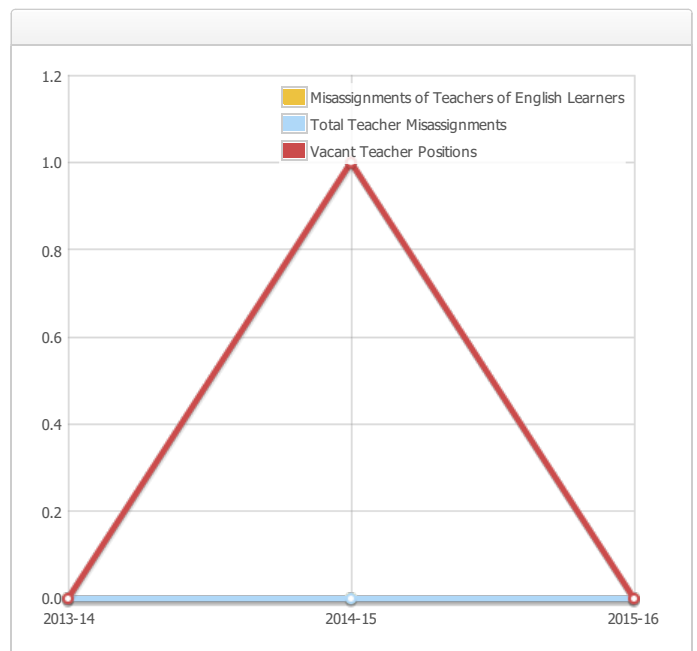
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	6	6	7	168
Without Full Credential	1	2	3	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/25/2016

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	0
Vacant Teacher Positions	0	1	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.

Last updated: 1/25/2016

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	67.0%	33.0%
All Schools in District	71.0%	29.0%
High-Poverty Schools in District	71.0%	29.0%
Low-Poverty Schools in District	0.0%	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

Year and month in which data were collected: December 2013

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Core: Glencoe Literature: California Treasures and Reader's Choice Supplemental: Houghton Mifflin Reading/Language Arts (Grades K – 6) Holt Literature and Language Arts 9 PLATO (Grades 9 – 12) (Adopted 2010) Integrated Thematic Curriculum	Yes	0.0 %
Mathematics	CORE: Glencoe Algebra Readiness (Grades 6 – 8) Holt Algebra (Grades 8 – 12) PLATO	Yes	0.0 %
Science	Glencoe Biology: The Dynamics of Life (Grades 9 – 12) Glencoe Physical/Earth Science (Grades 9 – 12) Glencoe Life Science (Grades 9 – 12) Integrated Thematic Curriculum PLATO (Continually updated)	No	0.0 %
History-Social Science	CORE: Glencoe: The American Journey Glencoe World History: Modern Times Supplemental: D.C. Heath World History Globe Fearon World Geography and Cultures Integrated Thematic Curriculum (Updated every year) PLATO	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Integrated Thematic Curriculum PLATO	No	0.0 %
Visual and Performing Arts	Integrated Thematic Curriculum PLATO	No	0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A		0.0 %

School Facility Conditions and Planned Improvements - Most Recent Year

The condition of the one.Charter Academy of Visual and Performing Arts facilities is rated "good" overall. Note that the FIT reports cover only the 6 buildings owned and maintained by County Operated Programs.

The maintenance and cleaning staff have a regular district painting and maintenance schedule and funding for equipment and supplies. The maintenance and cleaning staff are assigned based on a formula to ensure equity. The maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance and cleaning program is administered by Community Schools to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. The Director of

Student Services works daily with the cleaning staff to develop a schedule that ensures clean and safe schools.

In the 2014-2015 school year work was completed in the following category.

- Parking lot repairs for Manteca

DATA ON SCHOOL FACILITIES:

Data on school facilities was collected for Community Schools during July 2015.

FACILITY CONDITIONS:

one.Charter Academy of Visual and Performing Arts takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, one.Charter Academy of Visual and Performing Arts uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the San Joaquin County Office of Education. None of the eight emergency facilities needs specified in Education Code Section 17592.72(c) (1) exist at the one.Charter Academy of Visual and Performing Arts sites.

Last updated: 1/28/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
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:

Overall Rating	Good
----------------	------

Last updated: 1/21/2016

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)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	3.0%	44.0%
Mathematics (grades 3-8 and 11)	0.0%	1.0%	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: 12/22/2015

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	5	4	80.0%	--	--	--	--
Male	5	1	20.0%	--	--	--	--
Female	5	3	60.0%	--	--	--	--
Black or African American	5	1	20.0%	--	--	--	--
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	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	5	3	60.0%	--	--	--	--
Two or More Races	5	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	5	0	0.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	5	1	20.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/22/2015

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	1	0	0.0%	--	--	--	--
Male	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Female	1	0	0.0%	--	--	--	--
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	1	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	1	0	0.0%	--	--	--	--
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	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/22/2015

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	42	50.0%	48.0%	12.0%	0.0%	0.0%
Male	84	17	20.2%	59.0%	12.0%	0.0%	0.0%
Female	84	25	29.8%	40.0%	12.0%	0.0%	0.0%
Black or African American	84	8	9.5%	--	--	--	--
American Indian or Alaska Native	84	0	0.0%	--	--	--	--
Asian	84	1	1.2%	--	--	--	--
Filipino	84	0	0.0%	--	--	--	--
Hispanic or Latino	84	21	25.0%	62.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	8	9.5%	--	--	--	--
Two or More Races	84	4	4.8%	--	--	--	--
Socioeconomically Disadvantaged	84	27	32.1%	52.0%	4.0%	0.0%	0.0%
English Learners	84	1	1.2%	--	--	--	--
Students with Disabilities	84	3	3.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/22/2015

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	5	4	80.0%	--	--	--	--
Male	5	1	20.0%	--	--	--	--
Female	5	3	60.0%	--	--	--	--
Black or African American	5	1	20.0%	--	--	--	--
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	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	5	3	60.0%	--	--	--	--
Two or More Races	5	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	5	0	0.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	5	1	20.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/22/2015

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	1	0	0.0%	--	--	--	--
Male	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Female	1	0	0.0%	--	--	--	--
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	1	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	1	0	0.0%	--	--	--	--
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	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/22/2015

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	44	52.4%	57.0%	0.0%	0.0%	0.0%
Male	84	18	21.4%	61.0%	0.0%	0.0%	0.0%
Female	84	26	31.0%	54.0%	0.0%	0.0%	0.0%
Black or African American	84	8	9.5%	--	--	--	--
American Indian or Alaska Native	84	0	0.0%	--	--	--	--
Asian	84	1	1.2%	--	--	--	--
Filipino	84	0	0.0%	--	--	--	--
Hispanic or Latino	84	23	27.4%	57.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	7	8.3%	--	--	--	--
Two or More Races	84	5	6.0%	--	--	--	--
Socioeconomically Disadvantaged	84	29	34.5%	52.0%	0.0%	0.0%	0.0%
English Learners	84	1	1.2%	--	--	--	--
Students with Disabilities	84	3	3.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/22/2015

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)	0.0%	8.0%	0.0%	7.0%	10.0%	7.0%	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: 12/22/2015

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	7.0%
All Students at the School	0.0%
Male	0.0%
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	0.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
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: 12/22/2015

Career Technical Education Programs (School Year 2014-15)

We desire to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

The CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs, tech prep programs, charter schools, small learning communities, CaWorks or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

State model curriculum standards for CTE for grades 7-12 integrate the state's academic content standards with industry-specific knowledge and skills in 58 career pathways organized into 15 industry sectors: agriculture and natural resources; arts, media, and entertainment; building trades and construction; education, child development, and family services; energy and utilities; engineering and design; fashion and interior design; finance and business; health science and medical technology; hospitality, tourism, and recreation; information technology; manufacturing and product development; marketing, sales, and service; public services; and transportation. The state's curriculum framework for CTE provides guidance in implementing the state content standards and provides guidance for implementing assessment standards.

Last updated: 1/21/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/21/2016

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	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

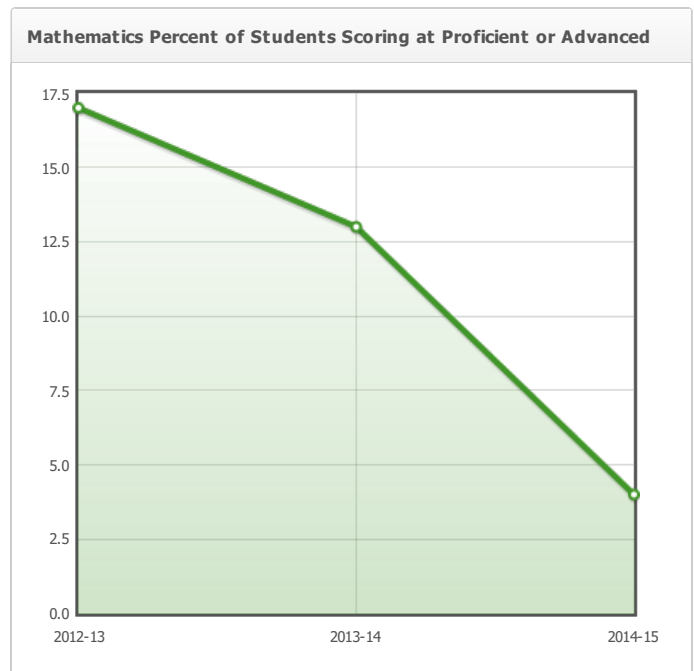
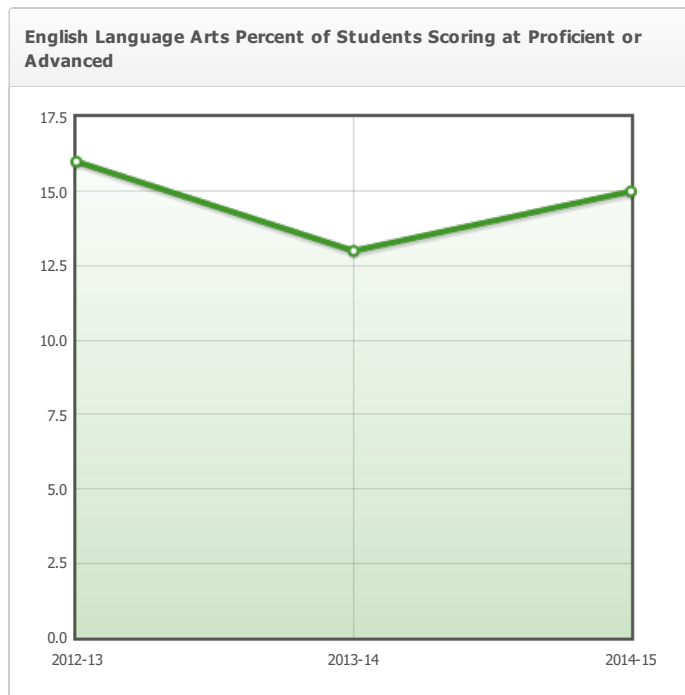
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- 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	16.0%	13.0%	15.0%	28.0%	27.0%	27.0%	57.0%	56.0%	58.0%
Mathematics	17.0%	13.0%	4.0%	28.0%	27.0%	24.0%	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: 12/22/2015

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	73.0%	17.0%	9.0%	76.0%	21.0%	4.0%
All Students at the School	85.0%	12.0%	4.0%	96.0%	4.0%	0.0%
Male	83.0%	17.0%	0.0%	92.0%	8.0%	0.0%
Female	86.0%	7.0%	7.0%	100.0%	0.0%	0.0%
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	92.0%	8.0%	0.0%	92.0%	8.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	85.0%	12.0%	4.0%	96.0%	4.0%	0.0%
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: 12/22/2015

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

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: 12/22/2015

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

- Parents are considered part of the team in promoting a student's success.
- Parents are involved in the enrollment process.
- One week per grading period (3 per year), teachers schedule student/parent/teacher conferences and discuss student assessment results and credits earned. These weeks are referred to as "one. on one." days.
- Parents are also encouraged to participate in school events and activities such as:
 - Community events developed by the school
 - School performances
 - Graduation by Exploration (GBEs) – parents are encouraged to be panel members
- Student Study Teams (SSTs) are held on a regular basis to discuss student behavior/progress with parents/guardians. Translation is provided where necessary.
- Items of discussion include:
 - The parent's role and responsibilities
 - CAHSEE requirements/SBAC
 - CELDT assessments and programs/ services for EL students
 - Graduation requirements
 - Intervention strategies
 - College prep & financial aid
 - CTE/Vocational Education programs
 - Job skills preparation
 - Gang awareness
 - Drug prevention
 - Individualized Learning Plans (ILP's)
- Parents of special education students are encouraged to participate in the Community Advisory Committee (CAC) which meets at least one time per month with various presenters.
- Based upon specific student need, individual training and support will be provided to families for continuity of training from the school to home environment.
- Parents are invited to participate in "Open House" activities at their child's school site.
- Quarterly newsletters are mailed to parents to keep them informed of school activities.
- Biannual participation in the LCAP meetings.

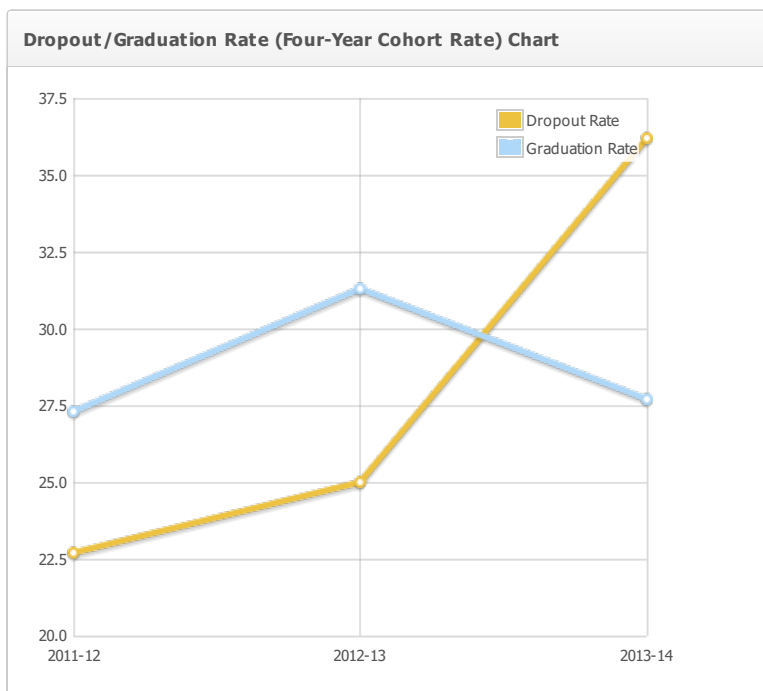
State Priority: Pupil Engagement

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			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	22.7%	25.0%	36.2%	15.3%	12.0%	13.2%	13.1%	11.4%	11.5%
Graduation Rate	27.30	31.30	27.70	76.20	80.30	80.30	78.87	80.44	80.95



Last updated: 1/5/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	39	43	84
Black or African American	36	38	76
American Indian or Alaska Native	29	50	78
Asian	0	41	92
Filipino	39	71	96
Hispanic or Latino	17	41	81
Native Hawaiian or Pacific Islander	25	0	83
White	43	60	89
Two or More Races	38	16	82
Socioeconomically Disadvantaged	50	31	81
English Learners	41	26	50
Students with Disabilities	71	11	61
Foster Youth	--	--	--

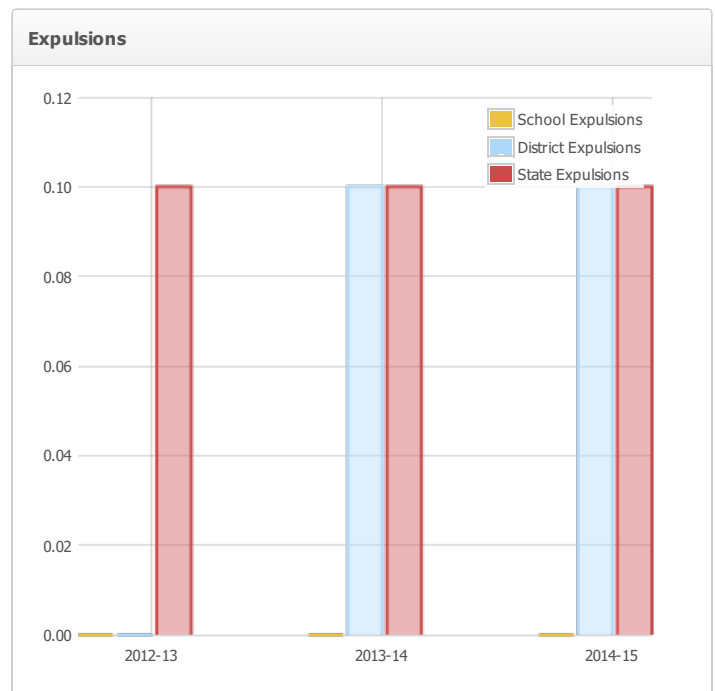
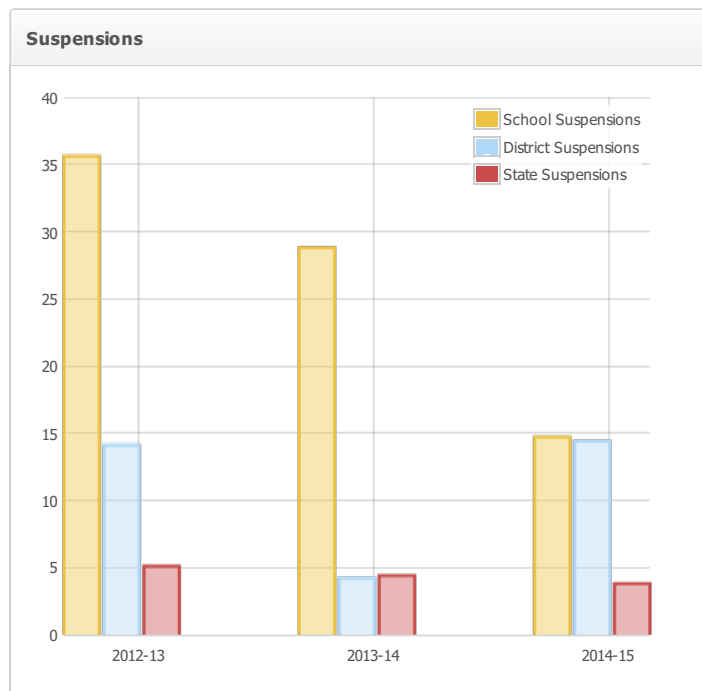
State Priority: School Climate

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	35.6	28.8	14.7	14.1	4.2	14.4	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1



Last updated: 1/5/2016

School Safety Plan - Most Recent Year

one.Charter has completed a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised accordingly. The plan is aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). The document is prepared for the use of employees at the school site in the event of an emergency, disaster, or crisis situation.

The plan review, scheduling of drills, practice and safety trainings occurs annually. The school possesses first aid kits and "grab and go" emergency packs in the event of an evacuation. The school nurse collaborates with parents/guardians of special needs students in order to provide medical emergency kits in accordance with their Individualized School Healthcare Plan (ISHP). A copy of the Emergency Plan binder is housed at the school site and the Director's office and is available for parent/guardian review.

The counseling staff creates a crisis file for every teacher in the program. School teachers are given the file at the beginning of the year, along with instructions how they are to be utilized. The information is reviewed and updated as needed throughout the year. The following information is displayed at one.Charter and is also included in the crisis file:

- Directions to follow in case of an emergency, crisis or injury
- Emergency Hotline phone number
- A bomb threat checklist
- Listing of emergency phone numbers

- Tips for de-escalating a conflict
- Suicide intervention information, suicide hotline and San Joaquin County Mental Health contact information
- Resource numbers (Runaway hotline, shelter and "safe house" contact numbers, Public Health immunization and HIV/AIDS information)
- Child abuse prevention information
- CPS reporting form
- State laws pertaining to unlawful conduct and sexual intercourse with a minor
- Smoking cessation resource list
- Community Resources
- ALICE, this is an active shooter/intruder training. To make it easy to remember in a stressful situation, ALICE is broken up into five strategies: Alert; Lockdown; Inform; Counter and Evacuate.
 - The purpose of ALERT is to notify as many people as possible within the danger zone that a potentially life threatening risk exists.
 - The purpose of LOCKDOWN is to secure in place, and prepare to EVACUATE or COUNTER, if needed.
 - The purpose of INFORM is to continue to communicate the intruder's location in real time.
 - The purpose of COUNTER is to interrupt the intruder and make it difficult or impossible to aim. This is a strategy of last resort.
 - The purpose of EVACUATE is to remove yourself from the danger zone when it is safe to do so.

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)

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		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/5/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2005-2006
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/5/2016

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	28.0	2		2	18.0	6	1	2	21.0	6	0	0
Mathematics	28.0		4		26.0	2	3	1	25.0	0	5	0
Science	57.0			2	26.0	3	1	2	25.0	0	5	0
Social Science	19.0	4	2		37.0		2	3	25.0	0	5	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: 1/25/2016

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	0.9	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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: 1/21/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8433.0	\$8433.0	\$8433.0	\$61809.0
District	N/A	N/A	\$8433.0	\$61809.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	-1.0%

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

Last updated: 1/22/2016

Types of Services Funded (Fiscal Year 2014-15)

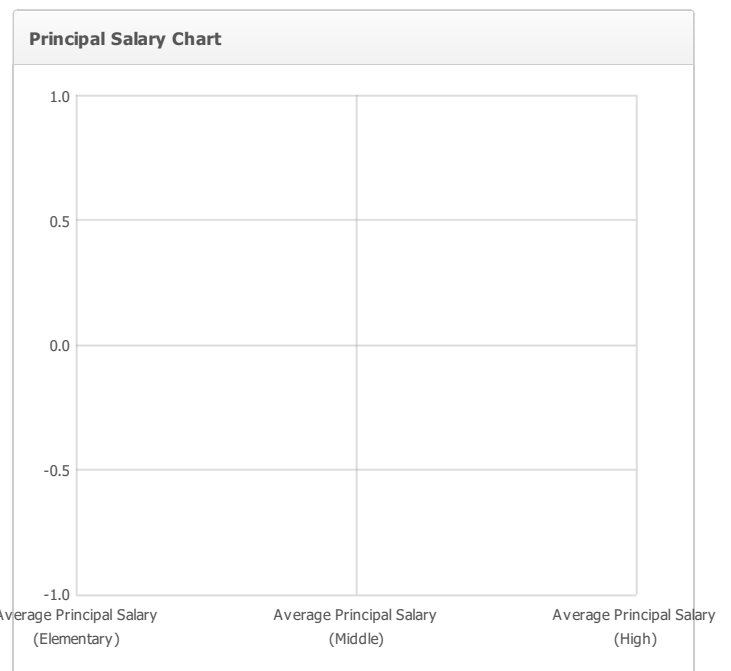
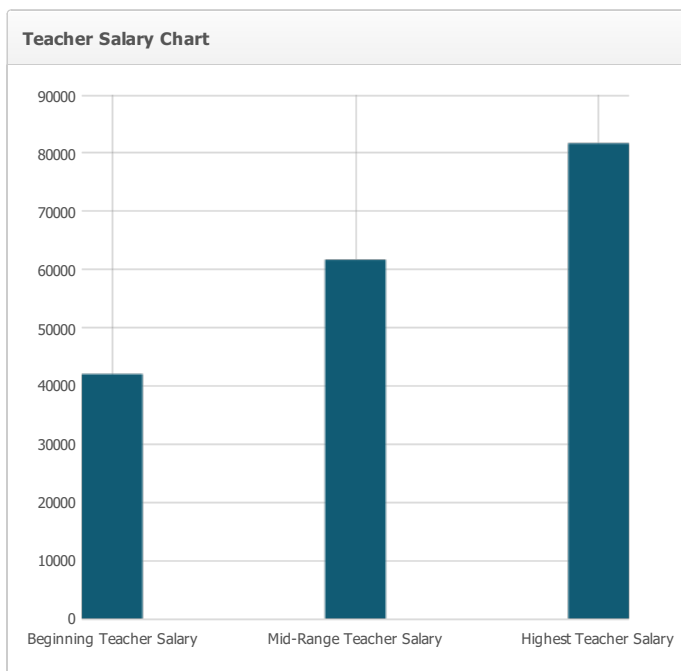
- CAHSEE tutoring two days per week for students in grades 10-12
- CAHSEE writing prep for English Learners
- Program-wide MAP testing twice a year
- Program-wide PWA testing twice a year
- PLATO – online learning solutions
- Read 180

Last updated: 1/22/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,033	--
Mid-Range Teacher Salary	\$61,687	--
Highest Teacher Salary	\$81,700	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$263,247	--
Percent of Budget for Teacher Salaries	11.3%	--
Percent of Budget for Administrative Salaries	8.3%	--

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



Last updated: 1/22/2016

Advanced Placement Courses (School Year 2014-15)

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.

Note : AP means Advanced Placement.

Last updated: 1/5/2016

Professional Development – Most Recent Three Years

one.Charter Academy of Visual and Performing Arts devote 3 full school days 4 half days and 37 one and a half to two hour sessions to professional development. A comprehensive professional development plan is in place that was developed from teacher feedback, state changes in curriculum and student achievement data. The following elements are included in the plan:

- Bi-annual training in the district adopted curriculum
- Monthly meetings to support teachers with Subject Matter Competency and becoming Highly Qualified Teachers (HQT), through a partnership with Professional Development Department of the San Joaquin County Office of Education. Subject matter competency for all teachers is provided through the Verification Process for Special Settings (VPSS). These subject matter consultants provide training to teachers once a month in the core content areas of mathematics, English/language arts, social studies and science. The consultants may observe individual teachers in the classroom and teach model lessons to provide peer-to-peer coaching that focuses on subject matter competency and engaging instructional strategies. Common Core Training is included in these trainings.
- Six Region Meetings where data, program issues and site concerns are identified and discussed.
- Rigor, Relevance and Relationships (RRR) training began in 2008. Consultants from the International Center for Leadership in Education were brought in to train the teaching staff and administrators. The RRR focus was supported through monthly meetings led first by teams of administrators and teachers, then through teacher leaders and continues with teacher leaders and our curriculum coordinator. The teachers have yearly professional goals that are tied to RRR. New teachers are trained in this prior to the new school year.
- English Learner (ELL) training is provided through the San Joaquin County Office of Education Multilingual Department. Trainings include: Edge curriculum, Structures and Strategies, Consultant training, curriculum integration, assessment and coaching.
- One Site Collaboration time is provided to teachers to review curriculum and site goals with their teams.
- Teacher participation in textbook adoptions, which includes review, pilot and subsequent program alignment training to ensure effectiveness of implementation.
- Site Data Team discussions occur one Tuesday of each month. Data Leadership Training is provided to site data leaders. This training includes types of data, how to read and use data and leadership skills.
- Choice and Voice-Self-selected Professional Learning Communities based on teacher interest. Teachers identify areas of need, set goals, and implement a plan.
- Various workshops, conferences and training which include, but are not limited to:
 - Great Valley Writing Project
 - Northwestern Evaluation Assessment
 - PLATO Online Learning Solutions
 - CA Science Teachers Association's Annual Conference
 - CUE Conferences

- Bully Proof your Classroom and School Safety Conferences
- GLAD Training
- Common Core Trainings
- Independent Study Conference
- CA Charter Conference
- California Art Education Association State Conference
- Leadership Conference
- Management and Assaultive Behavior Training
- Next Generation Science Standards

Last updated: 1/28/2016