

# Valiente College Preparatory Charter

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.



### Dr. Esther Perez, Executive Director

Principal, Valiente College Preparatory Charter

#### About Our School

Dr. Perez brings nearly 15 years of experience in education to the Valiente team. She grew up in Central California and was the first in her family to graduate from a university as she received a Bachelor of Arts in Psychology from the University of California, San Diego. In 2004, she joined Teach For America, Los Angeles, where she taught multiple subjects in a special day class setting at Nimitz Middle School in Huntington Park. After obtaining a masters degree in Special Education from Loyola Marymount University (LMU), she became a Resource Specialist at Oscar de la Hoya ACHS in East Los Angeles. She has served as the Director of Students with Diverse Abilities (Special Education & EL students) for Bright Star Schools for approximately 4 years and then moved to higher education at LMU where she was the Director of Special Education Interns across the state of California for LMU's multiple campuses as well as the Associate Director of the LMU-TFA LA Partnership. Esther also holds a Masters degree in Educational Leadership & Policy Studies from California State University, Northridge, and completed a Doctorate in Educational Leadership & Social Justice at Loyola Marymount University. Dr. Perez has made it her mission to ensure that the students of Valiente, the city of South Gate, and it surrounding communities continue to have school options with high expectations, valuing of culture and identity, as well as a place that truly develops children and families to love learning with goals towards college and beyond.

#### Contact

Valiente College Preparatory Charter  
8691 California Ave.  
South Gate, CA 90280-3003

Phone: 323-744-2107

E-mail: [eperez@valientecollegeprep.org](mailto:eperez@valientecollegeprep.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>E-mail Address</b>	<a href="mailto:duardo_debra@lacoedu">duardo_debra@lacoedu</a>
<b>Web Site</b>	<a href="http://www.lacoedu">http://www.lacoedu</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Valiente College Preparatory Charter
<b>Street</b>	8691 California Ave.
<b>City, State, Zip</b>	South Gate, Ca, 90280-3003
<b>Phone Number</b>	323-744-2107
<b>Principal</b>	Dr. Esther Perez, Executive Director
<b>E-mail Address</b>	<a href="mailto:eperez@valientecollegeprep.org">eperez@valientecollegeprep.org</a>
<b>Web Site</b>	<a href="http://www.valientecollegeprep.org">www.valientecollegeprep.org</a>
<b>County-District-School (CDS) Code</b>	19101990132605

*Last updated: 1/16/2019*

### School Description and Mission Statement (School Year 2018—19)

**Mission:** Valiente educates students to lead lives where they successfully and proactively pursue integrity and excellence.

**Vision:** Valiente believes passionately that it must be a public community school that thrives to be unique with social, entrepreneurial, investigative, and holistically personalized opportunities for the advancement of students, family, staff, and community members.

We strive to achieve this goal through a free public college preparatory education to students in grades four through eight that provides academically rigorous instruction and supports development of students' character and a college and career aspiring mindset through cultivation of a disciplined, safe, and supportive community.

**Details:** Valiente seeks to serve the Southeast communities of Los Angeles, and specifically South Gate because this, our, community currently struggles with quality middle schools. The local area middle schools are often very large and many of our community members recognize how the larger school structures may not often provide individualized supports at the same level of a smaller or even middle-sized middle school does. The need for grades five through eight, specifically, have been recognized throughout the charter school's initial petition term; formerly serving a fourth grade, the school has recognized that the demand for fourth grade has not been as prominent as the need for middle school grades.

Additionally, Valiente serves to ensure that structure, accountability, and consistent feedback through progress monitoring, helps middle school students remain focused and driven despite the normal changes that occur during this age range. In other words, our school structure, students' setting of goals and progress monitoring, allows students to stay on task and focused versus worrying about as much of the social and physical changes that middle school aged children undergo.

Valiente College Preparatory's school design incorporates research-based best practices from existing high-performing, achievement gap-closing schools – including a school day which extends from 8:00am to 3:30pm; a curriculum emphasizing foundational academic skills in reading, writing, and mathematics; and a clear commitment to student discipline and character development. These practices animate Valiente College Preparatory's core belief that all children, regardless of race, home language, ability or socioeconomic status, can succeed when provided with extended prioritized learning time, a standards-based and vertically aligned curriculum within an expanded middle school program, and a focus on the character values that will build school and life success.

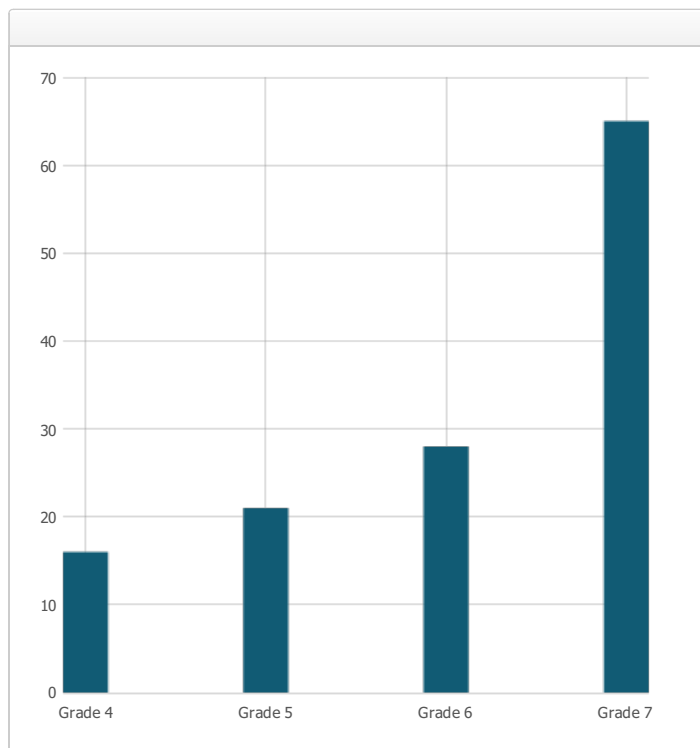
Additionally, as the school has grown very slowly, the school has realized that its place within the community is to be the small-school that assists families who want something different than the traditional, large, and often stereotypical schools in the area. Valiente families often tout that our school is unique and that's what their child needed to truly envision their own future and not mentally check out. For instance, one parent noted at a parent meeting early in the 2018-19 school year that she appreciated that Valiente "buscan formas de motivar al alumno a tener mejor vision de lo que cada alumno quiere ser en el futuro. Tambien todo el personal muy profesional y amable" or in English that the school "Looks for ways to motivate each child to have a better vision for what each student wants to be in their future. Also, their staff is professional and cordial." This is the type of school that is needed in an area that is dominated by middle schools with thousands of students where students and parents feel the cookie-cutter, one size fits all mold does not allow their child to optimally blossom.

*Last updated: 1/16/2019*

### Student Enrollment by Grade Level (School Year 2017—18)

This is for 15-16 school year.

Grade Level	Number of Students
Grade 4	16
Grade 5	21
Grade 6	28
Grade 7	65
<b>Total Enrollment</b>	<b>130</b>



Last updated: 1/16/2019

### Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	97.8 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	2.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.2 %
English Learners	26.2 %
Students with Disabilities	14.6 %
Foster Youth	%

## A. Conditions of Learning

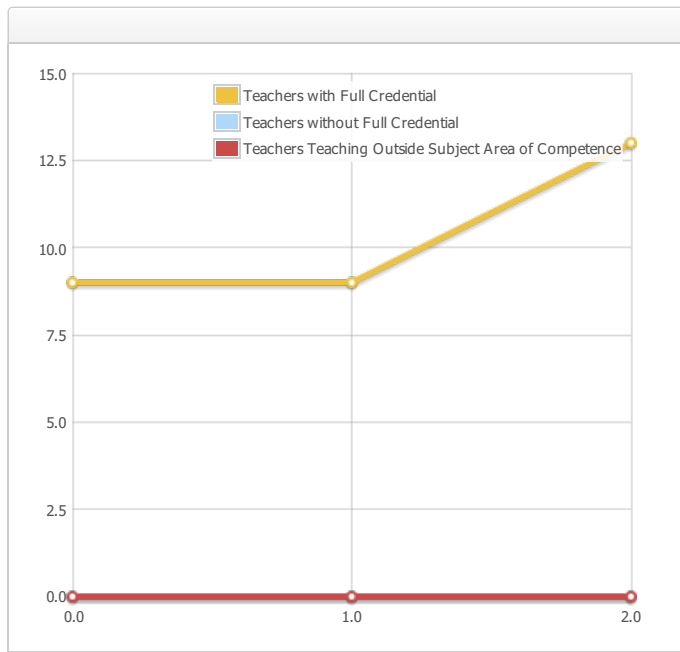
### State Priority: Basic

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

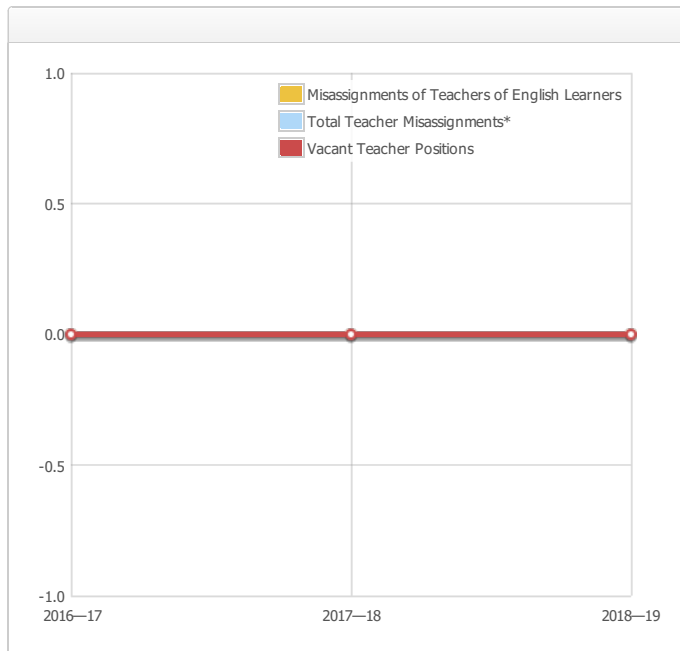
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	9	9	13	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/16/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/16/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: July 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Various Novels; Journeys; Think CERCA; Wit & Wisdom, Houghton Mifflin, Myon/Renaissance, ReadingCounts (Scholastic)	Yes	0.0 %
Mathematics	Eureka Math; ST Math; Teacher Made Materials, Next Gen Math, Go Math (8th grade only)	Yes	0.0 %
Science	TCI; Bring Science Alive	Yes	0.0 %
History-Social Science	Houghton Mifflin; California!; Wit & Wisdom	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Let's Talk Health	No	0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/16/2019*

## School Facility Conditions and Planned Improvements

Two facility inspections were used to prepare this data: One completed by the Charter's Authorizer, LACOE, and one completed by the County Dept. of Health (similar to previous years).

Overall, facilities were clean and well kept.

*Last updated: 1/16/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	Increase cleanliness in shared usage areas (school shares property with a preschool).
<b>Electrical:</b> Electrical	Fair	Valiente will work with it's landlord/property owners to determine electrical updates.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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*Last updated: 1/16/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	25.0%	35.0%	42.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	16.0%	23.0%	28.0%	31.0%	37.0%	38.0%

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.

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.

*Last updated: 1/16/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	130	128	96.24%	35.16%
Male	66	64	96.15%	28.00%
Female	55	53	96.36%	45.28%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	128	128	99%	37.72%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	127	123	96.85%	35.77%
English Learners	48	47	97.92%	23.40%
Students with Disabilities	17	15	100%	20.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 1/16/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	130	128	96.24%	24%
Male	66	64	94.87%	18.92%
Female	64	64	100%	30.1%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	128	128	100%	25%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	127	121	95.28%	23.14%
English Learners	48	46	95.83%	17.39%
Students with Disabilities	16	16	100%	35.71%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 1/16/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 1/16/2019*

## Career Technical Education (CTE) Participation (School Year 2017–18)

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

*Last updated: 1/16/2019*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

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	9.5%	28.6%	14.3%
7	11.7%	25.0%	6.7%

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: 1/16/2019

## 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 2018—19)

Parents at Valiente College Preparatory are always welcomed to come to the school and become active members of our learning community.

Here are ways for parents to be engaged with decision making processes at the school:

School Site Council, Parent Advisory Committee, Attend Board Meetings, Cafecitos with the Principal,

Here are ways for parents to be engaged with giving input and their opinion on the direction of the school:

Attend Board Meetings, Cafecitos with the Principal, Family Nights (6 times per year), Call and request a meeting with school leadership.

Here are ways for parents to volunteer and show engagement with the school:

Family Nights (6 times per year), Cafecitos with the Principal, Volunteer in the library, Help with lunch/breakfast, Help inside classrooms, Donate materials, resources, goods, etc.

To become active and engaged with your child(s) education at Valiente College Preparatory, please contact Dr. Perez at [eperez@valientecollegeprep.org](mailto:eperez@valientecollegeprep.org).

# State Priority: Pupil Engagement

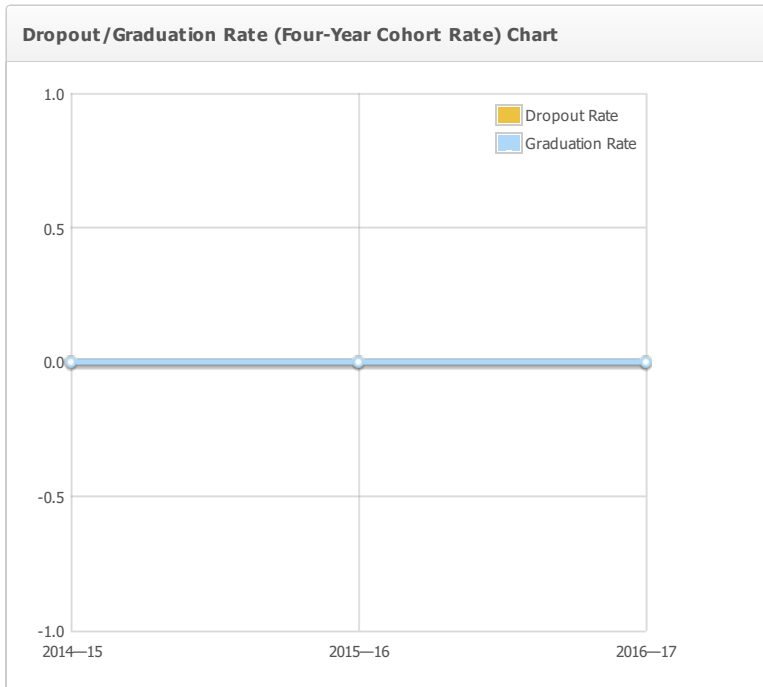
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	56.0%	36.1%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	81.6%	80.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	35.9%	9.1%
Graduation Rate	0.0%	81.6%	82.7%



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

Last updated: 1/16/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
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	--	--	--

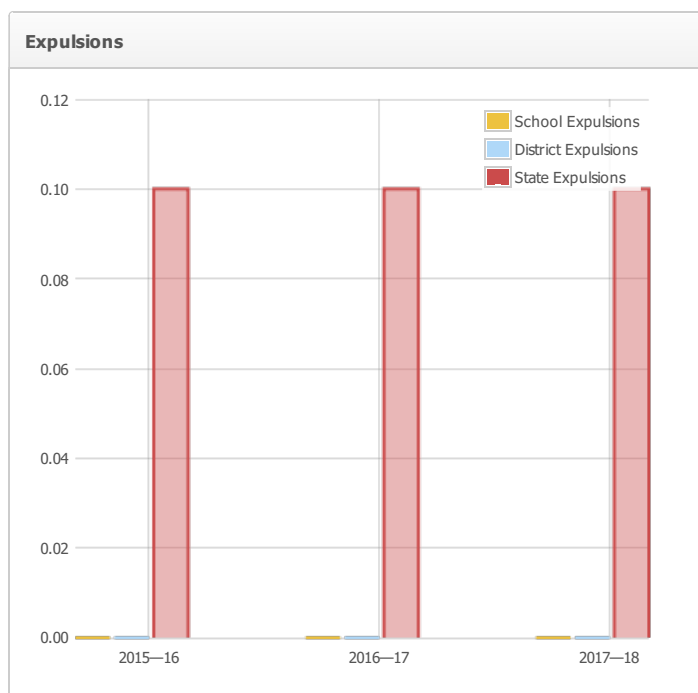
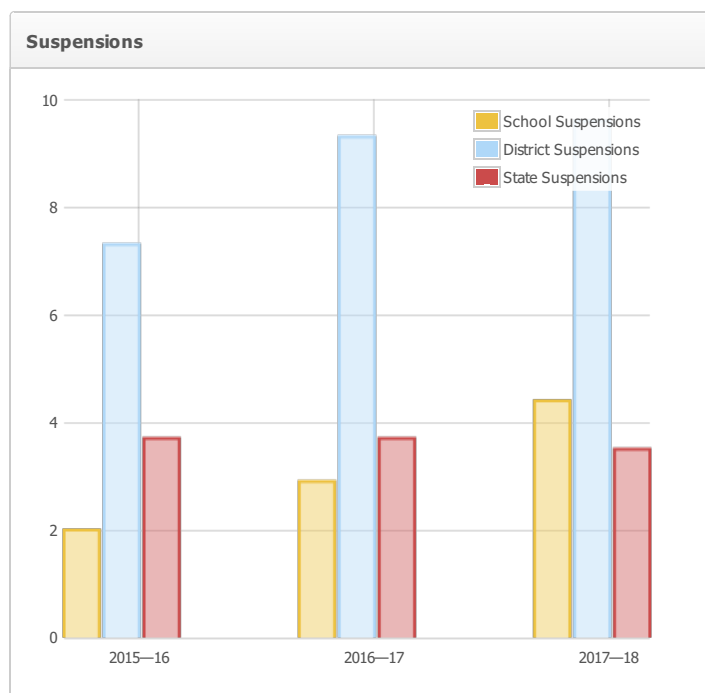
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.0%	2.9%	4.4%	7.3%	9.3%	9.6%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

## School Safety Plan (School Year 2018—19)

Valiente’s comprehensive school health and safety plan is available upon request. The plan was last reviewed formally in August 2018 with multiple parties (parents, Board members, site leadership). The plan contains comprehensive processes for numerous processes. Major processes and subjects are listed here: child abuse reporting procedures, disaster response procedures (personnel, emergency phone numbers, communication systems, staging locations, search and rescue teams, security teams, student evacuation procedures, evacuation systems, emergency drill planning, lock down procedures, fire evacuation procedures, earthquake reaction procedures, student release procedures, chemical accidents, flood, missing students, active shooter, suspicious packages, suspension/expulsion, attendance, sexual harassment, progressive discipline policies, hate crimes, and bullying.

Last updated: 1/17/2019

## 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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	17.0	2		
5	25.0		2	
6				
Other**				

\* 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 (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	17.0	2		
5	30.0		1	
6	18.0	2	1	
Other**				

\* 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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	16.0	1		
5	21.0		1	
6	28.0		1	
Other**	21.0	2	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.

Last updated: 1/17/2019



**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	2	2	0
Mathematics	19.0	2	2	0
Science	19.0	2	2	0
Social Science	19.0	2	2	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	2	0	0
Mathematics	18.0	2	0	0
Science	18.0	2	0	0
Social Science	18.0	2	0	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	4	2	0
Mathematics	22.0	2	1	0
Science	22.0	2	1	0
Social Science	22.0	2	1	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: 1/17/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.4	18.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.5	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: 1/17/2019*

## Types of Services Funded (Fiscal Year 2017–18)

VCP uses funds to provide Enrichment/Intervention teachers to supplement its core program. Students requiring additional language support will receive intensive, small group language support provided during Targeted Intervention. VCP uses ThinkCERCA, Next GenMath, and at least two other academic support related programs that all offer support for struggling and even advanced learners' needs.

In addition VCP offers a longer school day and school year in order to allow students from all subgroups to access a broad course of study, including core and non-core content areas, which will require funding to program and enact.

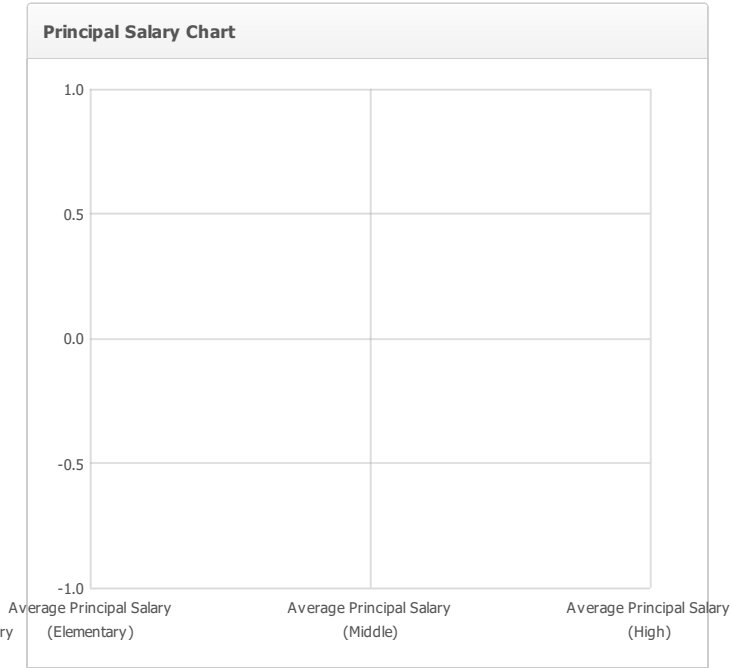
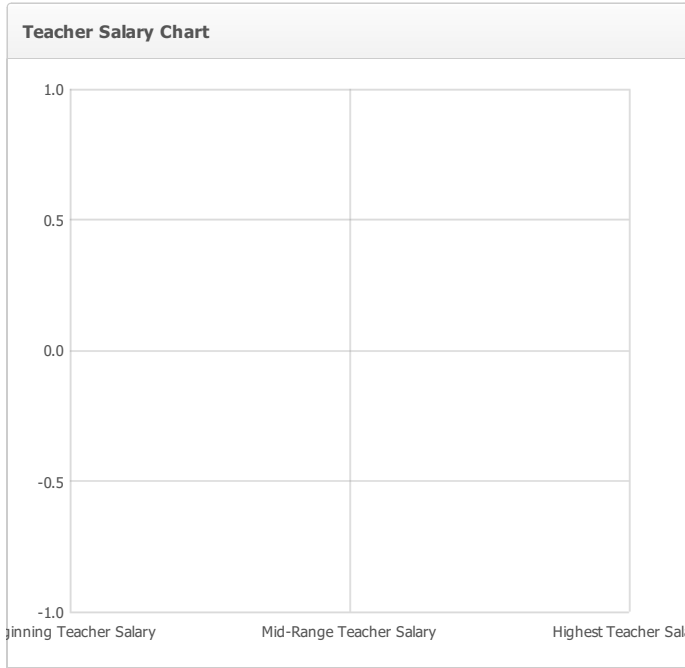
VCP will ensure that teachers are trained using programs such as Council in Schools, ThinkCERCA, ST Math, Reading Counts, Common Curriculum, various Novels in both English and Spanish, and other curriculum agreed upon by both teachers and leadership throughout the school year to meet students' needs.

*Last updated: 1/17/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	82.0%	--
Percent of Budget for Administrative Salaries	8.0%	--

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



*Last updated: 1/17/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

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 of at least one student.

*Last updated: 1/17/2019*

**Professional Development**

Staff trainings were held during the 2017-18 school year to create the conditions for a positive school environment with strong academic foundations. The professional development plan had a variety of topics from the mandatory items such as mandated reporter training, sexual harassment awareness training, and bloodborne pathogen trainings to optimal trainings on special education topics and differentiation. The school's focus could be found in differentiation and mathematics along with individual/independent reading.

During the 2017-18 school year, during the early release Wednesdays, whereby staff received professional development from approximately 2:30pm to 3:45pm, most trainings were held at this time. However, during the two weeks before students joined the school in August 2017, many topics were also covered. Here are some of the topics that were explicated, analyzed, with expectations for teacher/staff application between August 2017 and June 2018:

Anti-Sexual Harassment Training, Bloodborne Pathogens, and Active Shooter Training

Emergency Response Procedures & Preparation

Health & Sex Education

FERPA & Complaint Resolution Processes

Council in Schools (Restorative Justice)

Behavior Management

NGSS & Common Core Standards

Classroom layout, optimal structures (Kagan methods)

Lesson planning structures

Grade scales and grading 101

Universal Design for Learning (UDL) methods, structures and processes

Common Core Thinking Strategies

Teaching Writing

Visual Accommodations

Project Based Learning: Analysis of Project Depth (Rigor)

Testing Accommodations

Grade Level Project Planning

Writing Expository Text

Department (Subject) Level Grades Analysis

Giving Verbal Directions (for Clarity)

Team Building

Special Education Processes (SPED 101)

504 Vs. IEP

SBAC preparation/training

Testing Confidentiality (part of SBAC preparation)

Parent Conference planning/training

SIS program (both attendance taking procedures and grading)

Disability Awareness

403B & Retirement Planning for Employees (Full time)

It should be noted that some of these topics above were covered in day long professional development meetings, not just during the Wednesday staff professional development time.

*Last updated: 1/17/2019*