Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

In an area of Los Angeles where fewer than half of all adults have earned a high school diploma, and less than 5% hold college degrees, Valiente College Preparatory aims to prepare 100% of students for success in college. The name Valiente – Spanish for "Courageous" – speaks to that bold vision for students' futures. Valiente College Preparatory's school design incorporates research-based best practices from existing high-performing, achievement gap-closing schools – including an extended school day; a curriculum emphasizing foundational academic skills in reading, writing, and mathematics; and a commitment to understanding students' needs through structured learning experiences, nurturing environments and improving character development. These practices animate Valiente College Preparatory's core belief that all children, regardless of race, home language, 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.

Valiente College Preparatory is located in South Gate, CA, a city of 7.24 square miles in Southeast Los Angeles County. Our outreach and recruitment efforts are focused in communities within South Gate and the neighboring areas of Walnut Park, Bell, Cudahy, Maywood, and Huntington Park. The school serves approximately 135 students, throughout the 17-18 school year, with a majority of students in the seventh grade. There is almost an even mix between females and male students, with a slight majority of males. The school has approximately 15.6% of students with disabilities as identified by having an Individualized Education Plan or a Section 504 plan. The school also serves 92.5% students coming from low socioeconomic households. And, concurrently, there are almost 23% of students who have English Language learning needs with another 11% of this same population of students being re-designated as English Language Proficient within the last two years. Our students have varying needs, but as a school, we continuously coach them and proclaim that we are a diverse family; we work diligently to set our academic, physical, and personal lives towards success. Through community circles and meetings, which use many relationship-building and educationally restorative practices, we believe our students are making important growth metrics. Not only are they becoming better at academics, they are improving their social emotional skills, enhancing their interpersonal skills, becoming dedicated citizens and all around better humans walking through this earth, all because of our structured yet nurturing program(s).

How Does Valiente Serve its Students?

The mission of Valiente College Preparatory Charter School is that it will educate students in grades four through eight to lead lives of scholarship and integrity. We aim 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 college-going mindset through cultivation of a disciplined, safe, and supportive community.

As Valiente has grown within the last three years, the Board of Directors, staff, students and parents have concluded that a possible more succinct mission has evolved. Although Valiente is waiting until its renewal year to finalize this mission, it is important to note that this evolved mission is one that truly indicates what type of programs and goals Valiente has for its community. This revised, currently informal, mission that its staff, Board, students and parents have helped create is that "Valiente educates students to lead lives where they successfully and proactively pursue their academic, social, and personal goals of integrity and excellence." And, Valiente has recognized that they serve the following unofficial but developed 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 advancement for all of its stakeholders.

This new mission relays the following information about how Valiente serves its students: Valiente offers the following:

1) An extended school day to ensure that its students receive as much instructional time and opportunities as possible.

2) An array of clubs for students to participate in to develop their repertoire of knowledge in various subjects.

3) The use by all students of up to date technology on a day-to-day basis with both group and individualized tasks.

4) An accountable program for students and parents to monitor their ow progress, grades, and set action steps for improvement as needed.

5) A rewarding system for students to earn field trips to colleges, science centers, and other various historical and educational locations.

6) A free and open to all students program after school with an academic, tutoring, enrichment, and physical education component.

7) Weekly school community meetings to relay the importance of various physical, health, mental, and social realities and skills needed for success in today's world.

8) The use of community circles to work on social justice, restorative methods, and overall social skills.

These programs altogether help ensure that Valiente is the passionate yet educationally sound driven program that will change our students' lives and ultimately improve our community's rates of college graduation and overall economic success.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 2017-18 LCAP reveals that Valiente is making much more progress than its initial two years. The school is beginning to form the basis of continuity from its beginning few years. This years (18-19 update) LCAP includes the majority of the same goals with slight modifications to add or slightly alter goal specifics, action items, and/or percentages to ensure action items and goals are more realistically driven.

One example of this is actively working to increase the amount of teacher credential checks throughout the year; our LCAP from the previous year(s) has taught us that compliance is the bare minimum and strong schools will go above and beyond the bare minimum. Additionally, this year's LCAP will offer changes in ensuring that staff are meeting to explicitly discuss maintenance and cleanliness logs. While staff completing them is a positive step in ensuring that the campus is maintained safe and cleanly, an active collaborative meeting to discuss with another adult or group of adults may help in preventative measures and building a more proactive structure for maintenance and operations.

Another example of this is how many EL students made progress of close to 40 points on the Common Core ELA based SBAC/CAASPP State standardized testing. For many grade levels, this could be the difference between jumping up a level from Met to Exceeded, Nearly Met to Met or even Not Met to Nearly Met. Even higher in mathematics, Valiente's EL students gained an average of 57 points of growth from one year to the next. This means many of Valiente's English Language Learners are indeed learning and making gains, even though we clearly know that their growth needs and deserves to be even more.

Thus, Valiente will work on ensuring that the systems that were put in places from the 17-18 LCAP will be enhanced in the upcoming year's goals. Specifically, this will require maximizing, increasing, and ensuring that certain action items happen in truly effective and valid manners. Although many goals seem to need modification from the 17-18 LCAP, most of these alterations are slight and simply clarify aspects that may not have been fully thought of in prior years or recognized as needs from the initial implementation. Overall, Valiente appears to be making steady growth, slower in certain areas, but overall data appears to be trending upward which is reflected in the 18-19 LCAP.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Valiente is most proud of its growth in academic achievement through a variety of measures including SBAC practice tests, NWEA scores, and internal teacher-made measures. It was evident that more students were reading and trying to achieve more than they had in previous years. As noted in this LCAP update, it appears that Valiente's largest grade level, the 7th grade which comprises approximately half of its student population grew greatly from the previous year. If internal data matches the state SBAC scores from Spring of 2018, the 7th grade will have 25% more students being proficient or advanced in ELA than from the year before! Within Mathematics, if internal data matches the end of the year state tests, it will appear that the 7th graders, as well, grew twice as many students being proficient or advanced in mathematics than from the year before! These are great achievements that Valiente should be proud of as it continues to grow into its first year of a full school, serving grades 4-8, during the 18-19 school year. EL students, although initial data may show a small number of students being proficient or advanced in ELA and Math, in actuality, had very positive growth as well. Since it is imperative that student growth is taken into account, students with English Language learning status', when compared to previous years, have data that reveals they, indeed, may have made a large amount of growth. In fact, many of them made any from 40 to 55 points growth on ELA and Math respectively. Students with disabilities is another subgroup of data may appear misleading with low proficiency results as a whole. However, when compared year to year for growth, the majority of students with IEPs and disabilities made actual good gains, particularly in comparison with local schools! Thus, Valiente is doing well in certain areas that many schools habitually struggle with, particularly in the area and community that the school serves.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

While Valiente's 7th graders, EL students, and those with disabilities are performing better than previous years, and in many cases than students from surrounding schools in the same subgroups, there are areas that continue to need attention. Valiente's 4th and 5th graders struggled in many areas, particularly in exceeding or meeting academic proficiency. Valiente's 6th graders appear to have mixed results based on internal data. Thus, academic achievement is one of Valiente's greatest needs. After this area, Valiente's ability to ensure interventions occur on a systematic and frequent basis continues to be an area of need which also relates to its needs in academic achievement. The 18-19 LCAP will address these needs while attempting to enhance the progress made during the 17-18 school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Suspension Rate (Low income, Hispanic): This is one of the areas that Valiente will definitely pay close attention to. However, it should be noted that Valiente more than doubled in size and actually had a lower percentage of students suspended, but because of a lack of solid enrollment during the first year, it appears as if the rates went up. Nonetheless, school administration will pay close attention to this for the upcoming year. Particularly, administration will ensure that social justice and restorative practices are implemented to ensure students are not sent home for unjust or poorly thought through reasons.

English Language Arts (ELs, Low Income, Hispanic): For these groups, the school is planning to ensure that new programs for ELA and ELD instruction are utilized correctly and consistently at a higher rate for the 2018-19 school year. For instance, the school is looking at implementing an individualized literacy program for English Language learners to ensure that they have high interest yet accessible reading content to practice their reading skills on as well as adding iPads and/or Tablets to ensure that students can use cutting edge apps that help students practice and develop their English Language learning skills. ELA intervention groups will also work to capitalize on those students who are meeting or exceeding the standards to ensure their development continues to excel in addition to the students who require remedial and/or more basic skills instruction.

Mathematics (ELs, Low Income, Hispanic): For this group, the school will be implementing a structure math program from Day 1, as opposed to halfway through the year which is what occurred last year (17-18) due to ordering issues and implementation hiccups. In addition, intervention groups for mathematics, just as in ELA instruction, will be set up early on in the school year to ensure that all students receive core instruction at their level to address performance gaps and skills deficits. The school will implement math progress rewards systems for students to get excited about high achievement in math as well.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services	Valiente will improve service for low-income students, English Learners, and foster youth through the interventions listed in the goals update. Specifically, Valiente will utilize more recent and effective curriculum for these subgroups, ensure intervention is occurring at a higher frequency, and plan and have more collaborative meetings to review the data and progress to be able to enact a solidified system of praxis (in regards to looking at student progress, making adjustments as needed, and responding to student needs) at a better level/rate than the previous school year.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,722,042
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,386,831

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

In addition to the expenditures outlined in the LCAP, the Valiente College Preparatory 2018-19 budget includes funding for Special Education, employee benefits, facilities (rent, utilities, repairs), school leadership, general liability insurance, professional consultants (audit firm, back office support, CALPADS support), and the nutrition program.

Total Projected LCFF Revenues for LCAP Year	$2,284,213

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Valiente will provide small class sizes for students which will be appropriately staffed by qualified and credentialed teachers.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Teachers Fully Credentialed & Appropriately Assigned	**2017-18** 100% of teachers are required that teach core classes (math, ela, science, history/humanities, and enrichment) to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.	Completed as per planned goals (Actions 1 and 2 completed appropriately). It should be noted that Valiente has a change in operations manager/office staff that completed the credential checks. This required additional training and follow up on credential specifics. Nonetheless, the goal was met.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization and Operations staff will annually review credential status.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools All teachers held appropriate CA teaching credentials with appropriate English Learner authorizer and Operations Staff annually reviewed all staff and employees' credential status'.	Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: $143,248 Principal - 1000-1999 Certificated Salaries - LCFF: $100,000	Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: $206,390 Principal - 1000-1999 Certificated Salaries - LCFF: $100,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Appropriately Credentialed teachers will teach small class sizes (no more than 30 students) in order for focus/target groups to receive critical attention and instruction in smaller focused groups.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Class sizes were maintained at 30 or less in order to focus/target groups that needed critical attention. Certain intervention groups for reading and math were maintained at 22 or less for the 2017-18 school year.	Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: $143,248	Teacher Salaries - cost of keeping class size small - 1000-1999 Certificated Salaries - LCFF: $143,248

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Valiente College Prep maintained all teachers holding appropriate, valid CA Teaching Credentials throughout the year. All teachers had appropriate EL Authorization as well. Although a change in human resources/office staff required a bit extra training, all teachers maintained and/or updated their credentials appropriately to be able to effectively and within compliance educate all students. This data was checked at the beginning of the school year through employee look up of the CTC database as well as reviewed for any potential expiration dates throughout the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Valiente's authorizer, the Los Angeles County Office of Education, supports the school with ensuring this goal is met by having bi-annual checkups. This is how Valiente was able to update any necessary teacher credentials within time to maintain appropriate credentialing as needed throughout the school year. Valiente may benefit from building in an additional timeline in checking for credential updates and/or any credentials that may expire throughout the year. Every 2.5 months may be an optimal timeline for checking credentials moving forward into the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures for teacher salaries were higher than what was entered in the original LCAP. However, salaries were on par with the actual board-approved budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Moving into the 2018-19 school year, Valiente will implement two additional credential checks throughout the school year, in addition to the two already required by their authorizer (LACOE). This will ensure that no teachers allow their credentials to expire and/or any issues with out of state credentialing may be addressed before the school year starts and/or as soon as possible.

Goal 2	Valiente College Preparatory will maintain a clean and safe school facility.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Basic Services	**2017-18** Custodian scores Satisfactory or better in all areas of evaluation; 90% of bi-annual Facility Inspection checklists are compliant/good standing; 100% of identified Required Corrections will be corrected within 6 weeks.	As in previous years, Valiente College Prep staff utilized daily logs to maintain cleanliness in bathrooms and general use areas such as the lunch area and play yard. The logs show satisfactory or better in all areas. Any issues of noncompliance with cleanliness or functionality (such as in bathrooms) were fixed within reasonable timeframes. Thus, the required corrections were definitely completed in a timely fashion.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Valiente will contract with a janitorial company to ensure daily general cleaning by custodial staff to maintain campus cleanliness in bathrooms, eating areas, classrooms, and corridors.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Valiente contracted with a janitorial company to ensure daily general cleaning was conducted. All areas cleaned included classrooms, lunch and eating areas, corridors/hallways, bathrooms, and staff rooms/offices. Valiente's janitor from the cleaning company had a personal family tragedy whereby the family's residence burned down. This required some changes in the usual custodial staff but with the use of a checklist, the cleanliness was maintained and appropriate. It should be noted that Valiente's students, families, and staff were able to garner and donate quite a hefty donation to the janitor's family to recuperate, particularly as the janitor had just had a new birth in the family. This is important to note simply because of two things: 1) Cleanliness was maintained even with the personal tragedy in our janitor's life and 2) It goes to show how Valiente families rallied behind the people who did such a great job of cleaning our facilities!	Custodial Contract - 5000-5999 Services and Other Operating Expenses - LCFF: $12,000 Custodial Supplies - 4000-4999 Books and Supplies - LCFF: $2,350	Custodial Contract - 5000-5999 Services and Other Operating Expenses - LCFF: $12,000 Custodial Supplies - 4000-4999 Books and Supplies - LCFF: $3,451

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Valiente College Preparatory will maintain at minimum 2 office staff whose	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Valiente College Preparatory maintained 2 office staff whose responsibilities include ensuring:	Office Staff Salaries - 2000-2999 Classified Salaries - LCFF: $93,225	Office Staff Salaries - 2000-2999 Classified Salaries - LCFF: $92,283

responsibilities include ensuring: 1. Logs are completed and on file for at minimum 1 year 2. Bi-annual facility inspections will screen for safety hazards and any improvements will be made within 8 weeks (or faster as appropriate) 3. Monthly evaluations of custodial staff will be completed 4. Cleanliness spot checks will be performed monthly by operations staff daily	1. Logs were completed and will be kept on file for at minimum 1 year 2. Bi-annual facility inspections will screen for safety hazards and any improvements were made within 8 weeks (or faster as appropriate) 3. Monthly evaluations of custodial staff were completed 4. Cleanliness spot checks were performed monthly by operations staff daily		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Valiente College Prep continued into its second year of implementing appropriate logs for cleanliness and functionality of campus. The logs continued to work for bathrooms, open areas (such as lunch tables, play yard, hallways/corridors). However, Valiente College Prep staff continued to find flexibility and patience with how to appropriately implement checklists for cleanliness of areas that are used by groups after school. These areas mainly include the gym, parking lots and play yard areas.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Logs were highly effective. If any questions or concerns arose from the cleanliness of any areas, steps were implemented in a timely fashion to ensure cleanliness and safety were maintained. Office staff that oversee the checking of the cleanliness logs may benefit from having biweekly meetings to discuss any preventative trends for continued cleanliness and safety.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As noted above, increased communication and meetings to collaborate and discuss on possible preventative measures may be useful. This will be outlined in the 2018-19 LCAP under this particular goal. This will be to ensure that more than one person is spending time with another person (or even more) to work on preventative and, or proactive measures that may create an even better campus experience.

Goal 3   100% of students will have access to standards-aligned materials and additional instructional materials as outlined in Valiente College Prep's charter petition.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Basic, Implementation of Standards **2017-18** 100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	100% of students had access to standards-aligned materials in ELA, Math, History and Science as outlined in Valiente's charter petition.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Teacher leads will ensure that: • All current instructional materials will be reviewed for alignment to California State Common Core Standards (CSCCS) and to the California State Test (CST) where appropriate • Instructional materials will be obtained no later than the second month of school (if any problems with delivery/arrival occur, staff will immediately use meeting time to create teacher-made curriculum utilizing appropriate CSCCS standards for no more than 2 weeks of instruction until other instructional materials can be obtained).	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Valiente's teachers had access and used current instructional materials that were/are aligned to Common Core Standards as well as California requirements. Instructional materials were obtained on time, prior to the start of the school year for immediate use with students.	Lead Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: $128,500 (repeated expenditure) NWEA - 4000-4999 Books and Supplies - LCFF: $1,500	Lead Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: $128,500 (repeated expenditure) NWEA - 4000-4999 Books and Supplies - LCFF: $3,545

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Students will take NWEA assessments (standardized based on CCSS) in order to track progress and master of CCSS content.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools All Valiente students took NWEA assessments three times during the 2017-18 school year. Thus, the school has introductory, formative, and summative data on student performance through the NWEA assessment program.	NWEA Assessment - 4000-4999 Books and Supplies - LCFF: $1,500	NWEA Assessment - 4000-4999 Books and Supplies - LCFF: $3,545 (repeated expenditure)

Action 3

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: All Schools Instructional materials will be purchased that align to CSCCS and are specific to subgroups' needs such as EL learners, free/reduced eligibility students and SPED.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: All Schools Many of the purchased and used instructional materials had particular portions and/or options designed to assist EL learners and students with disabilities. Thus, these items were useful to support these learning groups given their special and specific needs.	Specialized Curriculum - 4000-4999 Books and Supplies - LCFF: $42,255	EL focused curriculum - 4000-4999 Books and Supplies - LCFF: $2,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Valiente College Prep utilized all instructional materials that allowed students to have CSCCS and California State Standards-Aligned materials. The necessary materials were purchased well in advance (summer 2017) so that they were obtained and ready for teachers to use for planning by early August 2017. Altogether, the implementation of Common Core and California State Standards-Aligned materials was positive and predicament-free for this school year including those materials needed for ELs, SPED, and other often marginalized groups.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of the actions/services to achieve the goal were very effective. Ordering very early on in the summer ensures that supplies get delivered in a timely fashion.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NWEA estimated actual expenditures were higher than budgeted. This was due to an unexpected increase in cost from the NWEA company. EL curriculum purchases were lower than budgeted as the original amount entered in the budget included all curriculum expenses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes needed to this goal. In other goals, there may be a need to re-evaluate what EL support materials (including base curriculum and supplementary materials) may be more effective for teachers to use with this population. However, this relates to a different goal and not this particular one. It will be discussed in the next upcoming goal(s).

Goal 4	English Language Learners, will gain academic content knowledge in all areas (not just ELA and Mathematics) through the implementation of the CCSS and utilization of various technological/web-based programs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
EL Proficiency and Reclassification, Pupil Achievement	**2017-18** 75% of students, including ELs, will show at least 40 Standard Scales points increase on the nationally-normed and/or Common Core standards-based NWEA MAP exam in ELA and math (for NWEA, scores will increase 15-20 points).	Results were actually 46% of students in Math; 44% of students in ELA made growth of at least 40 standard scale points. However, Average growth was 38 points for ELA, and 57 points for Math on the initial SBAC/Common Core State Standardized tests for the Spring 2018 assessment. NWEA scores showed mixed results with approximately 65% of EL learners making progress on the NWEA exam of at least 15 points.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools 1. All students, including ELs, participate in daily reading and writing classes with appropriate instructional supports and Students requiring additional language support will receive intensive small group language support (such as EL curriculum and/or other focused group curriculum eg. BrainPOP ELD, etc.) provided during Targeted Intervention (reading intervention and math support groups). 2. All teachers are given support through professional development for targeted instruction from teacher leads as well as applicable purchased curriculum. 3. Students will utilize data tracking methods to self-monitor growth and increase self-awareness (using goal setting, monitoring and analyzing methods). These tracking methods will pay close attention to Reclassification and Proficiency rates of EL/RFEP, and all leveled students.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools 1. All students, including ELs, participated in daily reading and writing classes with appropriate instructional supports and Students requiring additional language support will receive intensive small group language support (such as BrainPOP ELD, and a few other SDAIE-related curriculum, resources, and strategies) provided during Targeted Intervention (reading intervention and math support groups). 2. All teachers were given support through professional development for targeted instruction from teacher leads as well as applicable purchased curriculum. Teacher Leads also attended vital PD to be able to disseminate this knowledge to the rest of the school staff. 3. Some students, but not all EL students were taught how to utilize data tracking methods to self-monitor growth and increase self-awareness (using goal setting, monitoring and analyzing methods).	BrainPop - 4000-4999 Books and Supplies - LCFF: $1,500 EL Curriculum - 4000-4999 Books and Supplies - LCFF: $7,000	BrainPop - 4000-4999 Books and Supplies - LCFF: $2,490

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Valiente implemented the action and services outlined above. Teachers were receipt to professional development on the topic and students were eager to improve their schools, particularly those that tracked their own data using ReadingPlus, an individualized phonics, literacy, and comprehension reading program. Valiente staff did not feel like the NWEA results were as reliable as the Common Core practice exams based on various data analysis meetings that yielded inconsistent results.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The process went smoothly for the most part. The main difficulty found in this year's EL program and implementation plan was that some of the EL curriculum was found to be insufficient and/or not as applicable to our current/particular students' needs. Thus, we will need to investigate another type of program to implement in the upcoming school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Valiente's actual estimated expenditures are slightly less than budgeted expenditures. This is due to not be able to find as many applicable EL curriculum programs in a timely manner. This will be addressed in the 2018-19 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As noted above, Valiente has been actively seeking other core and supplemental EL curriculum. Currently, they are thinking about focusing on Pearson for core EL curriculum and an individualized literacy program for EL students of all levels called Myon. These items will be added in addition to the continued use of Brain Pop EL, Reading Plus, and various EL/SDAIE trainings/professional development for staff. In future years, additionally, Valiente may use less emphasis for EL progress with the NWEA exam but definitely and consistently use the practice SBAC exams for continued data analysis and progress reporting.

Goal 5	Provide a variety of ways, including hands on and technology/web-based platforms, for parents to be involved in their child's education.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Parental Involvement, School Safety & Connectedness	**2017-18** Annually, the PAC will have, at minimum, five parent members serving on the council and a minimum of 6 outside of school family events and 6 cafecitos each year which parents can become active through or reminded by technological means (parent portal and website).	Throughout the 2017-18 school year, the PAC achieved the anticipated amount of events and meetings. However, parents serving on the council at times struggled due to parent timing struggles and the inability to make meetings during day times. There may be a need to have meetings after school or even on weekends to accommodate parents' busy schedules.
School Safety/Connectedness	**2017-18** 50% of parents and 95% of students completed school safety and connectedness surveys at the end of the 17-18school year.	This goal was met with nearly 98% of students completing school safety surveys and over 70% of parents completing the end of the school year survey.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 1. School hosts a minimum of six evening family events throughout the year and ≥6 monthly cafecitos. 2. School sends monthly letter with announcements, upcoming events, and volunteer opportunities. 3. School implements online parent portal in SIS so that parents can access and monitor their students' progress each week. 4. School encourages--through regular outreach and communications-- families to participate on the Parent Advisory Council. 5. School offers a centralized webpage that stores/lists all parent involvement activities. 6. School offers and supports students and parents in completion of school safety/connectedness/satisfaction surveys.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools 1. The school hosted at least six evening family events throughout the year and 6 monthly cafecitos. 2. The school sent a monthly letter with announcements, upcoming events, and volunteer opportunities. 3. The school implemented an online parent portal in SIS so that parents could access and monitor their students progress each week. 4. The school encouraged--through regular outreach and communications-- families to participate on the Parent Advisory Council through flyers, phone blasts, and visual reminders. 5. The school offered a centralized webpage that stores/lists all parent involvement activities although may need to improve on the updating of the webpage to reflect any changes. 6. The school offered and supported students and parents in completion of school safety/connectedness/satisfaction surveys.	Website - 5000-5999 Services and Other Operating Expenses - LCFF: $3,000 Student Information System (Full year 1 cost inclusive of parent portal) - 5000-5999 Services and Other Operating Expenses - LCFF: $11,700	Website - 5000-5999 Services and Other Operating Expenses - LCFF: $2,112 Student Information System - 5000-5999 Services and Other Operating Expenses - LCFF: $10,458

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

As noted in the actual outcomes above, Valiente was able to achieve this goal and implemented all items in a timely fashion. Parents and students began to ask for newsletters if they had lost them because they knew that there were many important items that could keep them aware of important dates and events. Parent meetings were successful although at times some parents felt that it was difficult to attend all meetings because of them being in the mornings. Surveys obtained important and useful data to continually improve parent and student engagement in future year(s).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While there were a handful of after school meetings, Valiente may benefit from offering a greater variety in the timing of those parents meetings. Valiente may even benefit from having an occasional parent meeting on weekends to support those parents that may have to work during weekdays.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes needed at this time other than in future years, Valiente will aim to offer parent meetings at various times of the day and/or week. Additionally, Valiente will appoint an office staff to ensure that the website is up to date to reflect any possible changes from the monthly newsletters (such as bell schedules, events/dates, student rally days, etc.).

Goal 6	All students will demonstrate growth in reading comprehension and vocabulary based on various summative and formative assessments as well as school wide internal measurement systems.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Pupil Achievement, Attendance Rates, Reclassification	**2017-18** Practice SBAC and NWEA scores will show at least 40% proficiency rates on ELA assessments.	SBAC initial scores from the end of 2018 reveal that on average, Valiente students make 35.4% proficiency rate on ELA assessments. This is slightly under the original 15% goal of 4.6%. It appears the school make slightly over 10% growth instead of 15%.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 1. Structured supports for students far below grade level will be provided through the use of leveled reading fluency and decoding groups with instruction in reading remediation programs (purchase of reading program to address variance in levels) 2. Students will develop vocabulary skills through instruction on word origins, derivations, synonyms, antonyms, root words, and Greek and Latin roots and affixes (purchase of specialized curriculum for developing vocabulary skills). 3. The Drop Everything and Read period will facilitate student enjoyment of and aptitude in reading fluency and comprehension. (purchase of new novels and literature for school library).	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools 1. Structured supports for students far below grade level were provided through the use of leveled reading fluency and decoding groups with instruction in reading remediation programs (purchase of reading program to address variance in levels). The only area of implementation that may not have been enacted as well as possible was the fact that the intervention groups did not meet as frequently as possible. We attempted to meet twice per week, but it ended up occurring more like once every two weeks. 2. Students worked on developing vocabulary skills through instruction on word origins, derivations, synonyms, antonyms, root words, and Greek and Latin roots and affixes (purchase of specialized curriculum for developing vocabulary skills). 3. The Drop Everything and Read period facilitated student enjoyment of and aptitude in reading fluency and comprehension. (purchase of new novels and literature for school library).	Novels - 4000-4999 Books and Supplies - LCFF: $2,000 ThinkCerca - 4000-4999 Books and Supplies - LCFF: $3,800	Scholastic & Amazon purchases - 4000-4999 Books and Supplies - LCFF: $4,814 ThinkCerca - 4000-4999 Books and Supplies - LCFF: $7,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Valiente worked on making effective instructional groups for intervention. The intervention groups seemed to work well when implemented although it was difficult to ensure that the intervention meeting occurred as much as possible due to timing, rotational issues, space/location issues, etc. The other items were easy to occur and were completely positively. Teachers ended up utilizing resources and materials (i. e. curriculum) for interventions even within their regular classrooms for reteaching purposes as needed and as appropriate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The action items appeared to be effective although timing may need to be better to ensure that the intervention group occur more regularly and steadily to ensure students are receiving optimal mounts of supports to meet their needs. Ensuring these groups occur more frequently will, ideally, avoid the need for consistent reteaching as ideally students will learn material and retain it earlier than later.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Valiente spent more on these actions than was originally budgeted. Many of the items were needed to ensure that multiple grades' needs were met given certain lower performing needs as well as higher performing needs. Reading Plus was a large part of the increase expenditures as well as individualized reading programs. However, considering Valiente's largest population of 7th grade students made the largest progress, this may be a positive usage of funds.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Valiente will ensure that all students receive targeted instruction on a more consistent basis in the upcoming 2018-19 school year. Thus, the next year's LCAP goal will specifically and explicitly call for action items that describe and focus on the timing, frequency, and duration of consistent, targeted instruction.

Goal 7	Valiente will ensure students are not sent out of class for minor behavior infractions.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Attendance Rates, Chronic Absenteeism, Behavioral Data	**2017-18** No more than 3% of students will be suspended. No more than 10% of students will spend anything longer than 30 minutes in a behavioral time out (such as being sent to the main office).	Valiente was able to ensure that students were not sent out of class for longer than 30 minutes. However, the percentage of students, given Valiente's small school size was slightly about 3% closer to 5%.
Absenteeism, Dropout	**2017-18** Valiente will have zero middle school dropouts and will track absenteeism with more detail using their new SIS (Powerschool).	Valiente did not have any students that dropped out. Any students that left Valiente were confirmed to be enrolled in other schools after leaving the school.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 1. Disseminate Student & Family Handbook at the beginning of every year and to mid-year enrollees and will Obtain copy of handbook acknowledgement from family member and student upon enrollment and every year thereafter. 2. Teachers follow school-wide Positive Behavior Support Plan & use technological program to ensure behavioral data is accurately collected and disseminated to both students and parents in a timely manner. 3. Teachers use strategies to build a strong positive culture and support all learners while responding to minor misbehavior in an appropriate and effective way and School staff will maintain a visual time tracker to monitor how much time a student spends out of class. 4. Parents will have access and will be instructed to support and monitor their child's behavior using the parent portal of the new SIS system (Powerschool). 5. Valiente will track absent reasons using their SIS (Powerschool). Parents/Guardians will be called in for attendance meetings to discuss the reasons and appropriateness (as needed) of absences.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Valiente disseminated the student & family handbook. Signatures were obtained of family acknowledgment. The school ensured that school-wide Positive Behavior Support Plans and technological programs monitored behavioral data for accurate collection and dissemination to students and parents in a timely manner. Teachers used strategies to build a strong positive culture for supporting all learners while responding to minor misbehavior in an appropriate and effective way. All School staff maintained a visual time tracker to monitor how much time a student spends out of class. Parents were able to access a sytem to monitor their child's behavior using the parent portal of the SIS system (Powerschool). 5. Valiente tracked absences and their corresponding reasons usingtheir SIS (Powerschool). Parents/Guardians were called in for vital attendance meetings to discuss the reasons and appropriateness (as needed) of any accrued absences.	DEANSLIST - 5000-5999 Services and Other Operating Expenses - LCFF: $5,000	DEANSLIST - 5000-5999 Services and Other Operating Expenses - LCFF: $5,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Valiente College Prep continues to have positively behaved students. Those students that do misbehave are often quickly corrected by various in class teacher-directed measures. Many of our corrective actions involve having students reconnect with whomever or whatever they violated such as reconnecting with teachers, restoring damaged property, or reviewing rules, expectations, and just treatment of/with their peers. Like in previous years, most of the minor behaviors are corrected by Deans List, Valiente's technology/web based behavior trackers that allowed parents to receive weekly reports and students could earn weekly rewards for positive behaviors. Students who committed more serious infractions were given various learning activities, parents brought in, or other means to correct behavior. Altogether, Valiente ensured students were not unjustifiably sent out of class by communicating, teaching, and ensuring that students understood the value of behaving positively. Attendance rates can verify the rationale and understanding of this as well as Valiente maintained over a 95% ADA rate. Valiente may need to ensure that it utilizes higher level supports such as counseling for those students that may benefit from intensive emotional supports.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effectiveness of this years actions to achieve the goal was high. There was an over 3% rate of students, yet the daily rate is still well below 3%. The goal may need to be rewritten to clarify daily rate of suspension versus individual students.

This year's behavior response was very effective based on the goal written. Nonetheless, there can always be improvement such as in ensuring that teachers understand how, when, and if ever, a student should be sent out of class. While there were not many sent out of class, there were a few teachers that attempted to rely on this strategy out of frustration. Most of the common misbehaviors included simply talking too much or not following directions. These misbehaviors can be redirected in various manners which the school will continue to develop in the 18-19 year as it was started this year but still requires a bit more clarification.Middle School Drop out has not as of yet been something that the school has found a need to address, but it should be monitored and tracked if it occurs during the upcoming school years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no difference between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will be slightly altered to be more realistic but most importantly clearer on whether the school is aiming no more than 3% of individual students, or 3% of an overall suspension daily rate. This needs clarification to be focused in on the next year's LCAP goal.

Goal 8 | Valiente's free After School Program will offer robust and effective tutoring, academic advancement, and a healthy, physical component that improves student performance in academics as well as school satisfaction (per student grades and student survey results).

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Grades and Student Survey	**2017-18** Students are averaging grades of 2s and 3s while approximately 85% of all students denote school satisfaction.	Based on final grades for the 2017-18 school year, Students who attended the after school program averaged a 2 or higher in most classes. They did not quite, however, average a 3 as a whole.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 1. Valiente College Prep will offer an after school program that has a tutoring academic component, an enrichment activity that is tied to some form of academic competency (eg. arts, programming, engineering), and a healthy physical component (eg. Physical Education, sports, etc.). 2. The school will track and analyze students' grades of those who participate in the after school program based on their progress reports and report cards to adjust programming to meet students' needs. 3. The school will track and analyze student survey (satisfaction based) results and adjust programming as needed to support students' needs.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Valiente College Prep offered an after school program that had multiple components including an enrichment activity as well as academics. The school also tracked this group of student's grades to ensure that their performance was positive. Lastly, these students' responses on a survey yielded more positive results with school satisfaction than those students that did not attend the after school program.	After School Staff - 2000-2999 Classified Salaries - After School Education & Safety: $39,257	After School Staff - 2000-2999 Classified Salaries - After School Education & Safety: $40,023

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Valiente implemented its second year of having an after school program but its first of receiving the ASES grant to support the development of its program. Valiente was above to ensure that academics and tutoring was a main component followed by various enrichment activities including physical activities. The grades of students who participated in the After School Program were monitored multiple times a year. It was very evident that students that attended the after school program were much more enaged in school activities than many of the other students. Additionally, the post survey which as implemented easily via our Google email system denoted similar results.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As noted above as well, the effectiveness of Valiente implementing a strong after school program with necessary components was highly effective. Valiente could further enhance the tracking of grades and perhaps build in a student self-monitoring system for grades and participation; this may increase independence.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The action item about tracking grades will include a student self-monitoring progress in the next year's LCAP update.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Similar to previous years, In planning to draft the plan and stakeholder involvement process, the charter school consulted Education Code 47606.5 (e)

The charter school continued to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update in various manners.

Throughout the 2017-18 school year, Valiente continued its second official year of utilizing involvement with the official Parent Advisory Committee that provided guidance on LCAP goals and directions in at least four different meetings. Teachers were also informed of LCAP goals, progress, and changes in at least 5 different PD meetings, including multiple specific meetings where teachers and staff were able to provide input on what changes may improve student and school performance.

The following were also methods used to engage various stakeholders for feedback which included presenting current goals, data, and asking for ideas/feedback:

A. Three Cafecitos (meeting with the principal). Parents were invited via phone blasts, newsletter, and verbally when picking up students.

B. Weekly Staff/Teacher Meetings. Teachers and staff were updated and requested feedback on various LCAP goals from academics to operations. This occurred at least five times throughout the school year.

C. Monthly Board Meetings. Valiente Board Members updated with various items that linked to LCAP goals by the Executive Director report each meeting and requested board member feedback at each meeting.

D. Parent satisfaction survey (addressing various LCAP goals) completed by approximately 60% of parents (June). Parent Satisfaction survey used to guide LCAP writing of 18-19 LCAP.

D. Student survey data utilized to drive certain LCAP goals (particularly the after school program).

E. Board presented and discussed LCAP in mid June 2018.

Also, throughout parent meetings, results and information relating to EL student performance, as well as for those students with disabilities were discussed. We also had multiple community breakfasts and dinners that relayed information and help ascertain ideas and thoughts from various constituents about our extracurricular programs and growth plans for the 2018-19 school year including possible colocation ideas.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Meeting with parents and various stakeholders helped impact the LCAP with changes that at the surface may seem minor, but are going to ultimately help the school grow into a much more positive experience. The parent contributions were especially helpful for items like dealing with the schools colocation while also managing LCAP goals and student achievement. The Parent Satisfaction surveys gave ideas for addressing student culture, particularly with ideas for events and student involvement. Staff meetings help gauge the overall employee satisfaction as well as ideas for improvement. Stakeholder engagement is vital in ensuring that all parties' viewpoint are taken into account as the school continues to grow with its first graduating eighth grade class.

The largest stakeholder input were related to: Curriculum choices, particularly its delivery (timing, frequency, and methods for delivery); collaboration time (frequency of having collaborative meetings); Student progress monitoring (again, frequency). Most of the requests were just for more of the current activities to be completed on a higher frequency. This is a good sign denoting that stakeholders like the programs we have but do want more of it to occur altogether.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Valiente will provide small class sizes for students which will be appropriately staffed by qualified and credentialed teachers.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Identified Need:

Smaller class sizes, for the most part, had higher test results as well as less behavioral problems. Teachers with full credentials and often, but not always, more experience were more effective based on achievement results.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers Fully Credentialed & Appropriately Assigned	100% of teachers are required that teach core classes (math, ela, science, history/humanities, and enrichment) to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.	100% of teachers are required that teach core classes (math, ela, science, history/humanities, and enrichment) to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.	100% of teachers are required that teach core classes (math, ela, science, history/humanities, and enrichment) to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All Valiente Classrooms will be under 27 students per room to maintain small class sizes. Lower grades (4-6) will have smaller class sizes than upper grades (7-8).	100% of teachers are required that teach core classes (math, ela, science, history/humanities, and enrichment) to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All Valiente Classrooms will be under 27 students per room to maintain small class sizes. Lower grades (4-6) will have smaller class sizes than upper grades (7-8).

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization and Operations staff will annually review credential status.	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization and Operations staff will annually review credential status; Valiente Human Resources/Office staff will check up to 3 times per year the credential status, possible expirations, etcetera to ensure that all teachers are in compliance all year long to avoid any time lapses or difficulties in maintain 100% compliance at all times in credentialing.	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization and Operations staff will annually review credential status; Valiente Human Resources/Office staff will check up to 3 times per year the credential status, possible expirations, etcetera to ensure that all teachers are in compliance all year long to avoid any time lapses or difficulties in maintain 100% compliance at all times in credentialing.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$143,248	$473,356	$473,356
Source	LCFF	LCFF	LCFF

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Budget Reference	Certificated Salaries; Teacher Salaries	Certificated Salaries; Teacher Salaries (not including SPED or CSR)	Certificated Salaries; Teacher Salaries (not including SPED or CSR)
Amount	$100,000	$105,000	$109,200
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Principal	Certificated Salaries; Principal	Certificated Salaries; Principal

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	Modified Action	Modified Action
Appropriately Credentialed teachers will teach small class sizes (no more than 30 students) in order for focus/target groups to receive critical attention and instruction in smaller focused groups.	Appropriately Credentialed teachers will teach small class sizes (no more than 30 students) in order for focus/target groups to receive critical attention and instruction in smaller focused groups. All Valiente Classrooms will be under 27 students per room to maintain small class sizes. Lower grades (4-6) will have smaller class sizes than upper grades (7-8).	Appropriately Credentialed teachers will teach small class sizes (no more than 30 students) in order for focus/target groups to receive critical attention and instruction in smaller focused groups. All Valiente Classrooms will be under 27 students per room to maintain small class sizes. Lower grades (4-6) will have smaller class sizes than upper grades (7-8).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$143,248	$268,928	$268,928
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teacher Salaries	Certificated Salaries; Teacher Salaries related to keeping class size small	Certificated Salaries; Teacher Salaries related to keeping class size small
Amount	$0	$53,786	$53,786

Source		LCFF	LCFF
Budget Reference		Employee Benefits; Class Size Reduction Teacher Benefits	Employee Benefits; Class Size Reduction Teacher Benefits

Modified Goal

Goal 2

Valiente College Preparatory will maintain a clean and safe school facility.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic Local Priorities:

Identified Need:

LCFF rubrics demand justifiable attention into cleanliness, functionality, and school climate/culture. This is an area Valiente will need to continue focusing on given its small size.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic Services	Custodian scores Satisfactory or better in all areas of evaluation; 90% of bi-annual Facility Inspection checklists are compliant/good standing; 100% of identified Required Corrections will be corrected within 6 weeks.	Custodian scores Satisfactory or better in all areas of evaluation; 90% of bi-annual Facility Inspection checklists are compliant/good standing; 100% of identified Required Corrections will be corrected within 6 weeks.	Custodian scores Satisfactory or better in all areas of evaluation; 90% of bi-annual Facility Inspection checklists are compliant/good standing; 100% of identified Required Corrections will be corrected within 6 weeks.	Custodian scores Satisfactory or better in all areas of evaluation; 90% of bi-annual Facility Inspection checklists are compliant/good standing; 100% of identified Required Corrections will be corrected within 6 weeks.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
Valiente will contract with a janitorial company to ensure daily general cleaning by custodial staff to maintain campus cleanliness in bathrooms, eating areas, classrooms, and corridors.	Valiente will contract with a janitorial company to ensure daily general cleaning by custodial staff to maintain campus cleanliness in bathrooms, eating areas, classrooms, and corridors. Valiente office staff will meet regularly, using data logs on cleanliness as a basis of discussion, to monitor cleanliness, needs, and to remain proactive in the updating/maintenance of all school grounds.	Valiente will contract with a janitorial company to ensure daily general cleaning by custodial staff to maintain campus cleanliness in bathrooms, eating areas, classrooms, and corridors. Valiente office staff will meet regularly, using data logs on cleanliness as a basis of discussion, to monitor cleanliness, needs, and to remain proactive in the updating/maintenance of all school grounds.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$12,000	$14,976	$15,425
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Custodial Contract	Services and Other Operating Expenses; Custodial Contract	Services and Other Operating Expenses; Custodial Contract

Amount	$2,350	$7,401	$8,794
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Custodial Supplies	Books and Supplies; Custodial Supplies	Books and Supplies; Custodial Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Modified Action	Modified Action
Valiente College Preparatory will maintain at minimum 2 office staff whose responsibilities include ensuring: 1. Logs are completed and on file for at minimum 1 year 2. Bi-annual facility inspections will screen for safety hazards and any improvements will be made within 8 weeks (or faster as appropriate) 3. Monthly evaluations of custodial staff will be completed 4. Cleanliness spot checks will be performed monthly by operations staff daily	Valiente College Preparatory will maintain at minimum 2 office staff whose responsibilities include ensuring: 1. Logs are completed and on file for at minimum 1 year 2. Bi-annual facility inspections will screen for safety hazards and any improvements will be made within 8 weeks (or faster as appropriate) 3. Monthly evaluations of custodial staff will be completed 4. Cleanliness spot checks will be performed monthly by operations staff daily 5. Valiente Office Staff will meet regularly, for a minimum of twice a month, to discuss bathroom cleanliness logs and/or other cleanliness logs to work towards a more proactive monitoring of cleanliness and other, as warranted, needs.	Valiente College Preparatory will maintain at minimum 2 office staff whose responsibilities include ensuring: 1. Logs are completed and on file for at minimum 1 year 2. Bi-annual facility inspections will screen for safety hazards and any improvements will be made within 8 weeks (or faster as appropriate) 3. Monthly evaluations of custodial staff will be completed 4. Cleanliness spot checks will be performed monthly by operations staff daily 5. Valiente Office Staff will meet regularly, for a minimum of twice a month, to discuss bathroom cleanliness logs and/or other cleanliness logs to work towards a more proactive monitoring of cleanliness and other, as warranted, needs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$93,225	$135,434	$140,851
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Office Staff Salaries	Classified Salaries; Office Staff Salaries	Classified Salaries; Office Staff Salaries

	Unchanged Goal
Goal 3	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in Valiente College Prep's charter petition.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 6. School climate Local Priorities:

Identified Need:

LCFF rubrics require attention on curriculum and students' access to curriculum. Valiente student achievement reveals students still need to master many standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic, Implementation of Standards	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Action
	Valiente will add two assistant principal roles to assist with the services and programs for EL students, SPED, and Low Income Youth. Assistant Principals will ensure EL and SPED data are analyzed (academic achievement and enrollment) once per month with staff and/or parents to ensure attention and appropriate action steps are addressed in a proactive fashion to meet the needs of these subgroups.	Valiente will add two assistant principal roles to assist with the services and programs for EL students, SPED, and Low Income Youth. Assistant Principals will ensure EL and SPED data are analyzed (academic achievement and enrollment) once per month with staff and/or parents to ensure attention and appropriate action steps are addressed in a proactive fashion to meet the needs of these subgroups.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$144,560	$150,342
Source		LCFF	LCFF
Budget Reference		Certificated Salaries; AP Salaries	Certificated Salaries; AP Salaries

Amount	$0	$28,912	$30,068
Source		LCFF	LCFF
Budget Reference		Employee Benefits; AP Benefits	Employee Benefits; AP Benefits

Action 2

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
Teacher leads will ensure that: • All current instructional materials will be reviewed for alignment to California State Common Core Standards (CSCCS) and to the California State Test (CST) where appropriate • Instructional materials will be obtained no later than the second month of school (if any problems with delivery/arrival occur, staff will immediately use meeting time to create teacher-made curriculum utilizing appropriate CSCCS standards for no more than 2 weeks of instruction until other instructional materials can be obtained).	APs will ensure that: • All current instructional materials will be reviewed for alignment to California State Common Core Standards (CSCCS) and to the California State Test (CST) where appropriate • Instructional materials will be obtained no later than the second month of school (if any problems with delivery/arrival occur, staff will immediately use meeting time to create teacher-made curriculum utilizing appropriate CSCCS standards for no more than 2 weeks of instruction until other instructional materials can be obtained).	APs will ensure that: • All current instructional materials will be reviewed for alignment to California State Common Core Standards (CSCCS) and to the California State Test (CST) where appropriate • Instructional materials will be obtained no later than the second month of school (if any problems with delivery/arrival occur, staff will immediately use meeting time to create teacher-made curriculum utilizing appropriate CSCCS standards for no more than 2 weeks of instruction until other instructional materials can be obtained).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$128,500 (repeat expenditure)	$144,560 (repeat expenditure)	$150,342 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	Certificated Salaries; Lead Teacher Salaries	Certificated Salaries; AP Salaries	Certificated Salaries; AP Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	Action	Action
Students will take NWEA assessments (standardized based on CCSS) in order to track progress and master of CCSS content.	Students will take NWEA assessments (standardized based on CCSS) in order to track progress and master of CCSS content.	Students will take NWEA assessments (standardized based on CCSS) in order to track progress and master of CCSS content.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$1,500	$4,459	$5,299
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; NWEA Assessment	Certificated Salaries; NWEA	Books and Supplies; NWEA

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	LEA-wide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Unchanged Action	Unchanged Action
Instructional materials will be purchased that align to CSCCS and are specific to subgroups' needs such as EL learners, free/reduced eligibility students and SPED.	Instructional materials will be purchased that align to CSCCS and are specific to subgroups' needs such as EL learners, free/reduced eligibility students and SPED.	Instructional materials will be purchased that align to CSCCS and are specific to subgroups' needs such as EL learners, free/reduced eligibility students and SPED.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$42,255	$8,000	$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Specialized Curriculum	Books and Supplies; Specialized Curriculum	Books and Supplies; Specialized Curriculum

Modified Goal

Goal 4

English Language Learners, will gain academic content knowledge in all areas (not just ELA and Mathematics) through the implementation of the CCSS and utilization of various technological/web-based programs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes Local Priorities:

Identified Need:

EL students continue to need to reach levels of proficiency. Despite gains, there is still more achievement to work towards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Proficiency and Reclassification, Pupil Achievement	Currently, students are scoring at approximately 25% rates of proficiency on ELA SBAC/CAASPP assessments while 20% of all students are proficient on Mathematics assessments. NWEA results showed approximately 7-10 points increase from Fall to Winter assessments.	75% of students, including ELs, will show at least 40 Standard Scales points increase on the nationally-normed and/or Common Core standards-based NWEA MAP exam in ELA and math (for NWEA, scores will increase 15-20 points).	75% of students, including ELs, will show at least 40 Standard Scales points increase on the nationally-normed exams in ELA and math (for NWEA, scores will increase 15-20 points).	75% of students, including ELs, will show at least 40 Standard Scales points increase on the nationally-normed exam in ELA and math (for NWEA, scores will increase 15-20 points).

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
1. All students, including ELs, participate in daily reading and writing classes with appropriate instructional supports and Students requiring additional language support will receive intensive small group language support (such as EL curriculum and/or other focused group curriculum eg. BrainPOP ELD, etc.) provided during Targeted Intervention (reading intervention and math support groups). 2. All teachers are given support through professional development for targeted instruction from teacher leads as well as applicable purchased curriculum. 3. Students will utilize data tracking methods to self-monitor growth and increase self-awareness (using goal setting, monitoring and analyzing methods). These tracking methods will pay close attention to Reclassification and Proficiency rates of EL/RFEP, and all leveled students.	1. All students, including ELs, participate in daily reading and writing classes with appropriate instructional supports and Students requiring additional language support will receive intensive small group language support (such as EL curriculum and/or other focused group curriculum eg. BrainPOP ELD, etc.) provided during Targeted Intervention (reading intervention and math support groups). More specifically, an additional curriculum such as that from Pearson and/or a supplemental program called Myon that will assist with individualized literacy needs should be obtained and implemented to support the school's English Language Learners. 2. All teachers are given support through professional development for targeted instruction from teacher leads as well as applicable purchased curriculum. 3. Students will utilize data tracking methods to self-monitor growth and increase self-awareness (using goal setting, monitoring	1. All students, including ELs, participate in daily reading and writing classes with appropriate instructional supports and Students requiring additional language support will receive intensive small group language support (such as EL curriculum and/or other focused group curriculum eg. BrainPOP ELD, etc.) provided during Targeted Intervention (reading intervention and math support groups). More specifically, an additional curriculum such as that from Pearson and/or a supplemental program called Myon that will assist with individualized literacy needs should be obtained and implemented to support the school's English Language Learners. 2. All teachers are given support through professional development for targeted instruction from teacher leads as well as applicable purchased curriculum. 3. Students will utilize data tracking methods to self-monitor growth and increase self-awareness (using goal setting, monitoring

and analyzing methods). These tracking methods will pay close attention to Reclassification and Proficiency rates of EL/RFEP, and all leveled students.

4. Students will increase their use of electronic and/or online portfolios to not only track but display, practice, and enhance their use of the English language (as well as other academic content learned). Students will utilize portfolios that allow them to engage in high interest, adaptive language usage to meet social, personal, and social-emotional needs.

5. Valiente Staff will work with multiple consultants that provide support in services for EL students as well as low income students (and possible foster youth).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$1,500	$2,490	$2,959
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; BrainPop	Books and Supplies; BrainPop	Books and Supplies; BrainPop
Amount	$7,000	$7,000	$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; EL Curriculum	Books and Supplies; EL Curriculum	Books and Supplies; EL Curriculum
Amount	$0	$36,258	$0
Source		LCFF	
Budget Reference		Books and Supplies; Chromebooks/headphones to support online EL component	
Amount	$0	$7,000	$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; ELD professional development	

Modified Goal

Goal 5 | Provide a variety of ways, methods, and even times, including hands on and technology/web-based platforms, for parents to be involved in their child's education.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement Local Priorities:

Identified Need:

School Climate and culture from LCFF rubrics show that parents must and should be increasingly involved in children's education. School surveys reveal parents need more options in times for meetings and events.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parental Involvement, School Safety & Connectedness	Annually, the PAC will have, at minimum, five parent members serving on the council and a minimum of 6 outside of school family events and 6 cafecitos each year.	Annually, the PAC will have, at minimum, five parent members serving on the council and a minimum of 6 outside of school family events and 6 cafecitos each year which parents can become active through or reminded by technological means (parent portal and website).	Annually, the PAC will have, at minimum, five parent members serving on the council and a minimum of 6 outside of school family events and 6 cafecitos each year which parents can become active through or reminded by technological means (parent portal and website).	Annually, the PAC will have, at minimum, five parent members serving on the council and a minimum of 6 outside of school family events and 6 cafecitos each year which parents can become active through or reminded by technological means (parent portal and website).
School Safety/Connectedness	33% of parents and 88% of students completed school safety and connectedness surveys at the end of the 16-17 school year.	50% of parents and 95% of students completed school safety and connectedness surveys at the end of the 17-18school year.	75% of parents and 98% of students completed school safety and connectedness surveys at the end of the 17-18 school year.	80% of parents and 99% of students completed school safety and connectedness surveys at the end of the 17-18school year.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
1. School hosts a minimum of six evening family events throughout the year and ≥6 monthly cafecitos. 2. School sends monthly letter with announcements, upcoming events, and volunteer opportunities. 3. School implements online parent portal in SIS so that parents can access and monitor their students' progress each week. 4. School encourages--through regular outreach and communications-- families to participate on the Parent Advisory Council. 5. School offers a centralized webpage that stores/lists all parent involvement activities. 6. School offers and supports students and parents in completion of school safety/connectedness/satisfaction surveys.	1. School hosts a minimum of six evening family events throughout the year and 6 monthly cafecitos; Meetings will occur at various times to enhance and promote attendance and participation. 2. School sends monthly letter with announcements, upcoming events, and volunteer opportunities. 3. School implements online parent portal in SIS so that parents can access and monitor their students progress each week. 4. School encourages--through regular outreach and communications-- families to participate on the Parent Advisory Council. 5. School offers a centralized webpage that stores/lists all parent involvement activities which is updated monthly to include any possible changes once the school year has started. 6. School offers and supports students and	1. School hosts a minimum of six evening family events throughout the year and 6 monthly cafecitos; Meetings will occur at various times to enhance and promote attendance and participation. 2. School sends monthly letter with announcements, upcoming events, and volunteer opportunities. 3. School implements online parent portal in SIS so that parents can access and monitor their students progress each week. 4. School encourages--through regular outreach and communications-- families to participate on the Parent Advisory Council. 5. School offers a centralized webpage that stores/lists all parent involvement activities which is updated monthly to include any possible changes once the school year has started. 6. School offers and supports students and

		parents in completion of school safety/connectedness/satisfaction surveys.	parents in completion of school safety/connectedness/satisfaction surveys.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$3,000	$3,090	$3,183
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Website	Services and Other Operating Expenses; Website	Services and Other Operating Expenses; Website
Amount	$11,700	$12,159	$13,199
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Student Information System (Full year 1 cost inclusive of parent portal)	Services and Other Operating Expenses; SIS, Schoolrunner	Services and Other Operating Expenses; SIS, Schoolrunner

Goal 6

Modified Goal

All students will demonstrate growth in reading comprehension and vocabulary based on various summative and formative assessments as well as school wide internal measurement systems.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Academic achievement is below what school aims to achieve. Growth is being made but slowly. Internal measures as well as LCFF rubrics reveal certain groups are 2 or more levels below proficiency. Suspension rates increased slightly which indicate a need to address this as soon as possible.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil Achievement, Attendance Rates, Reclassification	25% average proficiency rates on most recent SBAC scores received from 16-17 school year in ELA.	Practice SBAC and NWEA scores will show at least 40% proficiency rates on ELA assessments.	Practice SBAC and NWEA scores will show at least 45% proficiency rates on ELA assessments.	Practice SBAC and NWEA scores will show at least 55% proficiency rates on ELA assessments.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
1. Structured supports for students far below grade level will be provided through the use of leveled reading fluency and decoding groups with instruction in reading remediation programs (purchase of reading program to address variance in levels) 2. Students will develop vocabulary skills through instruction on word origins, derivations, synonyms, antonyms, root words, and Greek and Latin roots and affixes (purchase of specialized curriculum for developing vocabulary skills). 3. The Drop Everything and Read period will facilitate student enjoyment of and aptitude in reading fluency and comprehension. (purchase of new novels and literature for school library).	1. Structured supports for students far below grade level will be provided through the use of leveled reading fluency and decoding groups with instruction in reading remediation programs (purchase of reading program to address variance in levels). 2. Teachers will ensure that targeted instruction occurs at least 2X per week for specialized groups and daily for all students in whole group sessions. 3. Students will develop vocabulary skills through instruction on word origins, derivations, synonyms, antonyms, root words, and Greek and Latin roots and affixes (purchase of specialized curriculum for developing vocabulary skills). 4. The Drop Everything and Read period as well as the Structure Reading program with goals for promotion and achievement will facilitate student enjoyment of and aptitude in reading fluency and comprehension. (purchase of new novels and literature for school library).	1. Structured supports for students far below grade level will be provided through the use of leveled reading fluency and decoding groups with instruction in reading remediation programs (purchase of reading program to address variance in levels). 2. Teachers will ensure that targeted instruction occurs at least 2X per week for specialized groups and daily for all students in whole group sessions. 3. Students will develop vocabulary skills through instruction on word origins, derivations, synonyms, antonyms, root words, and Greek and Latin roots and affixes (purchase of specialized curriculum for developing vocabulary skills). 4. The Drop Everything and Read period as well as the Structure Reading program with goals for promotion and achievement will facilitate student enjoyment of and aptitude in reading fluency and comprehension. (purchase of new novels and literature for school library).

		5. Valiente Staff will work with multiple consultants that provide support in services for EL students as well as low income students (and possible foster youth).	5. Valiente Staff will work with multiple consultants that provide support in services for EL students as well as low income students (and possible foster youth).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$2,000	$3,000	$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Novels	Books and Supplies; Novels	Books and Supplies; Novels
Amount	$3,800	$7,766	$10,263
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; ThinkCerca	Books and Supplies; ThinkCerca	Books and Supplies; ThinkCerca

Modified Goal

Goal 7

Valiente will ensure students receive as much instructional services and time on task as possible; Students are not sent out of class for minor behavior infractions.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes Local Priorities:

Identified Need:

LCFF rubrics reveal that amount of student suspension rates slightly increased even with increased overall student population. Due to low sample size, numbers may appear awkward but are overall areas to focus on nonetheless.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rates, Chronic Absenteeism, Behavioral Data	Less than 3% of students were suspended throughout the 16-17 school year, however, data needs to be tracked in terms of how long, when, and why students are sent out of class by teachers (such as to take time-outs in the main office). A rough estimate may be that if students are sent out of class by teachers, they may be wasting more than 30 minutes per office visit.	No more than 3% of students will be suspended. No more than 10% of students will spend anything longer than 30 minutes in a behavioral time out (such as being sent to the main office).	No more than 3% of the total student population will receive even 1 suspension. No more than 8% of students will spend anything longer than 30 minutes in a behavioral time out (such as being sent to the main office). Valiente will monitor absenteeism and ensure that 99% of students do not have any unexcused absences, particularly consecutive absences, and no more than 7 total absences per year.	No more than 2% of the total student population will receive even 1 suspension. No more than 8% of students will spend anything longer than 30 minutes in a behavioral time out (such as being sent to the main office). Valiente will monitor absenteeism and ensure that 99% of students do not have any unexcused absences, particularly consecutive absences, and no more than 7 total absences per year.
Absenteeism, Dropout	While there are no current rates of dropout to report (none at all), the absenteeism should be tracked with more detail to ensure students are given appropriate supports if they have attendance concerns.	Valiente will have zero middle school dropouts and will track absenteeism with more detail using their new SIS (Powerschool).	Valiente will have zero middle school dropouts and will track absenteeism with more detail using their SIS Powerschool and will address concerns with parent/guardian meetings for any students with more than 3 absences throughout the school year (for unexcused reasons). Valiente will monitor absenteeism and ensure that 99% of students do not have any unexcused absences, particularly consecutive absences, and	Valiente will have zero middle school dropouts and will track absenteeism with more detail using their SIS Powerschool and will address concerns with parent/guardian meetings for any students with more than 3 absences throughout the school year (for unexcused reasons). Valiente will monitor absenteeism and ensure that 99% of students do not have any unexcused absences, particularly consecutive absences, and

			no more than 7 total absences per year.	no more than 7 total absences per year.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
1. Disseminate Student & Family Handbook at the beginning of every year and to mid-year enrollees and will Obtain copy of handbook acknowledgement from family member and student upon enrollment and every year thereafter. 2. Teachers follow school-wide Positive Behavior Support Plan & use technological program to ensure behavioral data is accurately collected and disseminated to both students and parents in a timely manner. 3. Teachers use strategies to build a strong positive culture and support all learners while responding to minor misbehavior in an appropriate and effective way and School staff will maintain a visual time tracker to monitor how much time a student spends out of class. 4. Parents will have access and will be instructed to support and monitor their child's behavior using the parent portal of the new SIS system (Powerschool).	1. Disseminate Student & Family Handbook at the beginning of every year and to mid-year enrollees and will Obtain copy of handbook acknowledgement from family member and student upon enrollment and every year thereafter. 2. Teachers follow school-wide Positive Behavior Support Plan & use technological program to ensure behavioral data is accurately collected and disseminated to both students and parents in a timely manner. 3. Teachers use strategies to build a strong positive culture and support all learners while responding to minor misbehavior in an appropriate and effective way and School staff will maintain a visual time tracker to monitor how much time a student spends out of class. 4. Parents will have access and will be instructed to support and monitor their child's behavior using the parent portal of the new SIS system (Powerschool). Parents will be notified of any behavioral infractions requiring students	1. Disseminate Student & Family Handbook at the beginning of every year and to mid-year enrollees and will Obtain copy of handbook acknowledgement from family member and student upon enrollment and every year thereafter. 2. Teachers follow school-wide Positive Behavior Support Plan & use technological program to ensure behavioral data is accurately collected and disseminated to both students and parents in a timely manner. 3. Teachers use strategies to build a strong positive culture and support all learners while responding to minor misbehavior in an appropriate and effective way and School staff will maintain a visual time tracker to monitor how much time a student spends out of class. 4. Parents will have access and will be instructed to support and monitor their child's behavior using the parent portal of the new SIS system (Powerschool). Parents will be notified of any behavioral infractions requiring students

5. Valiente will track absent reasons using their SIS (Powerschool). Parents/Guardians will be called in for attendance meetings to discuss the reasons and appropriateness (as needed) of absences.	to visit the main office. 5. Valiente will track absent reasons using their SIS (Powerschool). Parents/Guardians will be called in for attendance meetings to discuss the reasons and appropriateness (as needed) of absences. 6. Valiente will use Parent Square, SchoolRunner, and Powerschool as appropriate to monitor both attendance and behavioral referrals or infractions. These services will then help warn school staff to whether any student support team meetings are needed or even possible referrals to counseling can be facilitated with the use and monitoring of these programs. 7. Valiente will ensure that a strong and structured SST program is implemented to ensure that any students needing Tier 2 and 3 level supports for behavior and emotional needs will occur in a timely fashion. 8. Valiente will ensure that proper and prompt responses to absences occur with a steady amount of reminders, phone calls, contacts, and meetings with parents regarding attendance and needs.	to visit the main office. 5. Valiente will track absent reasons using their SIS (Powerschool). Parents/Guardians will be called in for attendance meetings to discuss the reasons and appropriateness (as needed) of absences. 6. Valiente will use Parent Square, SchoolRunner, and Powerschool as appropriate to monitor both attendance and behavioral referrals or infractions. These services will then help warn school staff to whether any student support team meetings are needed or even possible referrals to counseling can be facilitated with the use and monitoring of these programs. 7. Valiente will ensure that a strong and structured SST program is implemented to ensure that any students needing Tier 2 and 3 level supports for behavior and emotional needs will occur in a timely fashion. 8. Valiente will ensure that proper and prompt responses to absences occur with a steady amount of reminders, phone calls, contacts, and meetings with parents regarding attendance and needs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$5,000	$8,000 (repeat expenditure)	$8,240 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; DEANSLIST	Services and Other Operating Expenses; Schoolrunner	Services and Other Operating Expenses; Schoolrunner
Amount	$0	$4,000	$4,000
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; ParentSquare	Services and Other Operating Expenses; ParentSquare
Amount	$0	$4,159 (repeat expenditure)	$4,879 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; Powerschool SIS	Services and Other Operating Expenses; Powerschool SIS

Goal 8

Unchanged Goal

Valiente's free After School Program will offer robust and effective tutoring, academic advancement, and a healthy, physical component that improves student performance in academics as well as school satisfaction (per student grades and student survey results).

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Valiente serves many students from low income households whose parents benefit from an after school program to ensure their children are receiving optimal educational experiences instead of being home alone or in the community without appropriate supervision.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Grades and Student Survey	Students are averaging grades of 1s and 2s while approximately 75% of all students denote school satisfaction.	Students are averaging grades of 2s and 3s while approximately 85% of all students denote school satisfaction.	Students are averaging grades of 2.5s and above while approximately 85% of all students denote school satisfaction.	Students are averaging grades of 2.75s and above while approximately 85% of all students denote school satisfaction.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
1. Valiente College Prep will offer an after school program that has a tutoring academic component, an enrichment activity that is tied to some form of academic competency (eg. arts, programming, engineering), and a healthy physical component (eg. Physical Education, sports, etc.). 2. The school will track and analyze students' grades of those who participate in the after school program based on their progress reports and report cards to adjust programming to meet students' needs. 3. The school will track and analyze student survey (satisfaction based) results and adjust programming as needed to support students' needs.	1. Valiente College Prep will offer an after school program that has a tutoring academic component, an enrichment activity that is tied to some form of academic competency (eg. arts, programming, engineering), and a healthy physical component (eg. Physical Education, sports, etc.). 2. The school will track and analyze students' grades of those who participate in the after school program based on their progress reports and report cards to adjust programming to meet students' needs. 3. The school will track and analyze student survey (satisfaction based) results and adjust programming as needed to support students' needs. 4. Students participating in the After School Program will be taught how to self-monitor their grades to ensure that their independence and ability to increase intrinsic motivation towards improvement is focused on throughout the school year (at least 6 times, twice per	1. Valiente College Prep will offer an after school program that has a tutoring academic component, an enrichment activity that is tied to some form of academic competency (eg. arts, programming, engineering), and a healthy physical component (eg. Physical Education, sports, etc.). 2. The school will track and analyze students' grades of those who participate in the after school program based on their progress reports and report cards to adjust programming to meet students' needs. 3. The school will track and analyze student survey (satisfaction based) results and adjust programming as needed to support students' needs. 4. Students participating in the After School Program will be taught how to self-monitor their grades to ensure that their independence and ability to increase intrinsic motivation towards improvement is focused on throughout the school year (at least 6 times, twice per

	trimester).	trimester).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$39,257	$59,256	$61,626
Source	After School Education & Safety	After School Education & Safety	After School Education & Safety
Budget Reference	Classified Salaries; After School Staff	Classified Salaries; After School Staff	Classified Salaries; After School Staff

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds: $554,666

Percentage to Increase or Improve Services: 32.07%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

VCP will use LCFF supplemental and concentration grant funds to provide Interventions for all students through teacher training, and providing curriculum and resources to teachers to supplement its core program.

Students requiring additional language support will receive intensive small group language support provided during Targeted Intervention on a much higher frequency for the upcoming school year(s).

Valiente ensures students receive access to STEAM, Common Core, and Extracurricular activities such as field trips to ensure that unduplicated counts of students from low income households, English Learners, Foster youth, as well as students with disabilities are able to receive optimal experiences for growth and development.

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.

It is anticipated that over **80%** of VCP students fall into the unduplicated count of low income youth, English learners, and foster youth. As such, supplemental and concentration grant funds are used on a charter-wide basis. Nonetheless, the unduplicated count of students within these fundamental student subgroups will be served with structured, research-backed methods of intervention as listed above as well as increased access to technologically based methods for increasing language use such as online/e-portfolios, student webpages, and individualized counseling sessions as needed provided by academic mentor teachers. These methods will be paired with increased teacher and staff training to increase awareness, sensitivity, and abilities to serve foster youth, low income youth, and English learners. Consultants will be brought in to support Valiente's staff frequently to provide not only training but updates and serve as thought partners in helping Valiente reflect on the academic, social emotional, and physical initiatives they implement during the 18-19 school year.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:	$238,596	Percentage to Increase or Improve Services:	23.56%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.
• Goal 1, Action 2: Small Class Size
• Goal 3, Action 3: Specialized Curriculum
• Goal 4, Action 1: EL Curriculum

Improved use of technological/web-based programs for Math (ST Math), for ELA (ThinkCERCA), for all content areas (BrainPOP). These programs were used during the 16-17 year, but the implementation was not optimal as learning the programs by new staff was required. With continued use throughout the years, less newness to programs occurs and improved implementation will follow, along with a few scheduling based uses (such as using the program during certain classtimes moving forward) will occur. Additionally, the school will use small class sizes to reach the focus/targeted populations that require extra or intensive support. This may include the use of specialized programs such as, potentially, the systematic use of a structured writing program such as Step Up to Writing. These programs, altogether will be geared and aimed at improving services for our various populations.