Local Control and Accountability Plan

Los Angeles County Office of Education
Valiente College Preparatory Charter

July 1, 2016 - June 30, 2019

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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Valiente College Preparatory Charter School serves students in SouthEast Los Angeles, grades 4-8, and is located in South Gate, CA. The Charter School works to ensure students are ready for college but also lead lives of integrity and excellence.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies? (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section

64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies,; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In planning to draft the plan and stakeholder involvement process,	Parent feedback and solicited input indicated that stakeholders really

the charter school consulted Education Code 47606.5 (e) The charter school shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.

Valiente College Preparatory Charter School is charter public school which opened in the Fall of 2015. As the school had a turnover in school leadership in January 2016, little records were maintained by the prior executive director formally documenting official parent and pupil involvement practices. However, it is noted that there were monthly cafecitos, meetings with the parent and principal/executive director, whereby informal discussions were held around various LCAP goals.

Starting in January 2016, the following occurred as part of broader stakeholder involvement processes to (1) solicit and incorporate input on the school's progress on various goals from teachers, board members, and community leaders; (2) develop support among teachers, parents, and community stakeholders; (3) provide information about the school to recruit families to enroll their children in future years; and (4) recruit teachers and administrative staff to work at the school during its second year of operation.

A. Two Cafecitos (meeting with the principal) per month. 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. School's LCAP goals were generally addressed for stakeholder feedback twice per month (starting in January 2016).

C. Monthly Board Meetings. Valiente Board Members updated with the Executive Director report each meeting and requested stakeholder feedback at each meeting.

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

D. Amended plans to LCAP presented to staff, parents, and student representatives Late May.

E. Board presented and discussed LCAP Late May.

want improved programs focused on supporting English Language Learners as well as students who learn differently such as gifted and advanced students. Reading programs that allow these populations to succeed were mentioned as highly important in multiple venues.

Specifically, incorporating specific interventions that all teachers can use in the general education setting for students with EL needs as well as those that are gifted/advanced will be utilized in the 16-17 school year.

Multiple Data Sources also showed a need to improve technological programs to educate students as well as keep parents informed of true/accurate academic levels.

Annual Update:

Starting in January 2016, the following occurred as part of broader stakeholder involvement processes:
A. Two Cafecitos (meeting with the principal) per month. 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. School's LCAP goals were generally addressed for stakeholder feedback twice per month (starting in January 2016).
C. Monthly Board Meetings. Valiente Board Members updated with the Executive Director report each meeting and requested stakeholder feedback at each meeting.
D. Parent satisfaction survey (addressing various LCAP goals) completed by approximately 60% of parents (April-May). Parent Satisfaction survey used to guide LCAP writing.
D. Amended plans to LCAP presented to staff, parents, and student representatives Late May.
E. Board presented and discussed LCAP Late May.
The following data was shared in various meetings:
a. Grades progress
b. Participation in CELDT (percentages)
c. # of EL students & percentage of school
d. Curriculum description (Eureka Math program and Journeys for Social Science).
e. Parent participation rates (surveys and attendance at various meetings, community nights)

Annual Update:

Qualitative statements from parents taken into consideration for multiple LCAP goals. Results of parent satisfaction survey also taken into consideration for LCAP goal areas. Initial SBAC results used for certain statistics as well as CELDT scores from students during the beginning of the school year. Results from various assessments, as well as data taken from the school's SIS system (such as demographics as well as academic grades) were also used.

Through these data sources, it appears evident that Valiente's 15-16 LCAP would be improved by condensing certain goals to ensure that the LCAP reads smoother and also addresses Valiente's move towards including an after school program. The data also reveals that Valiente needs to continue working on improving it's instructional plan for English Language Learners as well as students with disabilities. These marginalized populations continue to need improved educational experiences based on multiple data points. Additionally, Valiente will benefit from more sustained electronic/technological programs to track, enhance, and educate its students. For instance, a more cohesive program to manage student literacy levels, writing, and even mathematical processing will help ensure that students are more prepared academically to master Common Core Standards.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of

schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Teachers required 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 and will be appropriately assigned.	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	1) Need: Teacher Quality and Qualification Metric: Teacher Highly Qualified Status, LACOE Oversight Tracking

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of teachers required 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization. 2. Operations staff will annually review credential status.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	6 Core Teachers - 1000-1999 Certificated Salaries - LCFF Base: $183,479 Teacher Salaries (small class size/longer year portion) - 1000-1999 Certificated Salaries - LCFF S & C: $122,021

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	100% of teachers required 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization 2. Operations staff will annually review credential status	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of teachers required 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization 2. Operations staff will annually review credential status	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Valiente College Preparatory will maintain a clean and safe school facility.	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	Need: Clean and safe school facilities Metrics: Bi-Annual facility inspections, monthly evaluations of custodial staff, cleanliness spot checked monthly

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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 three months.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Daily general cleaning by custodial staff will maintain campus cleanliness 2. Logs are completed and on file 3. Bi-annual facility inspections will screen for safety hazards 4. Monthly evaluations of custodial staff will be completed 5. Cleanliness spot checks will be performed monthly by operations staff	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Custodial - 5000-5999 Services and Other Operating Expenses - LCFF Base: $15,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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 three months.

Actions/Services	Scope of Service	Pupils to be served within	Budgeted

			identified scope of service	Expenditures
1. Daily general cleaning by custodial staff will maintain campus cleanliness 2. Logs are completed and on file 3. Bi-annual facility inspections will screen for safety hazards 4. Monthly evaluations of custodial staff will be completed 5. Cleanliness spot checks will be performed monthly by operations staff	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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 three months.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Daily general cleaning by custodial staff will maintain campus cleanliness 2. Logs are completed and on file 3. Bi-annual facility inspections will screen for safety hazards 4. Monthly evaluations of custodial staff will be completed 5. Cleanliness spot checks will be performed monthly by operations staff	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6 _X_ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	Need: Alignment to Common Core State Standards (CCSS) and/or to the California State Test (CST) where appropriate Metric: CCSS and CST alignment noted in curriculum objectives	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. 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 2. Instructional materials will be purchased that align to CSCCS and these will be appropriately budgeted.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Textbooks/Curriculum - 4000-4999 Books and Supplies - Other Federal Funds: $37,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Daily general cleaning by custodial staff will maintain campus cleanliness 2. Logs are completed and on file 3. Bi-annual facility inspections will screen for safety hazards 4. Monthly evaluations of custodial staff will be completed 5. Cleanliness spot checks will be performed monthly by operations staff	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

<div align="center">LCAP Year 3: 2018-19</div>

Expected Annual Measurable Outcomes:	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Daily general cleaning by custodial staff will maintain campus cleanliness 2. Logs are completed and on file 3. Bi-annual facility inspections will screen for safety hazards 4. Monthly evaluations of custodial staff will be completed 5. Cleanliness spot checks will be performed monthly by operations staff	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	All students, including English Learners (ELs), will gain academic content knowledge through the implementation of the CCSS.	Related State and/or Local Priorities: 1＿ 2 X 3＿ 4＿ 5＿ 6＿ 7＿ 8＿ COE Only: 9＿ 10＿ Local: ＿＿＿＿＿＿＿＿＿＿
Identified Need:	Need: Valiente has a high population of students having English Language Learning needs. Students with EL needs have a variety of of levels of needs. Metric: CELDT scores, Re-identification rates, student grades analysis (annually by executive director), Standardized test scores (to be reviewed annually amongst stakeholders).	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of students, including ELs, will show at least one year of growth on the nationally-normed and Common Core standards-based NWEA MAP exam in ELA and math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All students, including ELs, participate in daily reading and writing classes with appropriate instructional supports. 2. Students requiring additional language support will receive intensive small group language support provided during Targeted Intervention. 3. The Enrichment/Targeted Intervention Period occurs four days per week and is facilitated by a non-core, specially trained teacher.	LEA-Wide	X All --- OR: ＿Low Income pupils ＿English Learners ＿Foster Youth ＿Redesignated fluent English proficient ＿Other Subgroups: ＿＿＿＿＿＿＿	Enrichment Teacher - 1000-1999 Certificated Salaries - LCFF S & C: $45,000 - 3000-3999 Employee Benefits - LCFF S & C: $9,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	100% of students, including ELs, will show at least one year of growth on the nationally-normed and Common Core

standards-based NWEA MAP exam in ELA and math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All students, including ELs, participate in daily reading and writing classes with appropriate instructional supports. 2. Students requiring additional language support will receive intensive small group language support provided during Targeted Intervention. 3. The Enrichment/Targeted Intervention Period occurs four days per week and is facilitated by a non-core, specially trained teacher.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Enrichment Teacher - 1000-1999 Certificated Salaries - LCFF S & C: $45,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of students, including ELs, will show at least one year of growth on the nationally-normed and Common Core standards-based NWEA MAP exam in ELA and math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All students, including ELs, participate in daily reading and writing classes with appropriate instructional supports. 2. Students requiring additional language support will receive intensive small group language support provided during Targeted Intervention. 3. The Enrichment/Targeted Intervention Period occurs four days per week and is facilitated by a non-core, specially trained teacher.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Enrichment Teacher - 1000-1999 Certificated Salaries - LCFF S & C: $45,000

GOAL:	Provide a variety of ways for parents to be involved in their child's education.	Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	1) School hosts a minimum of six evening family events throughout the year and ≥6 monthly *cafecitos*. 2) School sends weekly 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.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Annually, the PAC will have, at minimum, five parent members serving on the council and a minimum of 6 evening family events and 6 cafecitos each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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. Parent surveys are completed by approximately 66% of all parents or more.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Supplies for Cafecitos/Parent Events - 4000-4999 Books and Supplies - LCFF S & C: $2,000 Parent Portal (Dean's List) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $4,000

Expected Annual Measurable Outcomes:	Annually, the PAC will have, at minimum, five parent members serving on the council and a minimum of 6 evening family events and 6 cafecitos each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. School hosts a minimum of six evening family events throughout the year and ≥6 monthly cafecitos. 2. School sends weekly 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.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Expected Annual Measurable Outcomes:	Annually, the PAC will have, at minimum, five parent members serving on the council and a minimum of 6 evening family events and 6 cafecitos each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. School hosts a minimum of six evening family events throughout the year and ≥6 monthly cafecitos. 2. School sends weekly letter with announcements, upcoming events, and	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth	$0

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.		__Redesignated fluent English proficient __Other Subgroups: _____	

GOAL:	Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than comparison schools and corresponding subgroups at comparison schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	Need: Local community schools have excessively low rates of student achievement on CAASPP and other standardized tests. Metric: CCSS assessment results in English Language Arts and Mathematics, NWEA MAP tests results may also be used.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

<div align="center">LCAP Year 1: 2016-17</div>

Expected Annual Measurable Outcomes:	Students at every applicable grade level, including all student subgroups, score at a proficiency rate at least 5% higher than local schools on the CAASPP statewide assessment in the area of English Language Arts and Mathematics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The school will ensure implementation of standards-based curriculum. 2. The school will ensure classroom instruction conducive to student learning; adequate learning environments. 3. The school will ensure appropriate CCSS aligned instructional materials. 4. NWEA Map assessments will provide formative data, allowing for differentiation to meet students' learning needs. 5. Teachers will regularly engage in data	LEA-Wide	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	SpED Teacher - 1000-1999 Certificated Salaries - Other State Revenues: $60,000

analysis, including during professional development days dedicated to this proces

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Students at every applicable grade level, including all student subgroups, score at a proficiency rate at least 5% higher than local schools on the CAASPP statewide assessment in the area of English Language Arts and Mathematics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The school will ensure implementation of standards-based curriculum. 2. The school will ensure classroom instruction conducive to student learning; adequate learning environments. 3. The school will ensure appropriate CSCCS aligned instructional materials. 4. NWEA Map assessments will provide formative data, allowing for differentiation to meet students' learning needs. 5. Teachers will regularly engage in data analysis, including during professional development days dedicated to this process.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Students at every applicable grade level, including all student subgroups, score at a proficiency rate at least 5% higher than local schools on the CAASPP statewide assessment in the area of English Language Arts and Mathematics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The school will ensure implementation of	LEA-Wide	_X_ All	$0

standards-based curriculum. 2. The school will ensure classroom instruction conducive to student learning; adequate learning environments. 3. The school will ensure appropriate CSCCS aligned instructional materials. 4. NWEA Map assessments will provide formative data, allowing for differentiation to meet students' learning needs. 5. Teachers will regularly engage in data analysis, including during professional development days dedicated to this process.		-- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

GOAL:	All students will demonstrate growth in reading comprehension and vocabulary.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: _____
Identified Need:	Need: low rates of student achievement across local area schools. Metric: EL reclassification rates, CAASPP results, NWEA Map results.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All; English learners	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among students on the MAP Reading Test will average 5 percentiles per year until the average reaches 70.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 textbooks for school library).		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: $50,995

LCAP Year 2: 2017-18

		Pupils to be served within	Budgeted
Expected Annual Measurable Outcomes:	In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among students on the MAP Reading Test will average 5 percentiles per year until the average reaches 70.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 textbooks for school library).		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among students on the MAP Reading Test will average 5 percentiles per year until the average reaches 70.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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)		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$0

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 textbooks for school library).		__Other Subgroups: _____

GOAL:	Valiente will maintain very low suspension and expulsion rates.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: _____

Identified Need:	Need: Local area schools have excessively high rates of suspension and expulsion Metric: Suspension and expulsion rates, behavioral data

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

<div align="center">LCAP Year 1: 2016-17</div>

Expected Annual Measurable Outcomes:	The out of school suspension rate for enrolled students will be ≤ 5%; the expulsion rate for enrolled students will be ≤ 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Disseminate Student & Family Handbook at the beginning of every year and to mid-year enrollees. 2. Obtained copy of handbook acknowledgement from family member and student upon enrollment and every year thereafter. 3. 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. 4. Teachers use strategies to build a strong positive culture and support all learners. 5. Teachers respond to minor misbehavior in an appropriate and effective way. 6. Teachers involve campus leadership for	LEA-Wide	<u>X</u> All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Deans List - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $4,000 (repeated expenditure)

| more serious offenses, including any behaviors that may result in suspension or expulsions. | | | |

LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	The out of school suspension rate for enrolled students will be ≤ 5%; the expulsion rate for enrolled students will be ≤ 2%.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Disseminate Student & Family Handbook at the beginning of every year and to mid-year enrollees. 2. Obtained copy of handbook acknowledgement from family member and student upon enrollment and every year thereafter. 3. 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. 4. Teachers use strategies to build a strong positive culture and support all learners. 5. Teachers respond to minor misbehavior in an appropriate and effective way. 6. Teachers involve campus leadership for more serious offenses, including any behaviors that may result in suspension or expulsions.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:	The out of school suspension rate for enrolled students will be ≤ 5%; the expulsion rate for enrolled students will be ≤ 2%.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
1. Disseminate Student & Family Handbook at the beginning of every year and to mid-year enrollees. 2. Obtained copy of handbook acknowledgement from family member and student upon enrollment and every year thereafter. 3. 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. 4. Teachers use strategies to build a strong positive culture and support all learners. 5. Teachers respond to minor misbehavior in an appropriate and effective way. 6. Teachers involve campus leadership for more serious offenses, including any behaviors that may result in suspension or expulsions.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Valiente will offer an optional after school program that will incorporate a health based section (include a physically active and safe component), as well as an academically-connected arts program (such as architecture, music, and/or the arts). The program will be for at least 2 hours per day offering a physical health component and an arts/music/or architectural program.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 X 6 X 7__ 8 X COE Only: 9__ 10__ Local: _____
Identified Need:	An after school program is vital to ensure students are able to access a safe program after school, particularly for those students that go home to households where parents need to be involved in jobs and/or cannot give their children as much attention as possible. An after school program will also ensure that students can access a healthy program to educate them and include finer arts such as architecture, music, or the arts.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Students attending the after school program will show the following results: Maintain 3.0 GPAs, improve physical fitness results based on the PFT at the end of the school year (spring 2017), and show active participation in the students' extracurricular club.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offer voluntary after school program.			After School Aide - 2000-2999 Classified Salaries - LCFF S & C: $18,100 - 3000-3999 Employee Benefits - LCFF S & C: $1,810

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Students attending the after school program will show the following results: Maintain 3.0 GPAs, improve physical fitness results based on the PFT at the end of the school year (spring 2017), and show active participation in the students' extracurricular club.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	LCAP Year 3: 2018-19		
Expected Annual Measurable Outcomes:	Students attending the after school program will show the following results: Maintain 3.0 GPAs, improve physical fitness results based on the PFT at the end of the school year (spring 2017), and show active participation in the students' extracurricular club.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	100% of teachers required 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.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	100% of teachers required 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.	Actual Annual Measurable Outcomes:	All teaching staff held valid credentials per CA CCTC requirements although there were some infractions throughout the year before new leadership was hired.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization

2. Operations staff will annually review credential status | $230,000 for 2 ELA/Social Studies teachers and 2 Math/Science teachers paid for by a combination of LCFF base funds, federal start up funds(for PD Days), LCFF supplemental and concentration grant funds for (longer school year) and EPA funds (Object 1110) | All Valiente hired personnel with teaching duties had credentials checked before employment began. Minor complications arose when certain replacement teachers were hired, due to some of the original teachers leaving the school. These issues were fixed with new leadership (change in the Executive Director). With new leadership, the CA Commission and Teacher Credentialing was contacted to help fix one teacher's lack of EL authorization due to having an out of state credential. Within 1 month of the new leadership being in place, the teacher in question was granted an EL authorization per CA CCTC requirements and all teachers, at that point, were qualified to teach in their placements/positions. There were some changes in teaching assignments due to 30 day permits, but again, all CCTC requirements were in place to ensure that the teachers were holding valid credentials and | $164,814, 1000 Series, LCFF/EPA /Unrestricted Lottery |

	authorizations to teach children in CA. Moving forward, staff will continue to be screened for employment to hold Valid CA teaching credentials with appropriate EL authorizations.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Valiente will ensure that future hired teachers are screened well in advance to include EL authorizations.

Original GOAL from prior year LCAP:	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	Actual Annual Measurable Outcomes:	All students, by December 1st, 2015 were given access to standards aligned materials and additional instructional materials as outlined in Valiente's Charter petition. Unfortunately, the initial set of math curriculum were not fully Common Core aligned and had insufficient ELD resources. Thus, a change in materials was necessitated and curriculum was obtained by Dec. 1st. Science curriculum/textbooks also were insufficient for EL students and had to be replaced which happened in early November, 2015. By the Spring of 2016 all curriculum met Common Core and EL guidelines.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. 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 2. Instructional materials will be purchased that align to CSCCS and these will be appropriately budgeted.	$28,000 in CSCCS aligned textbooks paid for using a combination of federal start up funds and LCFF Base Funds. (Object 4110)	1. All instructional materials were Common Core aligned, although some math and science materials took excessive time to obtain/ship to the school. Thus, half of the year (approximately), materials were teacher made without ensuring they were Common Core aligned. This practiced stopped in December 2015.	$17,007 spent as of May 2016 using Title V funds (4000 series)
Scope of Service:	LEA-Wide	Scope of Service:	

<u>X</u> All	<u>X</u> All
--	--
OR:	OR:
__Low Income pupils __English Learners __Foster Youth	__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient	__Redesignated fluent English proficient
__Other Subgroups: _____	__Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Group meetings for administrators and discussion with teachers prior to purchasing curriculum is needed to increase buy in and positive use of programs as last year, decisions were made by one administrator only without multiple perspectives including teacher input. All curriculum needs to align to all students' needs such as applicable to our majority Latino population, a high proportion of EL students, and students with intervention needs.

Original GOAL from prior year LCAP:	Valiente College Preparatory will maintain a clean and safe school facility.	Related State and/or Local Priorities: 1 _X_ 2 __ 3 __ 4 __ 5 __ 6 _X_ 7 __ 8 __ COE Only: 9 __ 10 __ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	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 three months.	Actual Annual Measurable Outcomes:	Due to change in leadership, custodian ratings were not tracked using the same method making it difficult to track whether the facility inspection was adequately aligned to LCAP measurements. This means that although both semesters/terms had positive outcomes for Facility Inspections, a continuous method of completing the facility inspections will help ensure that the ratings are valid and reliable. The school did well on all official facility inspections from the County with one minor glitch on one kitchen pipe (water temperature was slightly below required level). Valiente does not utilize this sink, rather, the other school that operates on the same site as Valiente needed to fix this issue as it was not Valiente's sink. Unfortunately, the county inspector wrote that Valiente was liable. Thus, within 24 hours a plumber was called to ensure the water heating unit was heating up water to the appropriate level. This was fixed within 24 hours.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Daily general cleaning by custodial staff will maintain campus cleanliness 2. Logs are completed and on file 3. Bi-annual facility inspections will screen for	$22,320 for janitorial services using LCFF Base	The following were completed: 1. Daily general cleaning by custodial staff will maintain campus cleanliness 2. Bi-annual facility inspections will screen for	$13,327, 5000 Series, LCFF Base

safety hazards 4. Monthly evaluations of custodial staff will be completed 5. Cleanliness spot checks will be performed monthly by operations staff	Funds - Object 5500	safety hazards 3. Monthly evaluations of custodial staff will be completed 4. Cleanliness spot checks will be performed monthly by operations staff The following were completed, but not on the basis that were originally written into the LCAP: 1. Logs are completed and on file Only certain logs were maintained on file. Other logs such as spot checks were given to custodial staff and follow up in terms of retaining the paperwork was not retrieved. Valiente will improve this in the following years.	
Scope of Service:	LEA-Wide	Scope of Service:	
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Operations manager and all administrative staff working with operations will conduct weekly check ins to discuss inspections and checklists in collaboration with the custodian(s) and custodial service companies.		

Original GOAL from prior year LCAP:	Teachers will use the CCSS as the foundation for their curriculum planning and instruction.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 __ 5 __ 6 _X_ 7 __ 8 __ COE Only: 9 __ 10 __ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	100% of unit maps and assessments will be aligned to the CSCCS and/or the CA Science Standards.	Actual Annual Measurable Outcomes:	Approximately 80% of unit maps and assessments were aligned to the Common Core and Science Standards. Enrichment classes were not fully aligned as the course was being developed and the instructor was not given sufficient time to plan (due to the initial teacher resignation), the replacement teacher was not fully trained on how to develop common core aligned subjects that are not your common math, english, science and humanities as the enrichment course included technology, art, and ethics.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide professional development for the teachers on CSCCS and related assessments. 2. Update teacher evaluation tool to reflect inclusion of CSCCS teaching practices. 3. Director of Curriculum and Instruction will be trained in CSCCS best practices in order to effectively observe and give feedback to teachers regarding CSCCS implementation.	Teacher work year includes 23 professional development days (appx. $25,000 for four teachers paid from federal start up funds). DCI salary of $82,500 paid for using LCFF base	1. Provide professional development for the teachers on CSCCS and related assessments. 2. The original Director of Curriculum and Instruction was trained in CSCCS best practices in order to effectively observe and give feedback to teachers regarding CSCCS implementation. After original DCI resigned, and left un-replaced, this practice of giving feedback to teachers for Common Core implementation was completed by the Executive Director. Incomplete: Teacher Eval Tool designed to reflect inclusion of CSCCS teaching practices.	$10,449, 1000 Series, Title V

	funds. (Object 1300)		
Scope of Service:	LEA-Wide	Scope of Service:	

X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Director of Curriculum and Instruction for the 16-17 school year will ensure that all courses, including Enrichment, are common core aligned. Since this LCAP goal is very similar to the following LCAP goal that addresses scoring higher, in all subgroups, than comparable local schools, this particular LCAP goal may be unnecessary and/or redundant. If Valiente students are gaining academic knowledge through the Common Core, it should be a given the the school will score above nearby schools or vice versa as well. Thus, the following years 16-17 and beyond, there is not a need for this particular LCAP goal.

Original GOAL from prior year LCAP:	All students, including English Learners (ELs), will gain academic content knowledge through the implementation of the CCSS.		Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____	

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	100% of students, including ELs, will show at least one year of growth on the nationally-normed and Common Core standards-based NWEA MAP exam in ELA and math.	Actual Annual Measurable Outcomes:	This is an area of growth for Valiente. Due to the teacher turnover, the initial SBAC shows that closer to 40% of students made one year growth. Thus, the school definitely needs to improve on ensuring students are not only given exposure of the Common Core standards but that they are truly mastering material.	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. All students, including ELs, participate in daily reading and writing classes with appropriate instructional supports. 2. Students requiring additional language support will receive intensive small group language support provided during Targeted Intervention. 3. The Enrichment/Targeted Intervention Period occurs four days per week and is facilitated by a non-core, specially trained teacher.	$115,000 for 2 enrichment/intervention teachers to be paid for using LCFF Supplemental/Concentration grant funds.	1. All students, including ELs, participated in daily reading and writing classes with instructional supports. 2. The Enrichment/Targeted Intervention Period occurred four times per week. EL students needed and did not receive an intensive small group language support. While various whole group and centers based supports were included, there definitely was not a unified and cohesive manner for small group interventions.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All		_X_ All	

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Coaching from the Director of Curriculum and Instruction will improve this. More funds will be devoted to obtaining programs for EL, marginalized, and low performing students in the areas of reading, writing, combined literacy, and math literacy.

Original GOAL from prior year LCAP:	Provide a variety of ways for parents to be involved in their child's education.	Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Annually, the PAC will have, at minimum, five parent members serving on the council and a minimum of 6 evening family events and 6 cafecitos each year.	Actual Annual Measurable Outcomes:	The PAC was not successful in being started this year. Unfortunately, with the change in teaching staff, as well as the change in the school's leadership, there was insufficient time to develop, appropriately, a PAC. There were, however, 6 evening family events and more than 6 cafecitos completed during the spring 2016 term alone.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. School hosts a minimum of six evening family events throughout the year and ≥6 monthly cafecitos. 2. School sends weekly 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.	Student Information System implementation - $13,500 paid for using federal start up funds. (Object 5300) Supplies for Parent Advisory Council meetings and weekly communications - $2,000 paid for using LCFF base	1. School hosted a minimum of six evening family events throughout the year and ≥6 monthly cafecitos. 2. School sent bi-weekly letters with announcements, upcoming events, and volunteer opportunities. 3. School encouraged--through regular outreach and communications-- families to participate on the Parent Advisory Council. The items that were not completed were the actual creation of the PAC (insufficient members and/or irregular attendance), as well as a parent portal online.	Infinite Campus (SIS) - $8,560, 5000 series, LCFF Base $119.60 for Cafecitos, 4000 series, LCFF Bsse

	funds. (Object 4390)		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The PAC needs to be a central and immediately created need. The Executive Director will ensure that the PAC is created within the first 6 weeks of school.

Original GOAL from prior year LCAP:	Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than comparison schools and corresponding subgroups at comparison schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

| Expected Annual Measurable Outcomes: | Students at every applicable grade level, including all student subgroups, score at a proficiency rate at least 5% higher than local schools on the CAASPP statewide assessment in the area of English Language Arts and Mathematics. | Actual Annual Measurable Outcomes: | While Valiente's scores appear, upon initial SBAC scores to be slightly higher than the average rates of comparable and local public (LAUSD schools), the results are still low (40% showed one year growth, leaving 60% still performing near the standard but not sufficiently mastering the standards).

Overall, this is an area of growth for Valiente. Due to the teacher turnover, the initial SBAC shows that closer to 40% of students made one year growth. Thus, the school definitely needs to improve on ensuring students are not only given exposure of the Common Core standards but that they are truly mastering material. |
|---|---|---|---|

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. The school will ensure implementation of standards-based curriculum. 2. The school will ensure classroom instruction conducive to student learning; adequate learning environments. 3. The school will ensure appropriate CSCCS aligned instructional materials. 4. NWEA Map assessments will provide formative data, allowing for differentiation to meet students' learning needs.	NWEA MAP assessments - $5,600 paid for using LCFF supplemental/concentration grant funds.

$6,000 for professional development conferences to support improved teaching paid for using federal start up funds. (Object 5200) | 1. The school ensured implementation of standards-based curriculum. 2. The school ensured classroom instruction conducive to student learning; adequate learning environments. 3. The school ensured appropriate CSCCS aligned instructional materials were used. 4. NWEA Map assessments provided formative data, allowing for differentiation to meet students' learning needs. | $63,621 in SpED consultants, 5000 Series, AB 602 funds |

5. Teachers will regularly engage in data analysis, including during professional development days dedicated to this process.	$40,000 for Special Education services to meet the needs of Special Education students paid for using Special Education AB 602 funds (Object 5851)	5. Teachers regularly engaged in data analysis, including during professional development days dedicated to this process.

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Coaching from the Director of Curriculum and Instruction will improve this. More funds will be devoted to obtaining programs for EL, marginalized, and low performing students in the areas of reading, writing, combined literacy, and math literacy.

Original GOAL from prior year LCAP:	API: School will meet the annual API Growth Target, or equivalent, School-wide and for Subgroups, as mandated by the CA State Board of Education.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education as a whole school and for all subgroups.	Actual Annual Measurable Outcomes:	As API is a measured that is not being fully utilized by the state of CA in the same capacity due to change in standardized testing models, this is an inapplicable goal to truly compare the data. It should be noted, however, that Valiente's initial test scores show much room for growth even though the school may be outperforming the local, large public school districts.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Classroom instruction for all subgroups will incorporate testing strategies in preparation for the CAASPP. Through lesson/unit plan review, and frequent teacher observations, the DCI will ensure that students are prepared to succeed on the CAASP.	Executive Director, DCI and teachers will be responsible for carrying out activities. No additional expenses anticipated.	Classroom instruction for all subgroups incorporated testing strategies in preparation for the CAASPP. Through lesson/unit plan review, and frequent teacher observations, the executive director that students are prepared to succeed on the CAASPP.	No additional expenses incurred.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth

__Redesignated fluent English proficient __Other Subgroups: _____	__Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Since this LCAP goal is similar to the previous instructional goal about outperforming all comparable subgroups, academically, this goal may be redundant and need to be deleted for future years.

Original GOAL from prior year LCAP:	EL students will be reclassified as Fluent English Proficient annually.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 _X_ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All; English learners	
Expected Annual Measurable Outcomes:	60% of students will earn reclassification within three years of enrollment; 80% of students will earn reclassification within four years of enrollment; 95% of students will earn reclassification within five years of enrollment.	Actual Annual Measurable Outcomes: Valiente did reclassify, based on CELDT scores, 36% of students who tested with the CELDT. However, there were some basic measures of reclassification used as the former executive director used the bare minimum required by the state to reclassify. Upon data analysis and qualitative discussions with teachers, some of the reclassifications may have been inaccurate. Thus, the school should improve the method of collaborative decision making when it comes to CELDT reclassification.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School will review student data twice per year to identify students meeting criteria for reclassification.	Executive Director, DCI and teachers will be responsible for carrying out activities. No additional expenses anticipated.	School did review student data twice per year to identify students meeting reclassification; no students were reclassified during the second semester/spring term due to inadequate scores/data.	No additional expenses incurred.
Scope of Service:	LEA-Wide	Scope of Service:	
__All		_X_ All	

OR:

__Low Income pupils _X_ English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

OR:

__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Upon data analysis and qualitative discussions with teachers, some of the reclassifications may have been inaccurate. Thus, the school should improve the method of collaborative decision making when it comes to CELDT reclassification. The school should utilize multiple measures to ensure that the reclassifications are appropriate.

Original GOAL from prior year LCAP:	School will maintain a high Average Daily Attendance (ADA) rate.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5_X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All; English learners		
Expected Annual Measurable Outcomes:	ADA will be at least 95%.	Actual Annual Measurable Outcomes:	ADA was above 95%. This LCAP goal has been met.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Disseminate Student & Family Handbook at the beginning of every year and to mid-year enrollees. 2. Obtained copy of handbook acknowledgement from family member and student upon enrollment and every year thereafter. 3. Monitor daily, weekly and monthly attendance to identify trends and concerns. 4. Conduct meetings with families regarding attendance concerns in order to improve a student's attendance and/or punctuality. 5. Implement incentives system for students exhibiting perfect attendance and punctuality patterns. 6. Implement ladder of consequences and interventions for 1st, 2nd, and 3rd absences to preempt poor attendance.	Activities will be handled by ED, DCI, and teachers in Year 1. In addition, a portion of $80,000 in office salaries to maintain attendance records and contact parents of absent students paid for using LCFF base funds. (Object 2400) Portion of	All of these Actions and Services were completed this year.	CALPADS -$5,600, 5000 Series, LCFF Base Infinte Campus SIS - $8,560, 5000 Series, LCFF Base

	back-office contract (total contract is $47,000)to support attendance reporting and tracking paid for using LCFF base funds. (Object 5853) CALAPDS services contract for $5,600 to support accurate and timely CALPADS reporting paid for using LCFF base funds. (Object 5853)		

Scope of Service:	LEA-Wide	Scope of Service:	

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	ADA is important to achieve; Valiente administration is well aware of this. This is a generally given expectation at all schools, thus, there does not need to be a written statement noting this as it is a general expectation to maximize a school's ADA. This LCAP goal, therefore, may be deleted moving forward to avoid redundancy and unnecessary goals.

Original GOAL from prior year LCAP:	Students, including all student subgroups, will have access to and enroll in our academic and educational program as outlined in the school's charter.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5 X 6 X 7 X 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All; English learners

Expected Annual Measurable Outcomes:	100% of students, including all student subgroups, will have access to core and non-core content areas	Actual Annual Measurable Outcomes:	This goal was achieved as all students had access to and enrolled in our academic and educational program as outlined in the school's charter.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School follows a daily and weekly schedule that allows students from all subgroups to access a broad course of study, including core and non-core content areas.	VCP offers a longer school day and school year. Costs are embedded in all operational areas.	This was achieved upon first day of school. Bell schedule has been followed consistently.	Costs embedded in all operational areas.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress	As noted in previous goals, this is redundant and a basic given for all schools. There is no need for this goal as it is the basis of the school's existence and maintaining its doors open.

and/or changes to goals?

Original GOAL from prior year LCAP:	Demonstrate growth in reading comprehension and vocabulary	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All; English learners

Expected Annual Measurable Outcomes:	In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among students on the MAP Reading Test will average 5 percentiles per year until the average reaches 70.	Actual Annual Measurable Outcomes:	This LCAP goal was, unfortunately, impossible to accurately measure in outcome based on the NWEA MAP testing results. Due to the change in leadership, there was no MAP given in time to accurately compare the rates of achievement. However, based on initial SBAC results, it is understandable that an educated estimate would say that this LCAP goal was not achieved. Rates were also very different according to grade (5th grade had higher reading results than 4th grade).

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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. 2. Students will develop vocabulary skills through instruction on word origins, derivations, synonyms, antonyms, root words, and Greek and Latin roots and affixes. 3. The Drop Everything and Read period will facilitate student enjoyment of and aptitude in reading fluency and comprehension.	$10,500 in novels, readers, etc. paid for using federal start up funds. (Object 4210)	1. Structured supports were purchased 2. Drop everything and read period was utilized effectively. 3. Working on supporting students with interventions was not implemented in a thorough enough manner.	$10,236 spent through May 2016, 4000 series, Title V
Scope of Service:		Scope of Service:	LEA-Wide

<u>X</u> All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	<u>X</u> All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal should remain the same with an improved used of the NWEA/MAP system throughout both terms, adequately, in order to truly measure/assess the outcomes.

Original GOAL from prior year LCAP:	Valiente will maintain a low suspension and a low expulsion rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 X 7__ 8__ COE Only: 9__ 10__ Local: _____
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	The out of school suspension rate for enrolled students will be ≤ 5%; the expulsion rate for enrolled students will be ≤ 2%.	Actual Annual Measurable Outcomes:	Valiente met this goal and although this is an obvious goal to always achieve for, this goal will continue just to ensure the school is consistently, appropriately, and fairly managing student misbehaviors.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Disseminate Student & Family Handbook at the beginning of every year and to mid-year enrollees. 2. Obtained copy of handbook cknowledgement from family member and student upon enrollment and every year thereafter. 3. Teachers follow school-wide Positive Behavior Support Plan. 4. Teachers use strategies to build a strong positive culture and support all learners. 5. Teachers respond to minor misbehavior in an appropriate and effective way. 6. Teachers involve campus leadership for more serious offenses, including any behaviors that may result in suspension or expulsions.	Dean of Students and teachers will be responsible for carrying out activities. No additional expenses anticipated.	The school disseminates the student and family handbook to all enrollees. The acknowledgement	No additional expenses incurred.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

X All	X All
---	---
OR:	OR:
__Low Income pupils __English Learners __Foster Youth	__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient	__Redesignated fluent English proficient
__Other Subgroups: _____	__Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal should continue and Valiente will continue to monitor suspension and expulsion rates to ensure that fairness and equity continue.

Original GOAL from prior year LCAP:	No student will drop out of middle school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 X 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	100% of 6-8 students will immediately enroll in other middle schools if leaving Valiente College Preparatory before completion of eighth grade.	Actual Annual Measurable Outcomes:	No students dropped out of Valiente this year without proof that they were enrolling in another school.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Offer an academically engaging learning environment for all within a culture of high expectations and support. Ensure that students transferring out of Valiente College Preparatory are immediately enrolled in another school. Implement an academic advising program school-wide whereby teacher advises each student over four-year span so that student develops affinity for advisor and school.	Executive Director, Dean of Students, and teachers will be responsible for carrying out activities. No additional expenses anticipated.	Valiente ensured that a culture of high expectations and support were met. Students that transferred out of Valiente were immediately enrolled in another school. The academic advising program has not been set up yet due to a change in staff and change in leadership.	No additional expense incurred.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient

__Other Subgroups: _____	__Other Subgroups: _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal is a goal that is pretty obvious given the school's vision. Thus, this is not a goal that needs to be included in the LCAP moving forward. It may be deleted to avoid unnecessary goals.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

   Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

   For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$201,931

VCP will use LCFF supplemental and concentration grant funds to provide Enrichment/Intervention teachers to supplement its core program. Students requiring additional language support will receive intensive small group language support provided during Targeted Intervention. 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.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

19.49	%	
VCP meets the proportionality percentage by offering students a longer school day and year and by augmenting its teaching staff by 17% to provide targeted intervention and enrichment opportunities.		

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3
All Budget Categories	$548,405	$45,000	$45,000
1000-1999 Certificated Salaries	410,500	45,000	45,000
2000-2999 Classified Salaries	18,100	0	0
3000-3999 Employee Benefits	10,810	0	0
4000-4999 Books and Supplies	89,995	0	0
5000-5999 Services and Other Operating Expenses	19,000	0	0

Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3
All Funding Sources	$548,405	$45,000	$45,000
LCFF Base	249,474	0	0
LCFF S & C	201,931	45,000	45,000
Other State Revenues	60,000	0	0
Other Federal Funds	37,000	0	0

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	$548,405	$45,000	$45,000
1000-1999 Certificated Salaries	LCFF Base	183,479	0	0
1000-1999 Certificated Salaries	LCFF S & C	167,021	45,000	45,000
1000-1999 Certificated Salaries	Other State Revenues	60,000	0	0
2000-2999 Classified Salaries	LCFF S & C	18,100	0	0

3000-3999 Employee Benefits	LCFF S & C	10,810	0	0
4000-4999 Books and Supplies	LCFF Base	50,995	0	0
4000-4999 Books and Supplies	LCFF S & C	2,000	0	0
4000-4999 Books and Supplies	Other Federal Funds	37,000	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base	15,000	0	0
5000-5999 Services and Other Operating Expenses	LCFF S & C	4,000	0	0

Expenditures by Goal and Funding Source			
Funding Source	Year 1	Year 2	Year 3

Teachers required 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 and will be appropriately assigned.

Funding Source	Year 1	Year 2	Year 3
All Funding Sources	305,500	0	0
LCFF Base	183,479	0	0
LCFF S & C	122,021	0	0

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

Funding Source	Year 1	Year 2	Year 3
All Funding Sources	15,000	0	0
LCFF Base	15,000	0	0

100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

Funding Source	Year 1	Year 2	Year 3
All Funding Sources	37,000	0	0
Other Federal Funds	37,000	0	0

All students, including English Learners (ELs), will gain academic content knowledge through the implementation of the CCSS.

Funding Source	Year 1	Year 2	Year 3
All Funding Sources	54,000	45,000	45,000
LCFF S & C	54,000	45,000	45,000

Provide a variety of ways for parents to be involved in their child's education.

All Funding Sources	6,000	0	0
LCFF S & C	6,000	0	0

Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than comparison schools and corresponding subgroups at comparison schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

All Funding Sources	60,000	0	0
Other State Revenues	60,000	0	0

All students will demonstrate growth in reading comprehension and vocabulary.

All Funding Sources	50,995	0	0
LCFF Base	50,995	0	0

Valiente will offer an optional after school program that will incorporate a health based section (include a physically active and safe component), as well as an academically-connected arts program (such as architecture, music, and/or the arts). The program will be for at least 2 hours per day offering a physical health component and an arts/music/or architectural program.

All Funding Sources	19,910	0	0
LCFF S & C	19,910	0	0