

Valiente College Preparatory Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Dr. Esther Perez, Executive Director

Principal, Valiente College Preparatory Charter

About Our School

Dr. Perez joined the Valiente school community after 13 years of experience in education. She grew up in Central California and was the first in her family to graduate from a university as she received a Bachelor of Arts in Psychology from the University of California, San Diego. In 2004, she joined Teach For America, Los Angeles, where she taught multiple subjects in a special day class setting at Nimitz Middle School in Huntington Park. After obtaining a masters degree in Special Education from Loyola Marymount University (LMU), she became a Resource Specialist at Oscar de la Hoya ACHS in East Los Angeles. She has served as the Director of Students with Diverse Abilities (Special Education & EL students) for Bright Star Schools for approximately 4 years and then moved to higher education at LMU where she was the Director of Special Education Interns across the state of California for LMU's multiple campuses as well as the Associate Director of the LMU-TFA LA Partnership. Esther also holds a Masters degree in Educational Leadership & Policy Studies from California State University, Northridge, and completed a Doctorate in Educational Leadership & Social Justice at Loyola Marymount University. Dr. Perez has made it her mission to ensure that the students of Valiente, the city of South Gate, and its surrounding communities continue to have a school option with high expectations, valuing of culture and identity, as well as a place that truly develops children and families to love learning with goals towards college and beyond.

Contact

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

Phone: 323-744-2107
E-mail: eperez@valientecollegeprep.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
E-mail Address	duardo_debra@lacoed.edu
Web Site	http://www.lacoed.edu

School Contact Information (School Year 2017-18)	
School Name	Valiente College Preparatory Charter
Street	8691 California Ave.
City, State, Zip	South Gate, Ca, 90280-3003
Phone Number	323-744-2107
Principal	Dr. Esther Perez, Executive Director
E-mail Address	eperez@valientecollegeprep.org
Web Site	www.valientecollegeprep.org
County-District-School (CDS) Code	19101990132605

Last updated: 12/8/2017

School Description and Mission Statement (School Year 2017-18)

The mission of Valiente College Preparatory Charter School is to educate students in grades four through eight to lead lives of scholarship and integrity.

Valiente College Preparatory's school design incorporates research-based best practices from existing high-performing, achievement gap-closing schools – including a school day which extends from 7:45 am to 4:10 pm; a curriculum emphasizing foundational academic skills in reading, writing, and mathematics; and a clear commitment to student discipline and character development. These practices animate Valiente College Preparatory's core belief that all children, regardless of race, home language, or socioeconomic status, can succeed when provided with extended prioritized learning time, a standards-based and vertically aligned curriculum within an expanded middle school program, and a focus on the character values that will build school and life success.

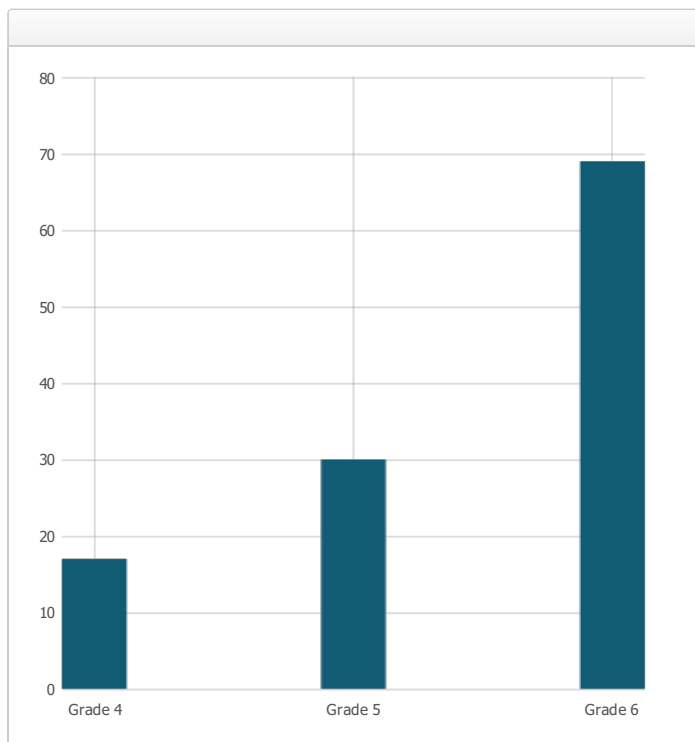
Valiente College Preparatory Charter School is a public charter school authorized by the Los Angeles County Office of Education.

Last updated: 12/8/2017

Student Enrollment by Grade Level (School Year 2016-17)

This is for 15-16 school year.

Grade Level	Number of Students
Grade 4	17
Grade 5	30
Grade 6	69
Total Enrollment	116



Last updated: 12/8/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	95.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	3.4 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.9 %
English Learners	27.6 %
Students with Disabilities	12.9 %
Foster Youth	0.0 %

Last updated: 12/8/2017

A. Conditions of Learning

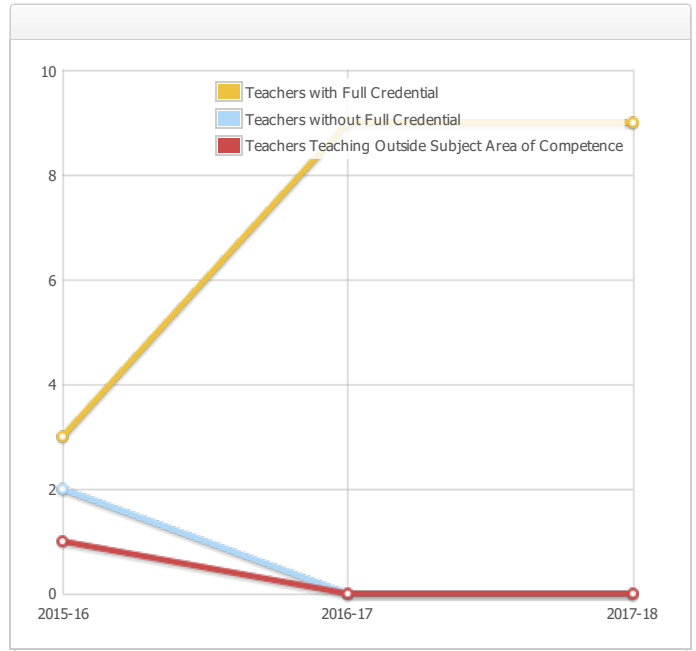
State Priority: Basic

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

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

Teacher Credentials

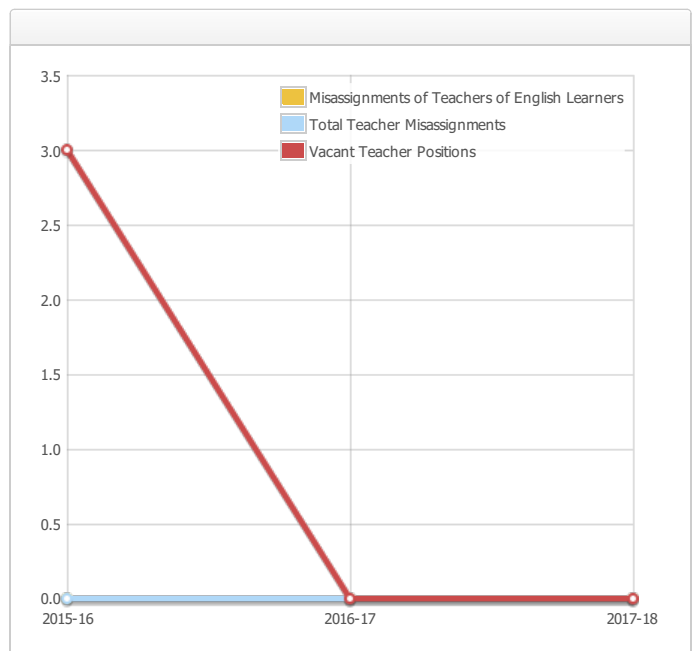
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	9	9	
Without Full Credential	2	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	



Last updated: 12/8/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/8/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: June 2016

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

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

Last updated: 12/8/2017

School Facility Conditions and Planned Improvements

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

Overall, facilities were clean and well kept.

Facility could improve in adequacy in terms of, school takes place on a rented property from a local church. The rooms required updating to match code which was completed in Fall 2015. The main office doors have been improved to be ADA Compliant as well as all door handles.

Last updated: 12/8/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2017

Overall Rating	Good
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Last updated: 12/8/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	36%	25%	40%	42%	48%	48%
Mathematics (grades 3-8 and 11)	17%	16%	27%	28%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/8/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	122	96.83%	24.59%
Male	69	65	94.20%	16.92%
Female	57	57	100.00%	33.33%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	121	118	97.52%	24.58%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	117	113	96.58%	25.66%
English Learners	58	56	96.55%	16.07%
Students with Disabilities	14	14	100.00%	14.29%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/8/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	122	96.83%	15.57%
Male	69	65	94.20%	
Female	57	57	100.00%	21.05%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	121	118	97.52%	16.10%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	117	113	96.58%	15.04%
English Learners	58	56	96.55%	
Students with Disabilities	14	14	100.00%	14.29%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/8/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	35.0%	0.0%	37.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/8/2017

Career Technical Education Programs (School Year 2016-17)

N/A

Last updated: 12/8/2017

Career Technical Education Participation (School Year 2016-17)

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

Last updated: 12/8/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	17.2%	20.7%	17.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/8/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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

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

School Site Council

Parent Advisory Committee

Attend Board Meetings

Cafecitos with the Principal

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

Attend Board Meetings

Cafecitos with the Principal

Family Nights (6 times per year)

Call and request a meeting with school leadership.

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

Family Nights (6 times per year)

Cafecitos with the Principal

Volunteer in the library

Help with lunch/breakfast

Help inside classrooms

Donate materials, resources, goods, etc.

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

State Priority: Pupil Engagement

Last updated: 12/8/2017

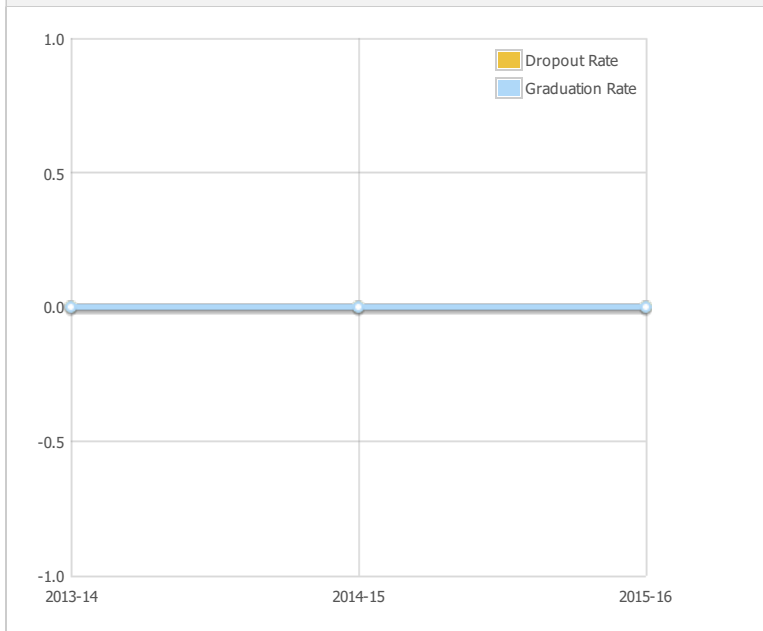
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	81.0%	82.3%	83.8%

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



Last updated: 12/8/2017

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	64.4%	87.1%
Black or African American	--	55.5%	79.2%
American Indian or Alaska Native	--	91.7%	80.2%
Asian	--	74.4%	94.4%
Filipino	--	90.5%	93.8%
Hispanic or Latino	--	64.4%	84.6%
Native Hawaiian or Pacific Islander	--	0.0%	86.6%
White	--	70.3%	91.0%
Two or More Races	--	100.0%	90.6%
Socioeconomically Disadvantaged	--	67.5%	85.5%
English Learners	--	38.9%	55.4%
Students with Disabilities	--	36.2%	63.9%
Foster Youth	--	--	--

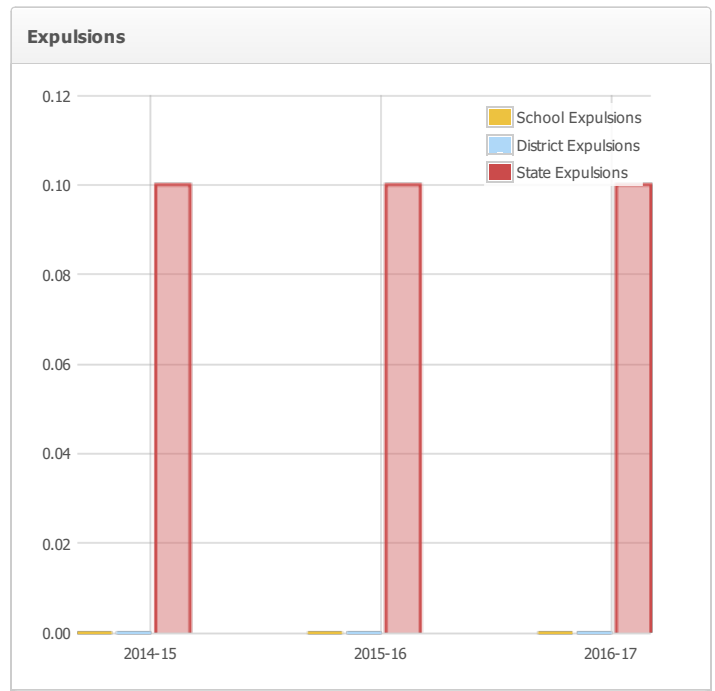
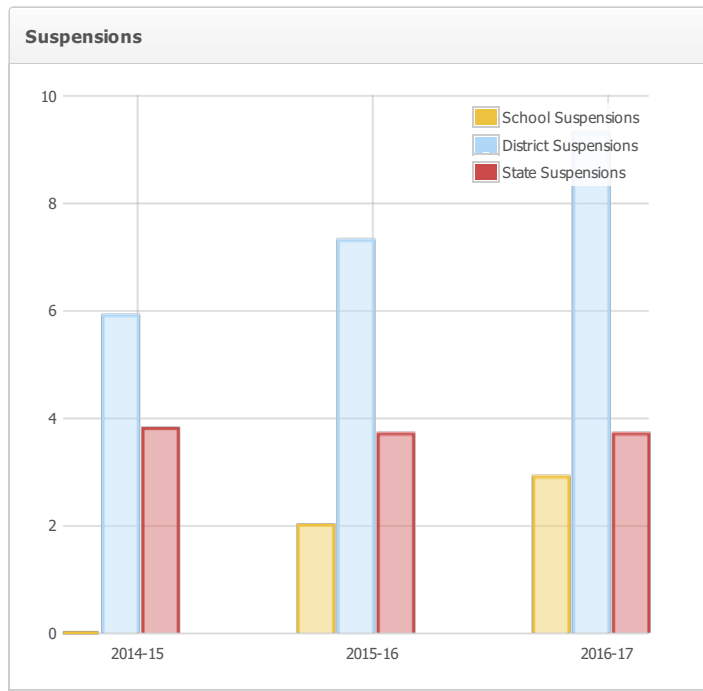
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	2.0%	2.9%	5.9%	7.3%	9.3%	3.8%	3.7%	3.7%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/8/2017

School Safety Plan (School Year 2017-18)

comprehensive school health and safety plan is available upon request. The plan was last reviewed formally in June 2017.

The plan contains comprehensive processes for numerous processes. Major processes and subjects are listed here: child abuse reporting procedures, disaster response procedures (personnel, emergency phone numbers, communication systems, staging locations, search and rescue teams, security teams, student evacuation procedures, evacuation systems, emergency drill planning, lock down procedures, fire evacuation procedures, earthquake reaction procedures, student release procedures, chemical accidents, flood, missing students, active shooter, suspicious packages, suspension/expulsion, attendance, sexual harassment, progressive discipline policies, hate crimes, and bullying.

Last updated: 12/8/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 12/8/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	17.0	2	0	0	17.0	1	0	0
5	0.0	0	0	0	27.0	0	2	0	30.0	0	1	0
6	0.0	0	0	0	0.0	0	0	0	18.0	4		0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 12/8/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0				18.0	1	1	0	19.0	5	1	0
Mathematics	18.0				18.0	1	1	0	19.0	5	1	0
Science	18.0				18.0	1	1	0	19.0	5	1	0
Social Science	18.0				18.0	1	1	0	19.0	5	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/8/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

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

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

Last updated: 12/8/2017

Types of Services Funded (Fiscal Year 2016-17)

VCP uses funds to provide Enrichment/Intervention teachers to supplement its core program. Students requiring additional language support will receive intensive small group language support provided during Targeted Intervention.

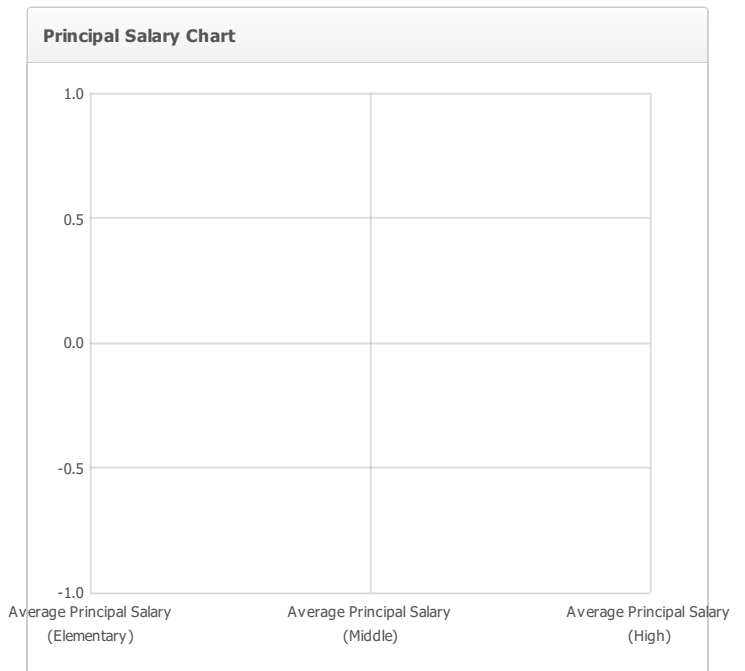
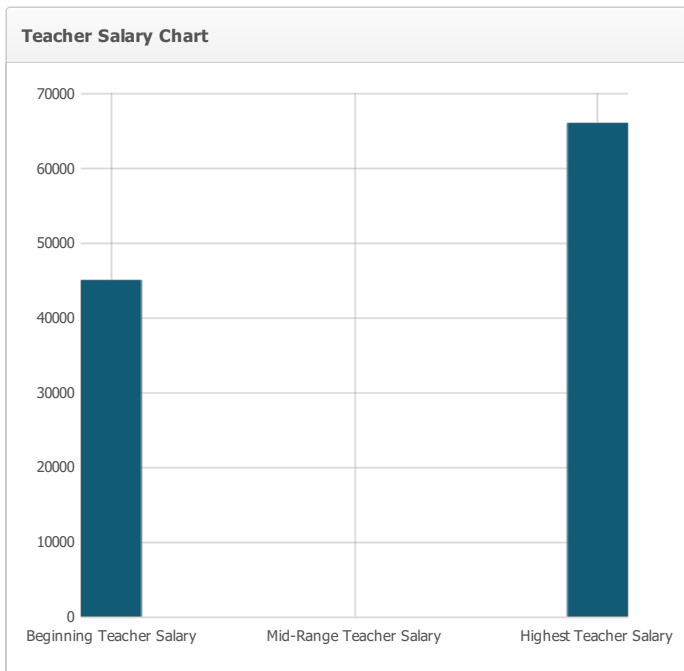
In addition VCP offers a longer school day and school year in order to allow students from all subgroups to access a broad course of study, including core and non-core content areas, which will require funding to program and enact. VCP will ensure that teachers are trained using programs such as Council in Schools, Think CERCA, ST Math, Reading Counts, Common Curriculum, various Novels in both English and Spanish, and other curriculum agreed upon by both teachers and leadership throughout the school year to meet students' needs.

Last updated: 12/8/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,000	\$
Mid-Range Teacher Salary	\$	\$
Highest Teacher Salary	\$66,000	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$90,000	\$
Percent of Budget for Teacher Salaries	82.0%	0.0%
Percent of Budget for Administrative Salaries	8.0%	0.0%

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



Last updated: 1/19/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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

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

*Where there are student course enrollments of at least one student.

Last updated: 1/19/2018

Professional Development

Teachers have 2 weeks at the beginning of the school year for Professional Development and planning. Throughout the school year, there are 8 full days devoted to professional development. Each Wednesday, teachers and school staff meet for approximately 2 hours to conduct ongoing professional development. The Director of Curriculum and Instruction conducts weekly observations providing feedback to teachers (in class coaching as needed).

Student achievement is the basis of all PD.

Teachers are supported through grade level, department, individual coaching from two administrators, and also by being sent to professional developments if/as needed.

Last updated: 1/19/2018