

Valley Charter Elementary

Leslie Lainer, Principal

Principal, Valley Charter Elementary

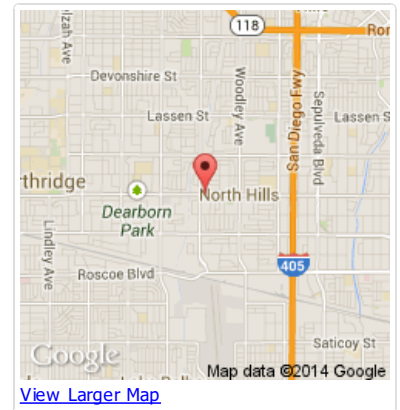
About Our School

We are a free, public charter school serving Los Angeles' San Fernando Valley. Launched in September 2010, we continue to grow and commit ourselves to ensuring that every student achieves success in his or her learning. We value community, diversity, responsibility and academic excellence. Our classrooms are small, our environment warm, and our instruction dynamic.

Contact

16514 Nordhoff St.
North Hills, CA
91343

Phone: 818-810-6713
E-mail: llainer@valleycharterschool.org



[View Larger Map](#)

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Valley Charter Elementary
Street	16514 Nordhoff St.
City, State, Zip	North Hills, Ca, 91343
Phone Number	818-810-6713
Principal	Leslie Lainer, Principal
E-mail Address	llainer@valleycharterschool.org
County-District-School (CDS) Code	19647330122754

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	John
Superintendent Last Name	Deasy
E-mail Address	john.deasy@lausd.net

Last updated: 1/5/2014

School Description and Mission Statement (School Year 2012-13)

Valley Charter Elementary School believes that all children deserve an education that is both academically excellent and individually focused to recognize and capture the whole potential of each student. We believe children of all backgrounds should learn together and from one another, and that communities and parents can create great schools and provide the highest quality education to all children. Propelled by these beliefs, we strive to provide the building blocks of every student's future through an exceptional education that values and respects diversity, intellectual curiosity, collaboration, self-discovery, and the greater world in which we live.

Four core efforts support our mission:

- **DIVERSITY:** Create a school that closes the achievement gap by serving a mixed and diverse socio-economic population.
- **CONSTRUCTIVISM:** Utilize a hands-on, experience-based curriculum that educates the whole child, including each student's academic, social, emotional, physical and artistic attributes.
- **COMMUNITY:** Foster a reciprocal relationship of service and support within the school and throughout the surrounding community.
- **GLOBAL CITIZENSHIP:** Equip each student with an understanding of their world, their responsibilities and opportunities as global citizens.

Last updated: 1/5/2014

Opportunities for Parental Involvement (School Year 2012-13)

Opportunities for parents abound at Valley Charter Elementary School. Parents can help on campus at lunch, in the office, and in classrooms or on field trips. Parents help teachers prepare materials at home and they help cleanup and beautify the school campus. Parents plan and execute fundraising and special events.

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

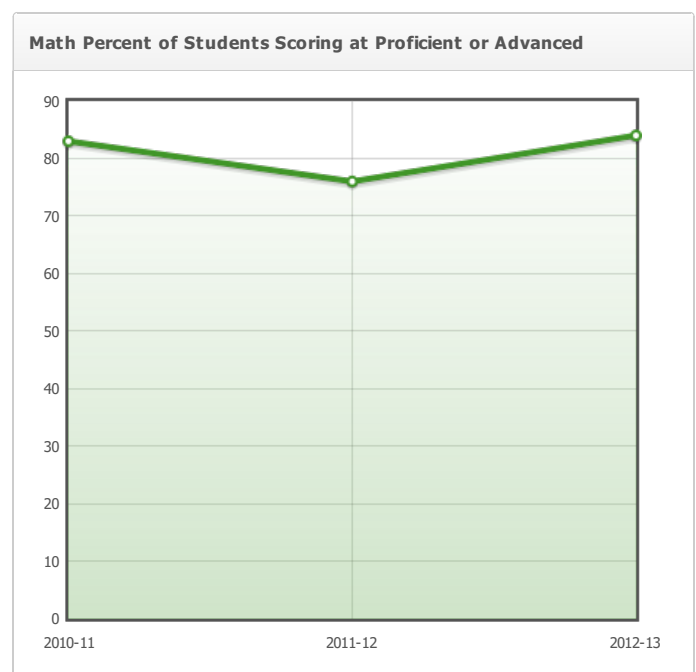
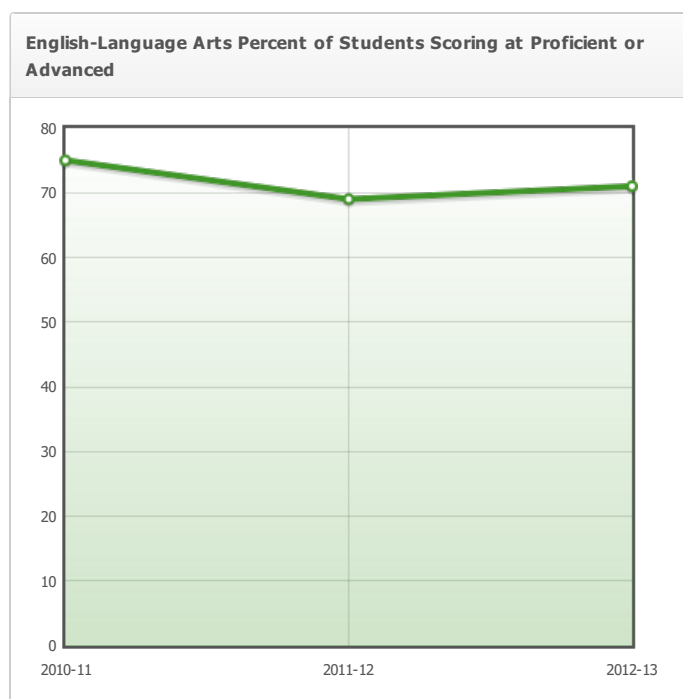
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

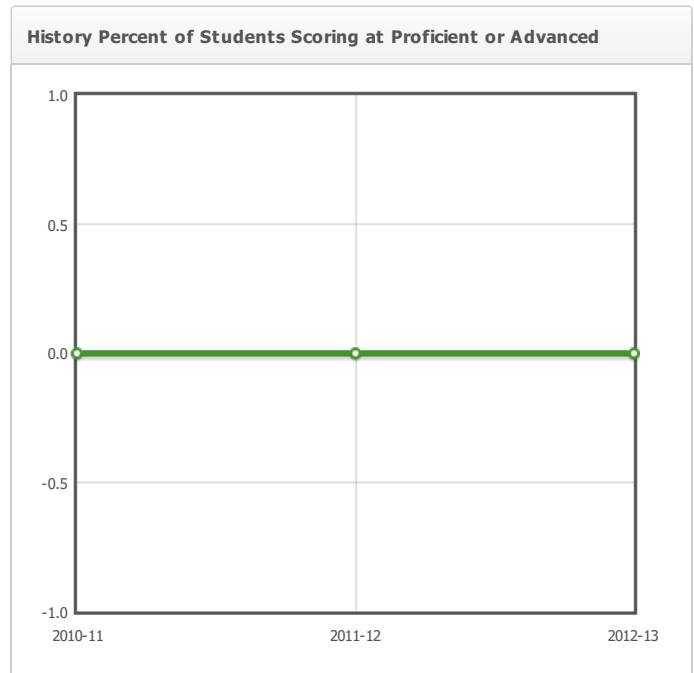
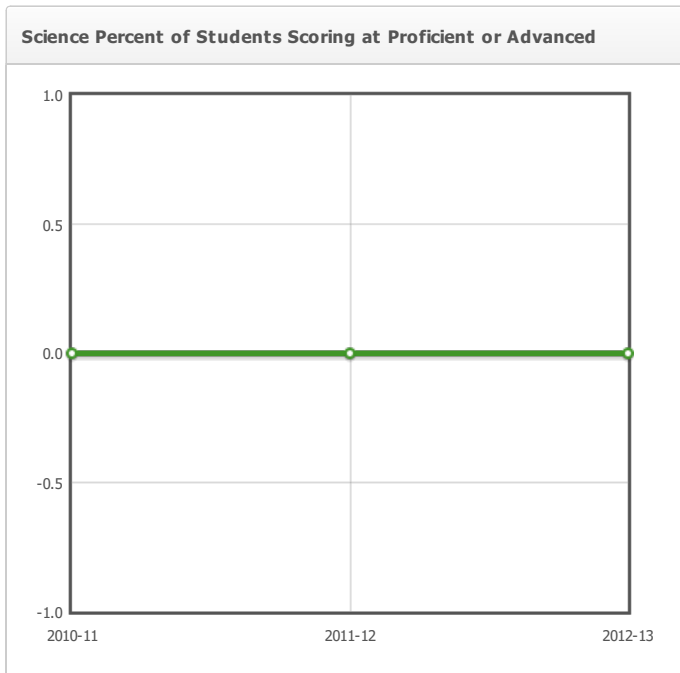
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	75%	69%	71%	44%	48%	47%	54%	56%	55%
Mathematics	83%	76%	84%	43%	44%	45%	49%	50%	50%
Science	N/A	N/A	N/A	47%	51%	52%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	37%	39%	40%	48%	49%	49%

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.





Last updated: 1/5/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47%	45%	52%	40%
All Students at the School	71%	84%	N/A	N/A
Male	75%	88%	N/A	N/A
Female	67%	79%	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	50%	69%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	81%	91%	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	44%	63%	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	75%	75%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 1/5/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	10	8	8
Similar Schools			

Last updated: 1/5/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	B	-51	28
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			14
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/5/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	128	900	407,864	749	4,655,989	790
Black or African American	1		34,995	698	296,463	708
American Indian or Alaska Native	1		1,557	756	30,394	743
Asian	2		17,001	908	406,527	906
Filipino	1		9,841	864	121,054	867
Hispanic or Latino	37	809	304,752	728	2,438,951	744
Native Hawaiian or Pacific Islander	0		1,544	786	25,351	774
White	84	938	36,642	871	1,200,127	853
Two or More Races	2		1,289	564	125,025	824
Socioeconomically Disadvantaged	29	803	283,245	731	2,774,640	743
English Learners	15	786	162,555	706	1,482,316	721
Students with Disabilities	13	851	52,441	573	527,476	615

Last updated: 1/5/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Last updated: 1/5/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	658
Percent of Schools Currently in Program Improvement	N/A	83.1%

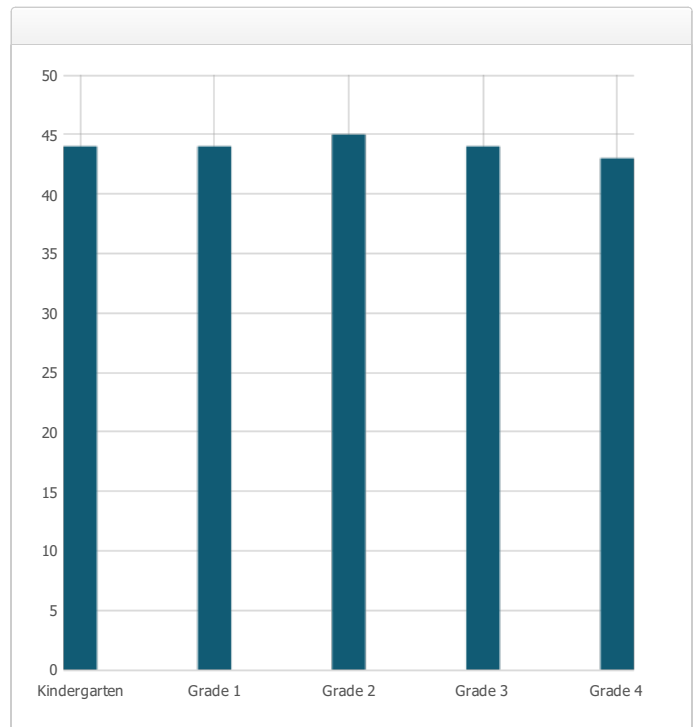
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Last updated: 1/5/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

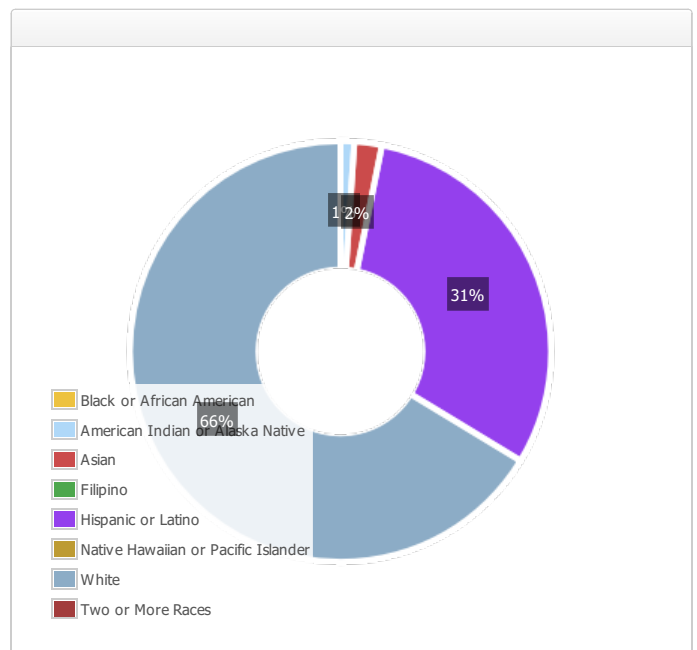
Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	45
Grade 3	44
Grade 4	43
Total Enrollment	220



Last updated: 1/5/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.8
Asian	2.3
Filipino	0.9
Hispanic or Latino	29.5
Native Hawaiian or Pacific Islander	0.0
White	63.6
Two or More Races	0.9
Socioeconomically Disadvantaged	19.5
English Learners	8.2
Students with Disabilities	6.8



Last updated: 1/5/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	21.5	2	0	0	22.0	0	2	0	22.0		2	
1	16.5	2	0	0	22.0	0	2	0	22.0		2	
2	17.5	2	0	0	22.0	0	2	0	23.0		2	
3					22.0	0	2	0	22.0		2	
4									22.0		2	
5												
6												
Other												

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

Last updated: 1/5/2014

School Safety Plan (School Year 2012-13)

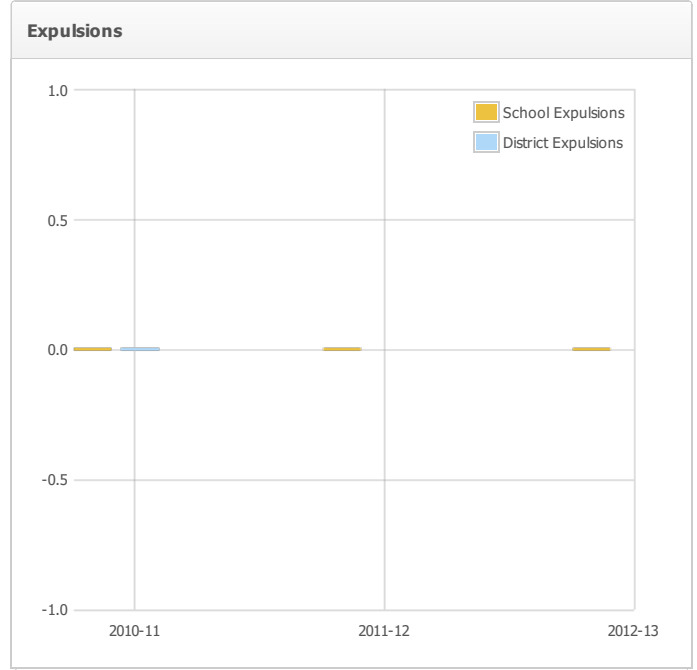
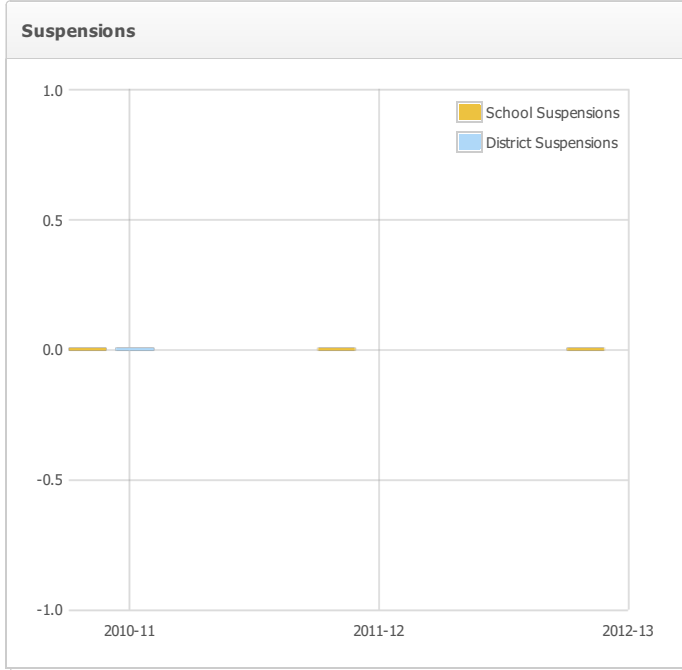
The school has a comprehensive safety plan which includes plans for earthquake, fire, and lockdowns. The plan is reviewed every August with a Safety Committee and the entire faculty. The school safety bin is stocked with food, water, and first aid supplies for an emergency. The school added a full loudspeaker and communication system in the 2012-13 school year.

Last updated: 1/5/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	0.00	0.00			
Expulsions	0.00	0.00	0.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/5/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The school takes great efforts to ensure that the campus is clean, safe, and functional.

The school has twelve full-size classrooms, several extra rooms, and an office. The outdoor space includes a kindergarten playground, a large field, basketball and sports court, and a large sand playground. The school is clean and well-maintained. The school passed all health inspections in 2012-13.

Last updated: 1/5/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	none
Interior: Interior Surfaces	Good	none
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Regular plumbing maintenance.
Safety: Fire Safety, Hazardous Materials	Good	Fire alarm and fire extinguishers checked yearly.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2012-13)

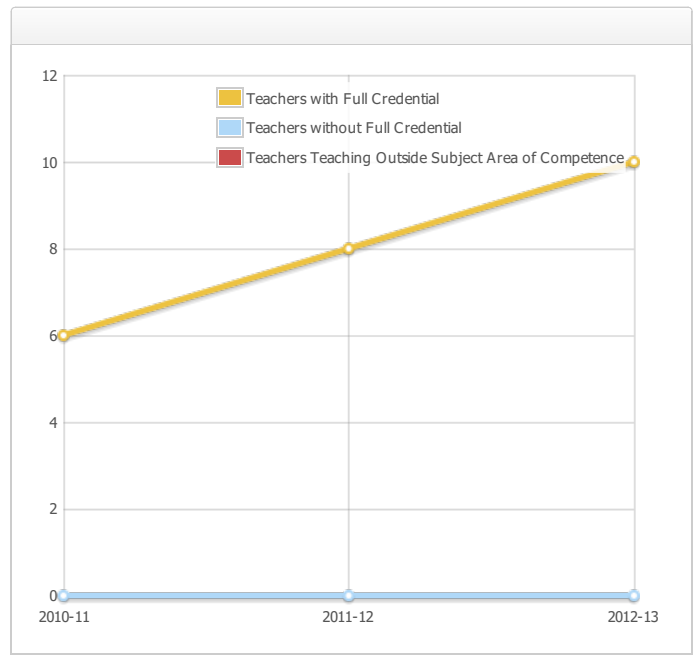
Overall Rating	Exemplary
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Last updated: 1/5/2014

Teachers

Teacher Credentials

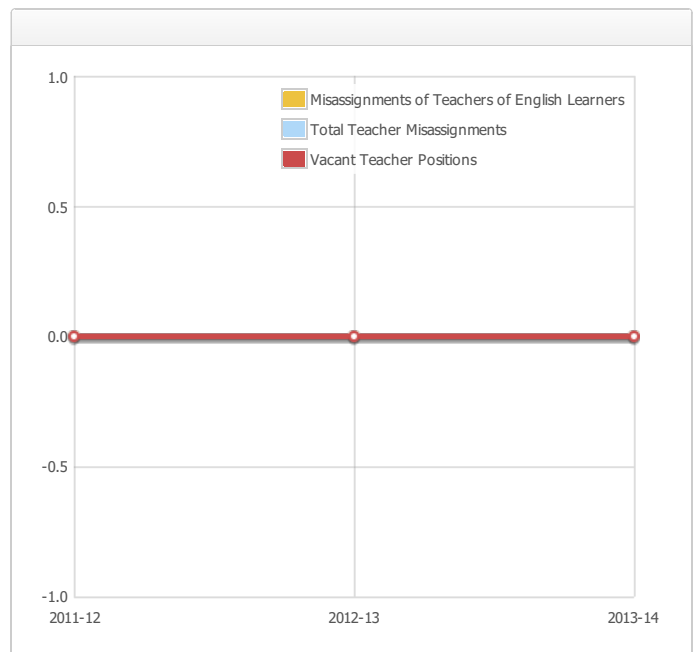
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	6	8	10	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/5/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/5/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/5/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.6	N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

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

Last updated: 1/5/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	VCES does not use textbooks for English Language Arts. We use the Reader's and Writer's Workshop adopted from Columbia University Teacher's College (Reading and Writing Project). Each classroom has an abundant library with appropriate book choices.		0.0
Mathematics	Singapore Mathematics		0.0
Science	As a Project-based learning school, we create most of our materials. We do use FOSS kits to supplement our units.		0.0
History-Social Science	As a Project-based learning school, we create our materials and units of study. We use literature and primary sources.		0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/5/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,111	\$3,029	\$5,082	\$53,528
District	N/A	N/A	N/A	\$66,851
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$69,704
Percent Difference – School Site and State	N/A	N/A	-8.00%	-23.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/5/2014

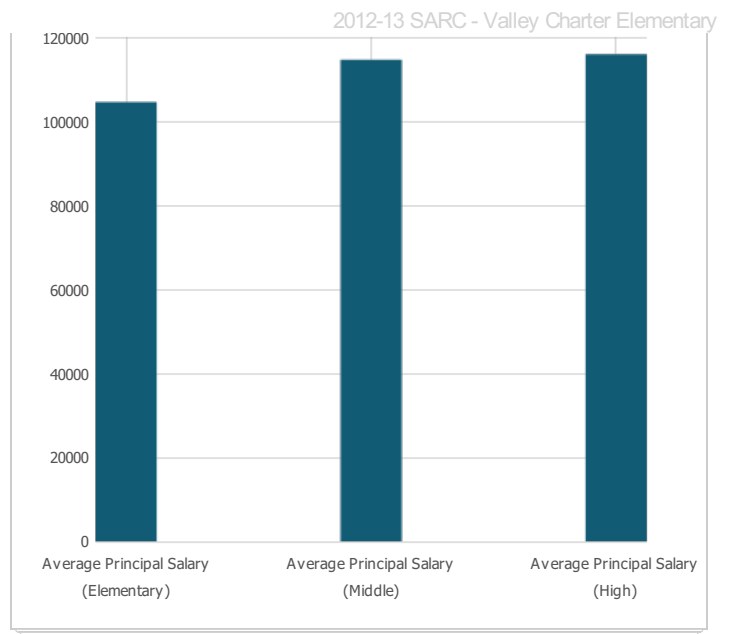
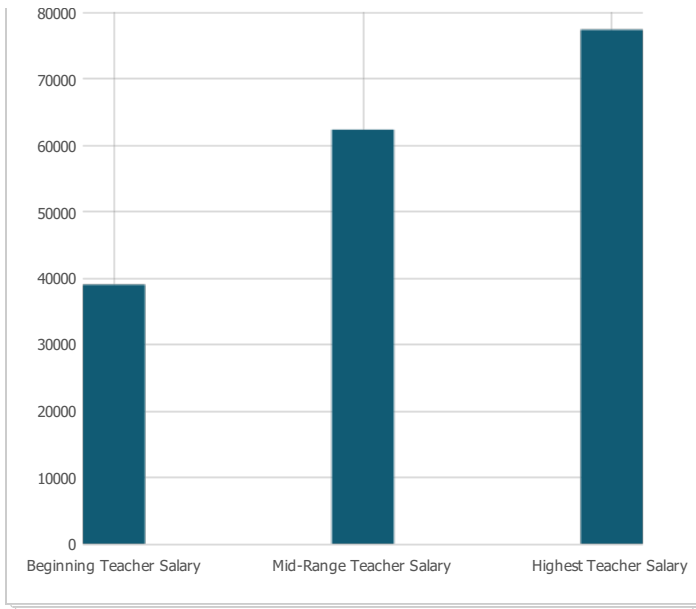
Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,008	\$41,462
Mid-Range Teacher Salary	\$62,307	\$66,133
Highest Teacher Salary	\$77,359	\$85,735
Average Principal Salary (Elementary)	\$104,537	\$107,206
Average Principal Salary (Middle)	\$114,610	\$111,641
Average Principal Salary (High)	\$115,924	\$122,628
Superintendent Salary	\$275,000	\$225,176
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/5/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In 2012-13, the staff participated in an intensive three day conference on Project-Based Learning. There were many follow-up PBL trainings and planning days throughout the year. Several training days were spent on Singapore Math practice and instruction. Time was also spent analyzing data and developing plans for closing the achievement gap. Other professional development focus included but was not limited to Writer's/Reader's Workshop, student behavior, and Project-Based Learning, Constructivist teaching, year-long planning, and meeting the needs of special education students.

Last updated: 1/5/2014