

Executive Summary School Accountability Report Card, 2011–12

For Valley Charter Elementary

Address: 16514 Nordhoff Street

Phone: (818) 810-6713

Principal: Leslie Lainer, Principal

Grade Span: K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This 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.

Student Enrollment

Group	Enrollment
Number of students	175
Black or African American	1.1%
American Indian or Alaska Native	1.7%
Asian	1.1%
Filipino	1.7%

Hispanic or Latino	25.7%
Native Hawaiian or Pacific Islander	0.0%
White	67.4%
Two or More Races	1.1%
Socioeconomically Disadvantaged	21.1%
English Learners	8.0%
Students with Disabilities	0.0%

Teachers

Indicator	Teachers
Teachers with full credential	8
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject**Students Proficient and Above on STAR* Program Results****English-Language Arts** 69%**Mathematics** 76%**Science** 0%**History-Social Science** 0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator**Result****2012 Growth API Score (from 2012 Growth API Report)**

872

Statewide Rank (from 2011 Base API Report)

10

Met All 2012 AYP Requirements

no

Number of AYP Criteria Met Out of the Total Number of Criteria Possible

Met 4 of 5

2012–13 Program Improvement Status (PI Year)

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Narrative provided by the LEA.

Repairs Needed

Narrative provided by the LEA.

Corrective Actions Taken or Planned

Narrative provided by the LEA.

Curriculum and Instructional Materials

Core Curriculum Area

Pupils Who Lack Textbooks and Instructional Materials

Reading/Language Arts

0

Mathematics

0

Science

0

History-Social Science

0

Foreign Language

0

Health

0

Visual and Performing Arts

0

Science Laboratory Equipment (grades 9-12)

N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)	
School Site		LEA Provided
District		LEA Provided
State	\$5,455	

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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 at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Valley Charter Elementary	District Name	Los Angeles Unified
Street	16514 Nordhoff Street	Phone Number	(213) 241-1000
City, State, Zip	North Hills, CA, 91343	Web Site	www.lausd.net

Phone Number (818) 810-6713

Superintendent John Deasy

Principal Leslie Lainer, Principal

E-mail Address superintendent@lausd.net

E-mail Address llainer@valleycharterschool.org

CDS Code 19647330122754

School Description and Mission Statement (School Year 2011–12)

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.
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Opportunities for Parental Involvement (School Year 2011–12)

Opportunities for parents abound at Valley Charter Elementary School. Parents can help on campus at lunch, in the office, and in classrooms. 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 Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	44	Grade 8	0
Grade 1	44	Ungraded Elementary	0

Grade 2	43	Grade 9	0
Grade 3	44	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	175

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.1%
American Indian or Alaska Native	1.7%
Asian	1.1%
Filipino	1.7%
Hispanic or Latino	25.7%
Native Hawaiian or Pacific Islander	0.0%
White	67.4%

Two or More Races	1.1%
Socioeconomically Disadvantaged	21.1%
English Learners	8.0%
Students with Disabilities	0.0%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009–10 Number of Classes*			2010–11 Number of Classes*			2011–12 Number of Classes*			
	Avg. Class Size			Avg. Class Size			Avg. Class Size			
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	
K			21.5	2	0	0	22	0	2	0
1			16.5	2	0	0	22	0	2	0
2			17.5	2	0	0	22	0	2	0
3							22	0	2	0
4										
5										
6										
Other										

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
Mathematics	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
Science	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
Social Science	LEA Provided	LEA Provided	LEA Provided	LEA Provided								

* 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.

III. School Climate

School Safety Plan (School Year 2011–12)

Narrative provided by the LEA.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	N/A	0	0	LEA provided	LEA provided	LEA provided
Expulsions	N/A	0	0	LEA provided	LEA provided	LEA provided

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

We are currently housed on the Valley Park Baptist Church property.

School Facility Good Repair Status (School Year 2012–13)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	0	6	8	LEA Provided
Without Full Credential	0	0	0	LEA Provided
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	LEA Provided

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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 at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	Percent of Classes In Core Academic Subjects Not Taught by
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Highly Qualified Teachers**Highly Qualified Teachers****This School**

100%

0%

All Schools in District

LEA Provided

LEA Provided

High-Poverty Schools in District

LEA Provided

LEA Provided

Low-Poverty Schools in District

LEA Provided

LEA Provided

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	

Speech/Language/Hearing Specialist .15%

Resource Specialist (non-teaching) .44%

Other

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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 instruction 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/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	LEA Provided	LEA Provided	0
Mathematics	LEA Provided	LEA Provided	0
Science	LEA Provided	LEA Provided	0
History-Social Science	LEA Provided	LEA Provided	0
Foreign Language	LEA Provided	LEA Provided	0
Health	LEA Provided	LEA Provided	0
Visual and Performing Arts	LEA Provided	LEA Provided	0

Science Laboratory Equipment (grades 9-12)

LEA Provided

LEA Provided

LEA Provided

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
	\$9,962.68	\$2,582.21	\$7,380.47	\$57,984.00
School Site			\$7,380.47	\$57,984.00
District				
Percent Difference – School Site and District			0%	0%
State			\$5,455	\$68,835
Percent Difference – School Site and State				

Note: Cells shaded in black 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 at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

Narrative provided by the LEA.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,455
Mid-Range Teacher Salary	\$63,553	\$66,043
Highest Teacher Salary	\$78,906	\$85,397
Average Principal Salary (Elementary)	\$106,214	\$106,714
Average Principal Salary (Middle)	\$116,011	\$111,101
Average Principal Salary (High)	\$113,459	\$121,754
Superintendent Salary	\$275,000	\$223,357
Percent of Budget for Teacher Salaries	35.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. 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.

- **California 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 at <http://star.cde.ca.gov>.

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

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	75%	69%	41%	44%	48%	52%	54%	56%	
Mathematics	83%	76%	39%	43%	44%	48%	50%	51%	
Science	0%	0%	43%	47%	51%	54%	57%	60%	
History-Social Science	0%	0%	33%	37%	39%	44%	48%	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.

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	48%	44%	51%	39%
All Students at the School	69%	76%	0%	0%
Male	77%	83%	0%	0%
Female	61%	68%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	45%	62%	0%	0%
Native Hawaiian or Pacific Islander				
White	83%	85%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	36%	50%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%

Students Receiving Migrant Education Services

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Percent of Students Scoring at Proficient or Advanced

Subject	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts				41%	47%	45%	54%	59%	56%
Mathematics				42%	46%	50%	54%	56%	58%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	23%	22%	50%	34%	16%

All Students at the School

Male

Female

Black or African American

American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Two or More Races

Socioeconomically Disadvantaged

English Learners

Students with Disabilities

Students Receiving Migrant Education Services

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Percent of Students Meeting Fitness Standards

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

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.

X. 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* at <http://www.cde.ca.gov/ta/ac/ap/>.

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	2009	2010	2011
Statewide			

Similar Schools

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School		B	-51
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	85	872	416,460	745	4,664,264	788
Black or African American	2		36,627	696	313,201	710
American Indian or Alaska Native	0		1,395	754	31,606	742
Asian	0		16,488	909	404,670	905
Filipino	0		10,318	863	124,824	869
Hispanic or Latino	29	780	312,515	723	2,425,230	740
Native Hawaiian or Pacific Islander	0		1,443	792	26,563	775
White	53	924	36,849	874	1,221,860	853
Two or More Races	0		600	805	88,428	849
Socioeconomically Disadvantaged	22	726	344,647	728	2,779,680	737
English Learners	6		197,134	677	1,530,297	716
Students with Disabilities	6		53,956	554	530,935	607

Adequate Yearly Progress

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* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
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

Federal Intervention Program (School Year 2012–13)

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*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		603
Percent of Schools Currently in Program Improvement		64.4%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU

campus in that region. For admission, application, and fee information see the *CSU Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate				24.7	20.7		16.6	14.4	
Graduation Rate				62.43	61.09		74.72	76.26	

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	LEA Provided	LEA Provided	N/D
Black or African American	LEA Provided	LEA Provided	N/D
American Indian or Alaska Native	LEA Provided	LEA Provided	N/D
Asian	LEA Provided	LEA Provided	N/D
Filipino	LEA Provided	LEA Provided	N/D

Hispanic or Latino	LEA Provided	LEA Provided N/D
Native Hawaiian or Pacific Islander	LEA Provided	LEA Provided N/D
White	LEA Provided	LEA Provided N/D
Two or More Races	LEA Provided	LEA Provided N/D
Socioeconomically Disadvantaged	LEA Provided	LEA Provided N/D
English Learners	LEA Provided	LEA Provided N/D
Students with Disabilities	LEA Provided	LEA Provided N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

Narrative provided by the LEA.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	LEA Provided
Percent of pupils completing a CTE program and earning a high school diploma	LEA Provided
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	LEA Provided

Courses for University of California and/or California State University Admission

UC/CSU Course Measure

Percent

2011-12 Students Enrolled in Courses Required for UC/CSU Admission

2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission

0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. 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 2011-2012, the staff participated in an intensive eight-day summer institute conducted by the VCES administrator and teaching specialists. Three of the days were on Singapore Math and the remaining days focused on Constructivist teaching, year-long planning, and meeting the needs of special education students. Throughout the year, the staff had seven professional development days and demonstration/observation lessons focusing on Singapore Math. Other professional development focus included but was not limited to Writer's/Reader's Workshop, student behavior, and Project-Based Learning.

<p>Valley Charter Elementary School Accountability Report Card, 2011-2012 Los Angeles Unified <i>Provided by the Ed-Data Partnership</i> For more information visit www.ed-data.org</p>
