

# Valley Charter Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.

## Jeniffer Mansfield, Principal

 Principal, Valley Charter Elementary

### About Our School

Valley Charter Elementary School (VCES) is a tuition-free and non sectarian public K-5 elementary school serving socio and economically diverse families throughout Los Angeles. 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

*Valley Charter Elementary*  
16514 Nordhoff St.  
North Hills, CA 91343-3724

Phone: 818-810-6713  
E-mail: [jmansfield@valleycharterschool.org](mailto:jmansfield@valleycharterschool.org)

# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>E-mail Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Valley Charter Elementary
<b>Street</b>	16514 Nordhoff St.
<b>City, State, Zip</b>	North Hills, Ca, 91343-3724
<b>Phone Number</b>	818-810-6713
<b>Principal</b>	Jeniffer Mansfield, Principal
<b>E-mail Address</b>	<a href="mailto:jmansfield@valleycharterschool.org">jmansfield@valleycharterschool.org</a>
<b>Web Site</b>	<a href="http://valleycharterschool.org">http://valleycharterschool.org</a>
<b>County-District-School (CDS) Code</b>	19647330122754

Last updated: 1/17/2019

## School Description and Mission Statement (School Year 2018—19)

### Our Mission Statement

The mission of Valley Charter Elementary School is to provide a holistic and exceptional education to a diverse student body, cultivating in students intellectual curiosity, collaboration, respect for others, and a passion for excellence.

We fulfill this mission by:

Providing a constructivist, inquiry-based learning environment in which teachers guide students through active learning processes that develop conceptual understanding as well as self-knowledge.

Implementing a project-based curriculum that develops academic, interpersonal, intrapersonal and artistic skills.

Creating a program that develops students to be creative and critical thinkers, who are unafraid to question, challenge and express themselves; and that prepares students to lead and to serve the greater good as members of a democratic society and as citizens of our growing global community.

Setting the highest individualized standards for all students, so our students realize their potential and can compete with the best students in the country.

Creating a school culture that values character and citizenship as well as achievement, and process as well as product. ?

Giving faculty time, resources, autonomy and a collaborative atmosphere to continually develop their skills, research, create, evaluate and refine projectbased curricula, and reflect on the learning of their students.

Communicating regularly with students' families, seeking family involvement in the life of the school, and continually reaching out to all families in the neighborhood to ensure a diverse and inclusive learning community.

### Our Vision

The purpose of Valley Charter Schools is to enable students to become thinking, fulfilled, caring individuals with sensitivity to, and understanding of, the diverse environment and society in which we live. We believe all children deserve a meaningful education that realizes their potential and by which students discover their own unique talents and gifts. We believe learning happens best when students work across disciplines, solve new problems, work in teams, take initiative, and responsible risks. At VCES, teachers, not textbooks, know students best; therefore, our collaborative teachers drive instruction. We strive to develop and communicate best practices, and mentor others as we have been mentored. We believe communities can come together to build great schools where academic excellence is available to all children.

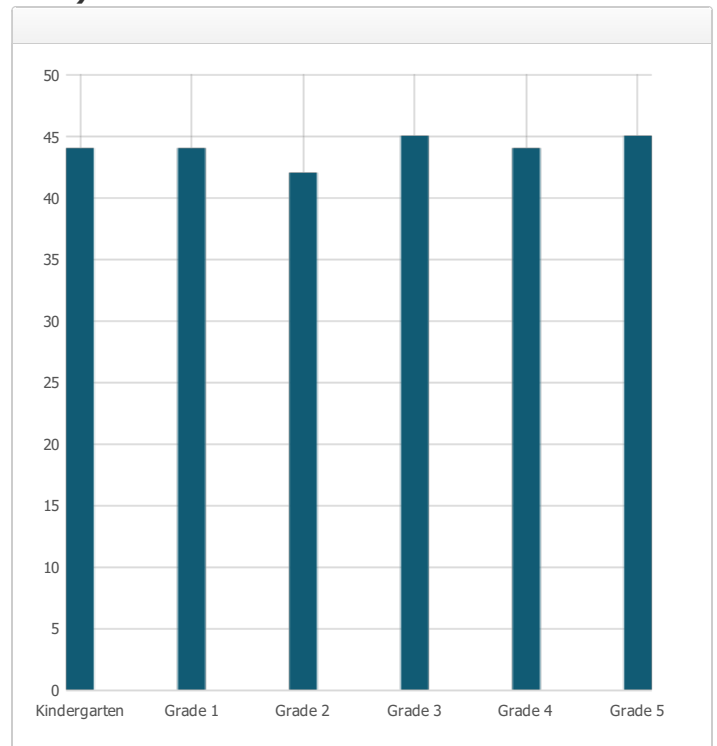
### Our Educational Philosophy

At the foundation of our educational philosophy is a belief that learning should be an active experience that involves a community of educators, students and families. We believe that effective schools create a culture of caring and respect that supports all members in achieving their potential academically, socially, emotionally, artistically, and physically. To enable all to work together toward these ends, we believe in explicitly expressing our learning goals, CCSS and school-defined behavioral and attitudinal objectives. VCES expects all involved with the school to support these convictions and to endorse a constructivist learning environment that nurtures, challenges, and values every member of the community. VCES also adheres to the belief that students should be given opportunities to direct their own learning. VCES students are asked to explore their interests through the process of formulating essential questions that drive their learning experiences. Similarly, teachers develop their own questions about student learning and examine their practices.

*Last updated: 1/17/2019*

**Student Enrollment by Grade Level (School Year 2017—18)**

Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	42
Grade 3	45
Grade 4	44
Grade 5	45
<b>Total Enrollment</b>	<b>264</b>



*Last updated: 1/17/2019*

**Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	%
Asian	3.0 %
Filipino	6.4 %
Hispanic or Latino	40.5 %
Native Hawaiian or Pacific Islander	%
White	40.9 %
Two or More Races	8.3 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.5 %
English Learners	9.8 %
Students with Disabilities	9.1 %
Foster Youth	%

## A. Conditions of Learning

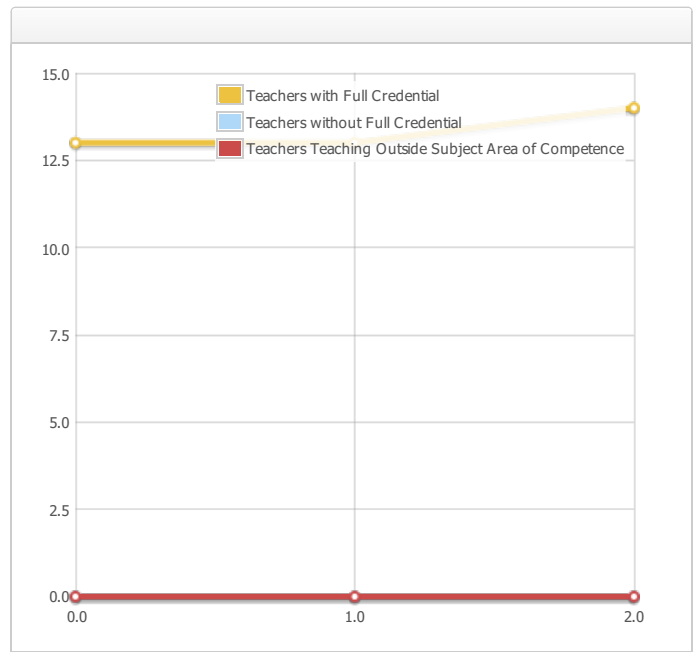
### State Priority: Basic

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

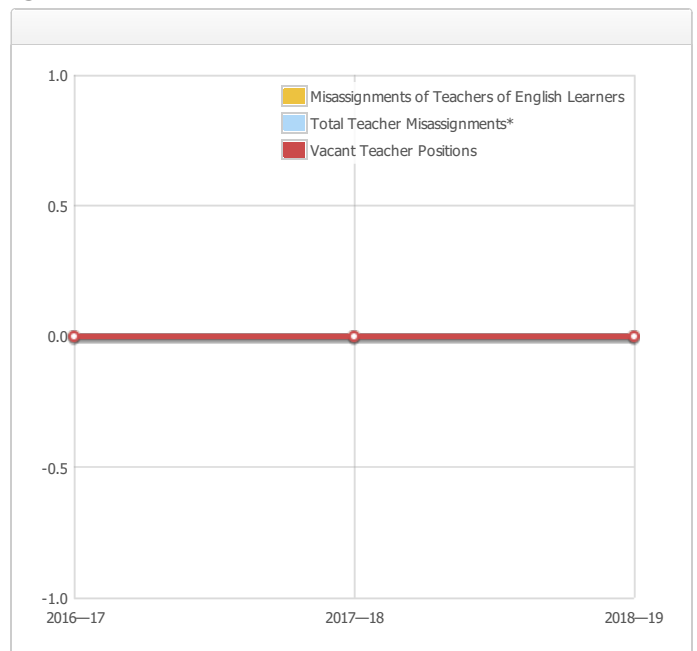
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	13	13	14	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/28/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected:

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Leveled Readers Teacher created materials	Yes	0.0 %
Mathematics	Singapore Math Teacher created materials	Yes	0.0 %
Science	FOSS Kits Teacher created materials (project-based learning) Primary sources	Yes	0.0 %
History-Social Science	Teacher created materials (project-based learning) Primary source	Yes	0.0 %
Foreign Language			0.0 %
Health	Teacher created materials Physical education equipment	Yes	0.0 %
Visual and Performing Arts	Teacher created materials Orff Instruments	Yes	0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2019

## School Facility Conditions and Planned Improvements

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 and safety inspections in 2017-18.

*Last updated: 1/28/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	The school passed all fire inspections, all extinguishers are inspected and up-to-date.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The well-maintained outdoor space includes a kindergarten playground, a large field, basketball and sports court, and a large sand playground.

## Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Exemplary
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*Last updated: 1/29/2019*

## 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	65.0%	66.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	64.0%	58.0%	30.0%	32.0%	37.0%	38.0%

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.

Note: ELA and 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.

*Last updated: 1/28/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	132	100.00%	65.91%
Male	74	74	100.00%	60.81%
Female	58	58	100.00%	72.41%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	50	50	100.00%	50.00%
Native Hawaiian or Pacific Islander				
White	61	61	100.00%	80.33%
Two or More Races	11	11	100.00%	54.55%
Socioeconomically Disadvantaged	48	48	100.00%	45.83%
English Learners	17	17	100.00%	35.29%
Students with Disabilities	17	17	100.00%	35.29%
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: 12/5/2018*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	132	100.00%	57.58%
Male	74	74	100.00%	59.46%
Female	58	58	100.00%	55.17%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	50	50	100.00%	42.00%
Native Hawaiian or Pacific Islander				
White	61	61	100.00%	68.85%
Two or More Races	11	11	100.00%	54.55%
Socioeconomically Disadvantaged	48	48	100.00%	39.58%
English Learners	17	17	100.00%	29.41%
Students with Disabilities	17	17	100.00%	41.18%
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: 12/5/2018

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 12/5/2018*

# 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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	88.6%	88.6%	88.4%

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: 1/28/2019*

## 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 school site

#### Opportunities for Parental Involvement (School Year 2018—19)

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.

# State Priority: Pupil Engagement

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

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

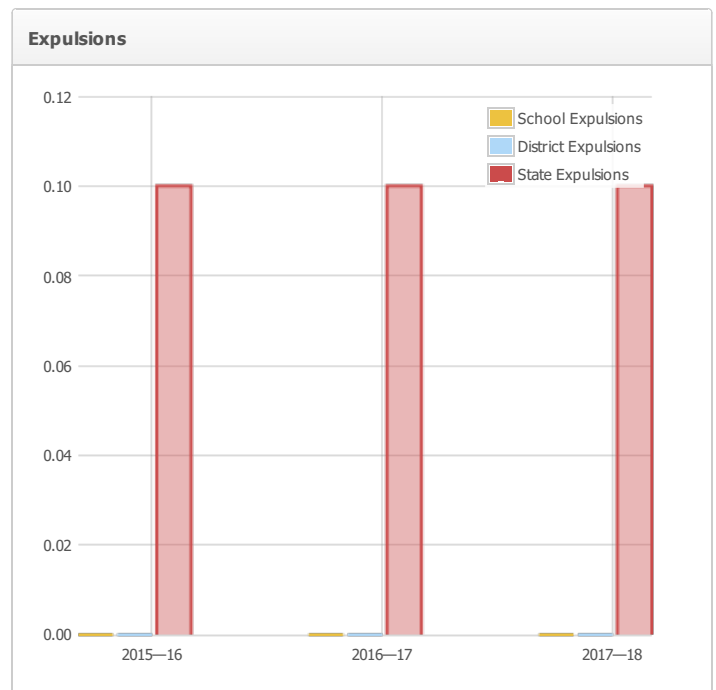
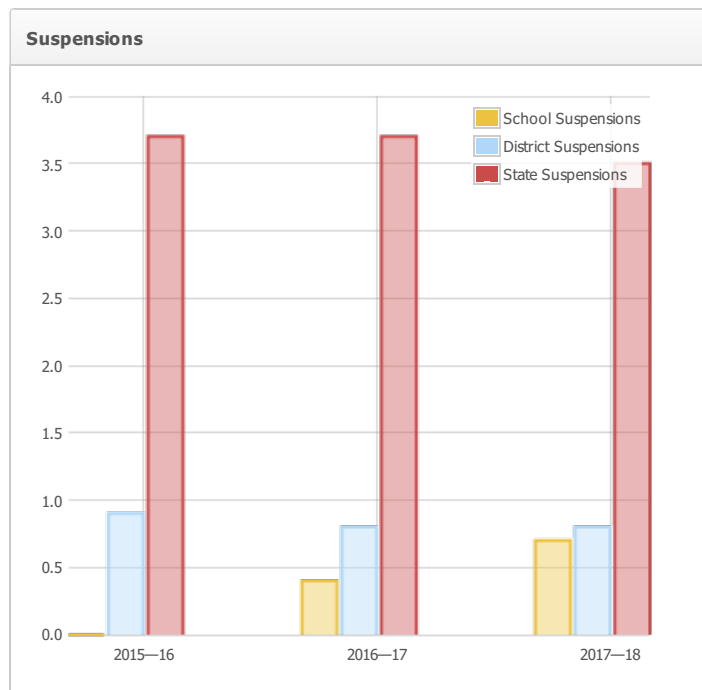
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	0.4%	0.7%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/28/2019

## School Safety Plan (School Year 2018—19)

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 and staff. The school safety bin is stocked with food, water, and first aid supplies for an emergency. The school has a full loudspeaker and communication system. Fire extinguishers are in every room and are serviced yearly. The school has a functioning fire alarm system.

Last updated: 12/5/2018

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		2	
1	22.0		2	
2	22.0		2	
3	22.0		2	
4	22.0		2	
5	22.0		2	
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		2	
1	22.0		2	
2	22.0		2	
3	22.0		2	
4	22.0		2	
5	22.0		2	
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		2	
1	22.0		2	
2	21.0		2	
3	22.0		2	
4	22.0		2	
5	22.0		2	
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/28/2019

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

	Expenditures Per Pupil	Expenditures Per Pupil
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<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>(Restricted)</b>	<b>(Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$10187.3	\$2536.2	\$7651.2	\$64069.2
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	1.0%	14.0%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	7.0%	20.0%

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

*Last updated: 1/31/2019*

## Types of Services Funded (Fiscal Year 2017—18)

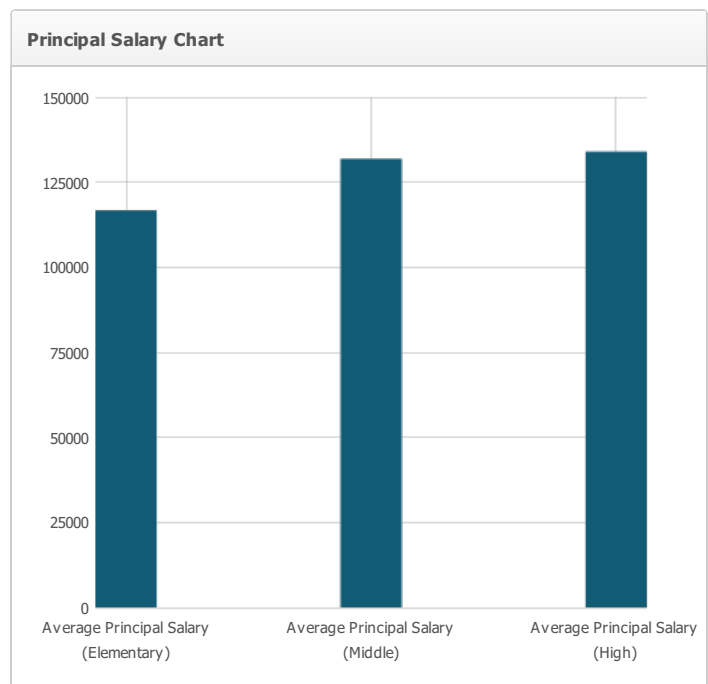
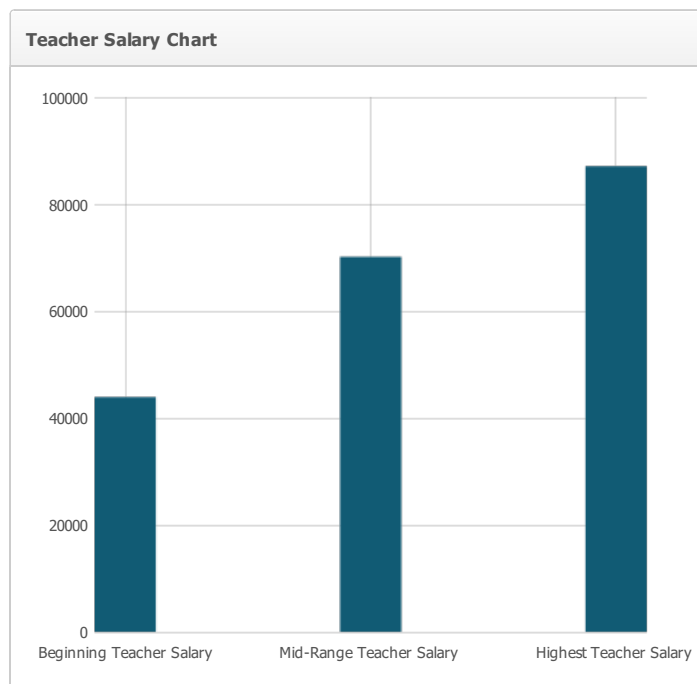
A comprehensive program is provided in all core subject areas. Teachers teach in large and small groups, and individually. Teaching assistants support student learning in each classroom. Students receive education in health, music, physical education, visual and performing arts.

*Last updated: 1/28/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/28/2019*

## Professional Development

The faculty participates in extensive professional development. The faculty participates in Project Based Learning trainings and planning days throughout the year, including NGSS. Several training days are spent on Singapore Math practice and instruction, and an expert is on campus several days per year to support instruction and student learning. Extensive time was spent in out-of-classroom training and in-class support for improving the Balanced Literacy program. Time is also spent analyzing data and developing plans for closing the achievement gap and supporting English language learners. Other professional development focus includes progress monitoring students, Writer's/Reader's Workshop, student behavior, Constructivist teaching, year-long planning, and meeting the needs of special education student.

*Last updated: 1/28/2019*