

Executive Summary School Accountability Report Card, 2010–11

For Antelope Valley Learning Academy

Address:	1601 E. Palmdale Blvd., Suite C, Palmdale, CA 93550	Phone:	(661) 952-6028
Principal:	Ms. Erin S. Wade	Grade Span:	K-8

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 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

The Antelope Valley Learning Academy (AVLA) is a public charter organization that offers a personalized educational program for those families who prefer using a home study model to meet academic needs. Typical students are those whose parents have become dissatisfied with the quality of education their children are receiving in the local public school systems. Other students come to us from home-schooling families who are ready to take advantage of our combination of a part-time classroom option which includes credentialed teachers and subject tutors, giving them the best of both worlds. Regardless of the reason, AVLA offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards, that provides a challenging, yet highly individualized, education for our students.

Student Enrollment

Group	Enrollment
Number of students	185
Black or African American	11.4%
American Indian or Alaska Native	1.6%
Asian	1.1%
Filipino	1.1%

Hispanic or Latino	35.7%
Native Hawaiian or Pacific Islander	0.0%
White	49.2%
Two or More Races	0.0%
Socioeconomically Disadvantaged	61.6%
English Learners	1.6%
Students with Disabilities	20.5%

Teachers

Indicator	Teachers
Teachers with full credential	23
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	39%
Mathematics	18%
Science	32%
History-Social Science	10%

*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
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2011 Growth API Score (from 2011 Growth API Report)	671
Statewide Rank (from 2010 Base API Report)	1
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 8 of 11
2011–12 Program Improvement Status (PI Year)	N/A

*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

Antelope Valley Learning Academy operates two facilities in the Antelope Valley. The Parent Teacher Center is located in Palmdale at 1601 E. Palmdale Blvd., Suite C. Parents, students and teachers gather at this site for many reasons: learning center classes, required monthly meetings, parent workshops, staff development, and community building. This site also houses the administrative offices of AVLA. AVLA also has a second office located at 1240 Commerce Center Drive in Lancaster. This facility is also used for learning center classes, parent workshops, and by teachers for required monthly meetings.

Repairs Needed

The facilities appear to be in good condition with no repairs needed.

Corrective Actions Taken or Planned

No corrective actions planned at this time.

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	N/A

Health	N/A
Visual and Performing Arts	N/A
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	N/A

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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 2011–12)

School		District	
School Name	Antelope Valley Learning Academy	District Name	Palmdale Elementary
Street	1601 E. Palmdale Blvd., Suite C	Phone Number	(661) 947-7191
City, State, Zip	Palmdale, CA 93550	Web Site	www.psd.k12.ca.us
Phone Number	(661) 952-6028	Superintendent	Roger Gallizzi
Principal	Ms. Erin S. Wade	E-mail Address	rdgallizzi@palmdalesd.org
E-mail Address	ewade@avlearning.org	CDS Code	19648570112714

School Description and Mission Statement (School Year 2010–11)

The mission of the Antelope Valley Learning Academy (AVLA) is to equip Antelope Valley and surrounding area students with the educational skills necessary in

the 21st century – the ability to read, write, speak, and calculate with clarity and precision and the ability to participate intelligently and responsibly in a global society. Antelope Valley Learning Academy will offer alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives. The Antelope Valley Learning Academy will provide a diverse, student-centered environment in which all students will be held to high academic and behavioral standards. Students will work in collaborative relationships, both within and outside the school, and will perform service to the community. The Antelope Valley Learning Academy is a Personalized Learning school. There is a strong emphasis on parental involvement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

Additionally, our goal is to develop students who are competent, self-motivated, life-long learners. They shall possess the skills, habits and attitudes to be successful throughout life. By providing a vehicle for meaningful parental involvement, we plan to bridge the gap between school and home. Parents are the essential link in improving education. Students will observe first-hand their parents and teachers working together to make a difference. The Antelope Valley Learning Academy identifies an educated person in the 21st century as one who possesses the following:

- Knowledge of, and the ability to, demonstrate solid skills in reading, writing and speaking
- A core knowledge that includes cultural, mathematical, and scientific literacy
- Ability to:
 - Think logically, critically and creatively
 - Understand technology and its uses and the ability to use technology as a tool
 - Find, select, evaluate, organize, and use information from various sources
 - Accept challenges and utilize opportunities
 - Develop comprehensive communication skills
- Knowledge of pertinent health issues and the development of physical fitness

Opportunities for Parental Involvement (School Year 2010–11)

Antelope Valley Learning Academy exists to provide an additional educational choice for parents within the Antelope Valley. The school will continue to

reach out to parents by offering parent meetings, workshops, academic events, student performances, field trips, and surveys. The school benefits from active parent volunteers who support school programs and events. Parents are invited to conference with teachers on an as-needed basis for instructional support and to discuss their child's progress. Parents and teachers communicate regularly through telephone, email, and face to face meetings.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	18	Grade 8	33
Grade 1	22	Ungraded Elementary	0
Grade 2	15	Grade 9	0
Grade 3	16	Grade 10	0
Grade 4	19	Grade 11	0
Grade 5	21	Grade 12	0
Grade 6	16	Ungraded Secondary	0
Grade 7	25	Total Enrollment	185

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	11.4%
American Indian or Alaska Native	1.6%
Asian	1.1%
Filipino	1.1%
Hispanic or Latino	35.7%
Native Hawaiian or Pacific Islander	0.0%
White	49.2%

Two or More Races	0.0%
Socioeconomically Disadvantaged	61.6%
English Learners	1.6%
Students with Disabilities	20.5%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									4.0	2	0	0
1									8.0	2	0	0
2									1.0	1	0	0
3									14.0	1	0	0
4									5.5	2	0	0
5									10.3	3	0	0
6									1.0	1	0	0
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	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									0.0	0	0	0
Mathematics									2.0	3	0	0

Science									0.0	0	0	0
Social Science									0.0	0	0	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.

III. School Climate

School Safety Plan (School Year 2010–11)

The school has a safety plan in place. This plan deals with the proper procedures for situations such as medical/first aid, fire, earthquake, gas leak, bomb threat, explosion, chemical or radiation spill, violent or criminal behavior, civil disturbance/demonstration, and psychological issues. Each employee receives training on the safety plan. Each employee has a copy of the plan on his or her desk. An emergency kit is located in each classroom and school safety drills are practiced as mandated.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0	0	0	18.9	0.26	*
Expulsions	0	0	0	0.3	0.003	*

* 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 2011–12)

The school opened in September of 2006. The Resource Center facility located in East Palmdale was remodeled prior to occupancy and meets all safety and code regulations. At this time there are not any planned facility improvements. The Resource Center facility located in Lancaster on Commerce Center Drive is also in good repair and meets all safety and code regulations.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	

Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			No repairs needed
Interior: Interior Surfaces		X			No repairs needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			No repairs needed
Electrical: Electrical		X			No repairs needed
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			No repairs needed
Safety: Fire Safety, Hazardous Materials		X			No repairs needed
Structural: Structural Damage, Roofs		X			No repairs needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			No repairs needed
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	19	19	23	*
Without Full Credential	0	0	0	*
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	*

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
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 2010–11)

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 Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	79.31%	20.69%
All Schools in District	79.31%	20.69%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

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 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	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	0	
Resource Specialist (non-teaching)	0	
Other	0	

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 2011–12)

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	Houghton Mifflin Reading/2006 McDougal Littell Lang of Lit/2006	N/A	0%
Mathematics	Houghton Mifflin Math/2002 Prentice Hall Pre-Alg, Alg 1/2001	N/A	0%
Science	Harcourt/2004 Holt/2001	N/A	0%
History-Social Science	McGraw Hill/2007 Prentice Hall/2006	N/A	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary

School Site	\$6,837	\$1,436	\$5,402	\$45,000
District			N/A	\$65,953
Percent Difference – School Site and District			N/A	-31.77%
State			\$5,455	\$69,419
Percent Difference – School Site and State			-.97%	-35.18%

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 2010–11)

Antelope Valley Learning Academy does accept categorical funding. Title II Part A is used for our staff development only. ARRA (SFSF & Education Jobs) funding were used to retain teachers positions. Special Education programs for SELPA, students with special needs.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,094	\$41,692
Mid-Range Teacher Salary	\$63,873	\$68,251
Highest Teacher Salary	\$76,393	\$86,582
Average Principal Salary (Elementary)	\$109,413	\$108,334

Average Principal Salary (Middle)	\$109,413	\$111,791
Average Principal Salary (High)	\$0	\$113,648
Superintendent Salary	\$180,250	\$180,492
Percent of Budget for Teacher Salaries	29.00%	42.00%
Percent of Budget for Administrative Salaries	4.00%	6.00%

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding
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	the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	33%	39%	39%	38%	39%	41%	49%	52%	54%
Mathematics	13%	20%	18%	39%	43%	47%	46%	48%	50%
Science	28%	22%	32%	41%	44%	50%	50%	54%	57%
History-Social Science	17%	28%	10%	24%	28%	36%	41%	44%	48%

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	41%	47%	50%	36%
All Students at the School	39%	18%	32%	10%
Male	38%	21%	26%	13%
Female	40%	13%	39%	7%
Black or African American	38%	17%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	37%	16%	36%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	43%	20%	32%	7%
Two or More Races	0%	0%	0%	0%

Socioeconomically Disadvantaged	38%	16%	35%	14%
English Learners	0%	0%	0%	0%
Students with Disabilities	36%	24%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts							52%	54%	59%
Mathematics							53%	54%	56%

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						

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 2010–11)

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/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.20%	18.20%	54.50%
7	11.50%	30.80%	38.50%
9	0.00%	0.00%	0.00%

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	2008	2009	2010
Statewide	1	1	1
Similar Schools	1	1	1

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	33	19	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific			

Islander			
White	44	54	-25
Two or More Races	N/D		
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 – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	104	671	14,906	740	4,683,676	778
Black or African American	12	664	2,345	688	317,856	696
American Indian or Alaska Native	1		67	690	33,774	733
Asian	1		137	865	398,869	898
Filipino	0		274	854	123,245	859
Hispanic or Latino	36	622	10,367	740	2,406,749	729
Native Hawaiian or Pacific Islander	0		22	784	26,953	764
White	53	715	1,266	807	1,258,831	845
Two or More Races	0		119	702	76,766	836
Socioeconomically Disadvantaged	49	675	12,665	726	2,731,843	726
English Learners	2		5,494	701	1,521,844	707
Students with Disabilities	28	625	2,065	571	521,815	595

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 2010–11)

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	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

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		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3

Number of Schools Currently in Program Improvement		22
Percent of Schools Currently in Program Improvement		84.6%

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.0	4.9	5.7	4.6
Graduation Rate							80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 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 2011		
	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 2010–11)

Narrative provided by the LEA.

Career Technical Education Participation (School Year 2010–11)

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

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2010–11)

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.

Narrative provided by the LEA.

Antelope Valley Learning Academy

School Accountability Report Card, 2010-2011

Palmdale Elementary

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org