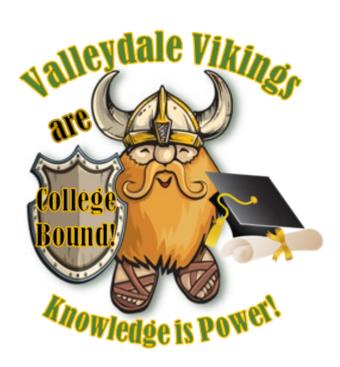# Valleydale Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Valleydale Elementary School
Street	700 South Lark Ellen Avenue
City, State, Zip	Azusa, CA 91702
Phone Number	626 633-8600
Principal	Horacio Trejo
Email Address	htrejo@azusa.org
School Website	http://valleydale.azusa.org/
County-District-School (CDS) Code	19642796011332

2023-24 District Contact Information

District Name	Azusa Unified School District
Phone Number	(626) 967-6211
Superintendent	Arturo Ortega
Email Address	aortega@azusa.org
District Website	www.azusa.org

2023-24 School Description and Mission Statement

The staff at Valleydale Elementary School is dedicated to increasing student achievement by offering high-quality instruction through programs such as the Sobrato Early Academic Language (SEAL) program, Professional Learning Communities (PLC), a dual language option, and quality interventions/enrichments. Our academic focus centers on creating an instructional environment where students have daily opportunities for collaboration, instructional support, cognitive rigor, and engagement in academic discourse. To increase rigor in daily instruction, we provide opportunities for students to collaborate around complex tasks, texts, and problems. Additionally, we create higher-level questions throughout the curriculum and across content areas to ensure that all students have the opportunity to engage in critical thinking. Our instruction is centered on giving students opportunities to experience the Four Cs: collaboration, critical thinking, communication, and creativity. These experiences will help students be prepared for the demands of college and careers in the 21st century. In addition, we use a Common Core State Standards (CCSS)-aligned English Language Arts and Math curriculum and support students with differentiated instruction through a school-wide intervention block. English language learners receive both daily designated and integrated English Language Development instruction. From preschool through fifth grade, our students also have the option of learning Spanish while participating in all of these activities, with the goal of eventually earning the state seal of biliteracy through a Dual

2023-24 School Description and Mission Statement

Language Immersion 90/10 model.

To create a positive learning environment, we have implemented Positive Behavior Interventions and Supports (PBIS). We encourage staff, students, and the community to follow three behavior expectations: show respect, solve problems, and make smart choices. We recognize and reward students for positive behavior choices and motivate them through incentive programs. Our staff recognizes the crucial role that self-esteem plays in the success of each child and partners with McKinley Center and other agencies to provide counseling services for students.

We are committed to providing our students and parents with a quality instructional program. We are proud to offer:

*Emphasis on a CCSS instructional program in English, Math, and Science
*Focus on high expectations and achievement for ALL students
*SEAL strategies used to assist students in developing oral language
*A safe and clean campus that supports student learning
*Wonderful library with thousands of titles, including Common Core exemplar materials
*An Innovation Lab with access to robotics and other STEM-related activities
*Outstanding parent involvement through SSC, ELAC, ESL classes, and Coffee with the Principal
*Professional Learning Communities
*Quality staff development for our certificated and classified staff members
*Think Together program

At Valleydale Elementary, we create a community that fosters a safe, respectful, positive school environment that empowers student growth in academics, community involvement, and personal relationships.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	136
Grade 1	65
Grade 2	63
Grade 3	62
Grade 4	66
Grade 5	72
Grade 6	67
Total Enrollment	531

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4%
Male	48.6%
American Indian or Alaska Native	0.4%
Asian	0.9%
Black or African American	0.4%
Filipino	0.9%
Hispanic or Latino	91.7%
Two or More Races	0.9%
White	3%
English Learners	36.7%
Foster Youth	0.6%
Homeless	3.8%
Socioeconomically Disadvantaged	86.3%
Students with Disabilities	15.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	95.69	317.20	91.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.50	1.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.10	3.23	12115.80	4.41
Unknown	1.00	4.31	11.20	3.25	18854.30	6.86
Total Teaching Positions	23.10	100.00	346.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.20	97.42	309.50	89.02	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	1.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.45	5.00	1.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.09	17.40	5.03	11953.10	4.28
Unknown	0.00	0.00	12.10	3.50	15831.90	5.67
Total Teaching Positions	24.80	100.00	347.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.20
Total Out-of-Field Teachers	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - Wonders (2017)	Yes	0
Mathematics	McGraw Hill - Everyday Math 4 (2015)	Yes	0

| Science | Carolina Biological Science (2019) | Yes | 0 |
| History-Social Science | Scott Foresman - History-Social Studies for California (2006) | Yes | 0 |

School Facility Conditions and Planned Improvements

The District takes great care to ensure that all schools are clean, safe, and functional. To assess the condition of its facilities, it uses a facility survey instrument developed by the State of California and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance Operations and Transportation office.

Valleydale Elementary School provides a safe and clean environment for students, staff, and volunteers. Built in 1956 and modernized in 2005, the school sits on 11.5 acres and has facilities spanning 499,805 square feet. These facilities include a multipurpose room, library, cafeteria, 26 permanent classrooms, three portable classrooms, an updated playground, and one computer/innovation lab. The school has ample classroom and playground space, as well as a staff resource room, to support teaching and learning.

The Azusa Unified School District maintains a scheduled maintenance program to ensure that the school grounds and facilities remain in excellent repair. If issues arise that require immediate attention, the District uses a work order process. Emergency repairs are given the highest priority, and repair requests are completed efficiently and in the order they are received. School leadership and the District's Maintenance Operations and Transportation Department are aware of areas identified as needing improvement on the facilities inspection report and are working together to address these issues.

During the day and in the evenings, three custodians ensure that classrooms, restrooms, multipurpose room, and the campus grounds are kept clean and safe. The Azusa Unified School District also has a scheduled maintenance program to maintain classrooms and facilities to a degree of adequacy that provides a suitable learning environment.

To ensure student safety, Valleydale Elementary School has a closed campus policy, requiring all visitors to check in at the office for any school business and allowing only students onto the school grounds during the school day. A supervision schedule is in place to ensure that the school grounds are supervised before, during, and after school. Students are closely monitored and supervised by certificated and classified staff throughout the day.

In the 2023-24 school year, Valleydale Elementary School will use local Measure K bond funds and state matching funds to install new air conditioning in all classrooms, repave all concrete areas, and install a surveillance system. All of this work will be completed during the 2023-24 school year.

| Year and month of the most recent FIT report | 05-24-23 |

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	21	37	36	47	46
Mathematics (grades 3-8 and 11)	13	19	23	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	266	263	98.87	1.13	20.61
Female	136	134	98.53	1.47	24.06
Male	130	129	99.23	0.77	17.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	243	241	99.18	0.82	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	93	92	98.92	1.08	3.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	26.67
Socioeconomically Disadvantaged	240	239	99.58	0.42	19.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	6.52

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	266	264	99.25	0.75	18.56
Female	136	135	99.26	0.74	16.30
Male	130	129	99.23	0.77	20.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	243	241	99.18	0.82	16.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	93	93	100.00	0.00	8.60
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	26.67
Socioeconomically Disadvantaged	240	239	99.58	0.42	16.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	8.70

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.46	17.14	17.48	16.88	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	71	100.00	0.00	16.90
Female	40	40	100.00	0.00	20.00
Male	31	31	100.00	0.00	12.90
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	65	65	100.00	0.00	13.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	4.17
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.00	0.00	18.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at Valleydale Elementary School. They participate in various events such as parent nights, workshops, Coffee with the Principal, School Site Council (SSC) meetings, Community Schools Advisory Council, and English Language Advisory Council (ELAC) meetings. They also attend Back to School Night, Open House, and parent-teacher conferences. One of the main responsibilities of the SSC is approving the "School Plan for Student Achievement," which is developed using assessment data, includes research-based instructional strategies, and a standards-based curriculum. Parents are involved in the planning, reviewing, and improving programs through ongoing SSC meetings. As a Title I school, we also hold an annual meeting to inform parents about the Title I program and its requirements. We hold regular meetings to provide a forum for open dialogue between education partners about student achievement and other topics such as school performance, curriculum, assessments, and proficiency levels. We also offer parent workshops based on identified needs from school and District-wide surveys. This year, our workshops have covered topics such as learning disabilities, math at home, SEAL parent gallery walks, and information about the school system and school attendance. Through the SEAL initiative this year, we have also started to have parent nights with focuses that encourage oral language development and culturally responsive activities.

In addition to participating in events and meetings, parents also volunteer in the classrooms and on field trips. Our Parent Teacher Organization(PTO) is active on campus and helps fundraise for field trips and other school activities. In addition, we have a bilingual community liaison who also assists our families by facilitating connections to a myriad of community resources.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	558	546	203	37.2
Female	287	280	94	33.6
Male	271	266	109	41.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	6	6	2	33.3
Black or African American	3	3	2	66.7
Filipino	6	6	0	0.0
Hispanic or Latino	506	496	178	35.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	2	33.3
White	18	18	9	50.0
English Learners	205	202	59	29.2
Foster Youth	4	3	0	0.0
Homeless	25	22	10	45.5
Socioeconomically Disadvantaged	480	473	174	36.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	92	92	49	53.3

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.98	1.08	0.03	3.17	5.25	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08	0
Female	0.35	0
Male	1.85	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.99	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.56	0
English Learners	0.98	0
Foster Youth	0	0
Homeless	4	0
Socioeconomically Disadvantaged	1.04	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.09	0

2023-24 School Safety Plan

Valleydale Elementary School places a high priority on the safety of its students and staff. The school has implemented a disaster preparedness plan that includes measures to ensure the safety of students and staff during emergencies. Regular fire, lockdown, and disaster drills are conducted throughout the school year, and the school also participates in a District-wide earthquake drill, which includes a complete evacuation of the school. Teachers, staff, and administrators are trained in lockdown procedures to secure the entire campus in an emergency. Additionally, staff have received professional development on how to respond to imminent threat situations.

To further ensure safety, the school maintains a storage bin containing food, water, and other supplies for use during disasters. This year, parents have also contributed emergency supplies. All visitors are required to sign in at the front office, wear identification tags while on school grounds, and sign out upon departure. Teachers and administrators are on duty during recess and before school, while noon supervisors and administrators monitor lunchtime and after-school activities.

Valleydale Elementary School has a Comprehensive School Safety Plan in place to ensure a safe and orderly learning environment. Developed by the Safe Schools Committee in accordance with Senate Bill 187, the plan includes monthly facility safety inspections, child abuse reporting procedures, procedures for notifying teachers of dangerous pupils, disaster response procedures, safe entry and exit procedures, a sexual harassment policy, suspension and expulsion policies, a dress code, and discipline policies. The school's safety program is aligned with Positive Behavior Interventions and Supports. The School Safety Committee and School Site Council review and update the plan annually, with the latest review and approval on November 8, 2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	5	2	
1	10	4	1	
2	13	3	1	
3	11	3	2	
4	20	1	1	
5	13	2		1
6	20	1		1
Other	16	4	1	1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	8		
1	14	1	2	
2	10	2		
3	14	1	1	
4	20	1	1	
5	18	1	2	
6	18	1		
Other	20	3	4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	2	4	0
1	21	2	1	0
2	16	2	1	0
3	9	3	0	0
4	26	0	2	0
5	28	0	2	0
6	25	0	2	0
Other	20	2	3	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,636	$2,274	$4,362	$92,522
District	N/A	N/A	$6,243	$91,726
Percent Difference - School Site and District	N/A	N/A	-35.5	0.9
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	-54.2	5.7

Fiscal Year 2022-23 Types of Services Funded

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF), California provides base funding to support the achievement of all students. Supplemental and concentration funds are directed primarily toward English learners, low-income individuals, and foster youth. The District receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, the District receives some grant funding from state, federal, and other non-government sources.

Types of services funded include:
- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Academic intervention and support (i.e., targeted Title I)
- Support for English learners and their families
- College preparation programs
- Educational Technology Assistance
- ROC/P at high schools
- Career & Technical Education Pathways
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

In addition to the District-supported supplemental programs, Valleydale provides targeted academic tutoring to identified students beyond the instructional day. Students have access to supplemental programs such as Accelerated Reader, i-Ready, EPIC, i-station, and Moby Max that increase academic achievement and narrow the achievement gap.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,153	$54,190
Mid-Range Teacher Salary	$81,306	$85,111
Highest Teacher Salary	$104,620	$104,999
Average Principal Salary (Elementary)	$128,835	$132,492
Average Principal Salary (Middle)	$134,467	$140,987
Average Principal Salary (High)	$148,204	$153,884
Superintendent Salary	$242,440	$255,503
Percent of Budget for Teacher Salaries	31.44%	32.09%
Percent of Budget for Administrative Salaries	4.7%	5.25%

Professional Development

The District annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade-level and/or content-specific programming on full and partial days, as well as after-school opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. The primary areas of focus for professional learning in the last five years have been in the area of supporting teachers as it relates to math, English language arts, English language development, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by District staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning was structured in job-embedded workshops and professional learning communities, which included collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners' access to rigorous, grade-level standards. All professional learning includes a special emphasis on supporting English learners' development of academic language and literacy. Beginning in 2017 through 2023, all teachers participated in six days of systematic, District-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. Added focus this school year included addressing issues relating to diversity, equity and inclusion, grading practices, social-emotional learning, and effective professional learning community implementation.

Valleydale teachers have received extensive professional development to incorporate research-based teaching strategies into their classrooms. They participate in weekly Professional Learning Communities (PLCs), which focus on effective instructional strategies, including the best use of student data at least twice per month. PLC topics are determined through leadership team meetings and annual staff surveys identifying areas of interest and need. Statewide Smarter Balanced Assessment Consortium data also helps guide the areas our educators must focus on as it relates to staff development. During the PLC process, teachers regularly develop formative assessments and share work samples. Based on data analysis, they modify instruction to support students best. Teachers also have the opportunity to share best practices and reflect on their own instruction.

For the 2022-23 school year, Valleydale teachers are also receiving SEAL training. K-1 teachers are in their second year of professional development, while grades 2-3 are in their first year of professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	43	67