Dan Mini Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Dan Mini Elementary School
Street	1530 Lorenzo Dr.
City, State, Zip	Vallejo, CA 94589-1614
Phone Number	(707) 556-8570
Principal	Yvanna Wheeler
Email Address	ywheeler@vcusd.org
School Website	www.vcusd.org/danmini
Grade Span	
County-District-School (CDS) Code	48705816051411

2025-26 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vcusd.org

2025-26 School Description and Mission Statement

Welcome to Dan Mini Elementary School, home of the Bears.

Dan Mini Elementary is a neighborhood school for a diverse population that lives primarily in Rancho Vallejo in North Vallejo. Parents are active participants at the school, assisting in classrooms as well as helping out with different projects within the school. The presence of parents is supportive for students and creates calm, nurturing atmosphere for all.

Parents actively participate in school events with their children. Each year we host a Back to School Night, Family Literacy, and STEAM nights. Parent conferences are scheduled each fall and parents are encouraged to meet regularly in person or by phone with their child's teacher.

Our school uses the strategies and techniques of Positive Behavior and Intervention Support (PBIS) and PAX Good Behavior Game to promote a positive school climate. As issues arise they are dealt with quickly by the teachers and principal. Students are aware of the school rules: Be safe, Be responsible, Be respectful, Be kind. These rules are kept simple and easy to follow since they encompass all possible issues that arise across the campus. Teachers are working on PAX Good Behavior Game which supports classroom management and instructional techniques throughout the year that will increase academic time, increase student engagement and result in success for all students. Teachers work hard to get to know every student in their classroom through implementation of Community Circles. This promotes the family atmosphere that has been the hallmark of Dan Mini School for many years. Teachers are provided opportunities for professional development in all core subjects, as well as training in instructional strategies to support student academic and social success.

Additionally, Dan Mini is a Full Service Community School. This means that we are committing resources to identify and support the needs of our students and families related to academics, health, and social and mental well being. The goals of our Full Service Community Schools initiative are to improve student achievement, improve attendance, increase student health and social-emotional well-being, and increase parent involvement in their children's education.

Dan Mini has excellent extended day opportunities for students. The Expanded Learning Program provides students with a combination of instructional support from Dan Mini teachers and staff, along with Greater Vallejo Recreation District providing assistance with sports, music and arts and crafts. In addition, extended day programs are offered before and after school using categorical funds focused on providing assistance in Math and Language Arts for those students needing extra help. A spring

2025-26 School Description and Mission Statement

and summer camp are also planned to extend the learning year.

Major Achievements – Dan Mini Wellness Center has been recognized as a model elementary center. Surrounding counties and cities have visited the space to gather ideas to guide their own implementation.
Dan Mini performed above the district average in ELA and Math on the last CAASPP assessments. We have worked to integrate technology in all areas of instruction. The ratio of laptops to students is 1:1. Implemented technology programs include Google Classroom, Reflex Math, Accelerated Reader and IXL Learning (ELA). Our STEAM programs provide students with integrated hands on learning opportunities to support Common Core and Next Generation Science Standards.

Focus for Improvement – Most Recent Year
Our primary focus for improvement will be on providing explicit direct phonics to increase Literacy proficiency. We will continue to focus on meeting the needs of our English Learners, who are a significant student population. These students are not performing on par with the English Only population on state assessments. Research based strategies, dedicated ELD support and a focus on student talk and rigor are strategies that are being implemented to address the needs of our English Learners. Oral language and writing content are a critical instructional focus area for all students.

Homework – Most Recent Year
Students complete homework each Monday through Thursday. Teachers develop homework in collaboration with their grade level peers to ensure consistency. Student tasks primarily focus on independent reading practice at their instructional level and math practice based upon the current lessons as well as a review of previously learned skills.

School Schedule – Most Recent Year
Kindergarten
Start Time: 8:30
End Time: 1:30

Grades 1-5
Start Time: 8:30
End Time: 3:00

Minimum Day:
Start Time: 8:30
End Time: 1:30

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	72
Grade 2	61
Grade 3	71
Grade 4	75
Grade 5	69
Total Enrollment	433

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	48.3
American Indian or Alaska Native	0.4
Asian	2.2
Black or African American	10.1
Filipino	11.6
Hispanic or Latino	59.7
Native Hawaiian or Pacific Islander	1.1
Two or More Races	7.2
White	3.6
English Learners	36.2
Homeless	2.9
Socioeconomically Disadvantaged	76.1
Students with Disabilities	18.1

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.

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)	14.7	83.66	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	0	0.51	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.57	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	1.08	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	2.4	14.12	35.4	6.69	15831.9	5.67
Total Teaching Positions	17.6	100	530.7	100	279044.8	100

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.

2022-23 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)	15.2	83.11	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5.46	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.49	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	1.9	10.87	43.4	8.2	14303.8	5.15
Total Teaching Positions	18.3	100	529.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.10	1	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.10	1	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.10	0	
Total Out-of-Field Teachers	0.10	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2.8	2.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys/2017	0%
Mathematics	Amplify Desmos Math 2026	0%
Science	K-5th: Twig Science/2020	0%
History-Social Science	Pearson My World /2019	0%

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

School Facility Conditions and Planned Improvements

Dan Mini was built in the 1960s. Over time portable structures have been added to support the expanding student population. Currently there are a total of 34 usable classrooms, with 13 of those classrooms being portable structures. Dan Mini completed modernization in 2006.
The classrooms, main office area and multipurpose room are all in good condition. The paint and wall coverings are well taken care of by custodial staff, as are the floors. The front of the school recently had construction completed in order to ensure safety, accessibility and mobility for our school community. The HVAC system and roof were updated 2023.

Dan Mini has an extremely large play yard area at the back of the school. Some of the area is paved and provides a place for basketball, tetherball and four square. In addition to that area there is a large tan barked area for swings, bars and climbing structures. The remaining area is lawn and is used for field games.

Year and month of the most recent FIT report	September 2025

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

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	28	27	27	47	48
Mathematics (grades 3-8 and 11)	26	23	19	20	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	208	95.41	4.59	27.88
Female	117	114	97.44	2.56	25.44
Male	101	94	93.07	6.93	30.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	34.78
Filipino	17	15	88.24	11.76	46.67
Hispanic or Latino	144	137	95.14	4.86	25.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	13	13	100.00	0.00	23.08
English Learners	91	84	92.31	7.69	16.67
Foster Youth	0	0	0	0	0
Homeless	13	10	76.92	23.08	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	197	190	96.45	3.55	28.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	39	90.70	9.30	7.69

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	211	96.79	3.21	22.75
Female	117	114	97.44	2.56	15.79
Male	101	97	96.04	3.96	30.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	26.09
Filipino	17	16	94.12	5.88	37.50
Hispanic or Latino	144	139	96.53	3.47	20.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	7.69
English Learners	91	87	95.60	4.40	12.64
Foster Youth	0	0	0	0	0
Homeless	13	11	84.62	15.38	9.09
Military	0	0	0	0	0

Socioeconomically Disadvantaged	197	192	97.46	2.54	23.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	39	90.70	9.30	7.69

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	8.7	21.88	13.92	15.11	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	66	95.65	4.35	21.21
Female	31	29	93.55	6.45	20.69
Male	38	37	97.37	2.63	21.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	21.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	20	90.91	9.09	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	61	95.31	4.69	21.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	94.1	94.1	92.6	94.1	94.1

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.

2025-26 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school. We encourage parents to take an active role in Parent-Teacher Association, School Site Council, English Learners Advisory Council, and Site Leadership Team. We also invite parents to complete the volunteer process so that once we are able to reimplement our volunteer program, parents will be able to assistance in classrooms and in our library. We have parent leaders who facilitate an after school Girls on the Run Club.

Our school is a California Community School—meaning we build stronger connections between students, families, educators, and community partners. We conduct needs and assets assessments, host monthly Advisory Council meetings, and use collaboration to guide all decisions. Each site has held at least one parent engagement night and developed three student clubs based on those needs assessments, expanding learning and leadership opportunities for students.

Please contact the school at at (707) 556-8570 for information regarding organized opportunities for parental involvement. We provide support in completing the Volunteer Process.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

	Suspensions							
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.11%	1.02%		7.67%	6.2%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

	Expulsions							
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

School Safety Plan – (School Year 2025-26)
Dan Mini is a safe school community. Adults on campus are vigilant and helpful when issues arise, thereby keeping problems to a minimum. All visitors are required to sign in at the main office and wear a visitor's badge while on campus. Any visitor seen without a badge is directed to return to the office, sign in and get a badge.

Students are not dismissed to a parent/guardian from the classroom during the school day. The procedure is that the parent goes to the office, signs the student out and the office calls for the student to come to the office to go home with the family member. This is a strictly enforced procedure to ensure our students' safety.

The school rules at Dan Mini are kept simple and easily understood by all students. Classroom rules are developed to keep students safe and focused on learning, and are similar in nature to the school rules, ensuring that all students understand safe ways to act at all times. Behavior that violates school or classroom rules is dealt with by classroom teachers and administration in an equitable manner for all students.

Dan Mini has a comprehensive School Safety Plan that provides plans for natural disasters as well as other issues. The general plan was developed by the district and updated by the site on an annual basis to tailor it to the specific needs of Dan Mini. The review of the plan takes place each fall. The plan was most recently updated in November 2025. The plan was shared with staff and the SSC on November 17, 2025, and then submitted to the district office for further scrutiny, to ensure that it meets the state and federal regulations.

Fire, Earthquake and Lockdown safety drills are conducted monthly and are logged for review by our site safety team.

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.

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	14	3	3	0
1	19	1	2	0
2	14	3	3	0
3	17	2	2	0
4	17	3	2	0
5	21	1	2	0
6	3	6	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	1	2	0
1	16	2	2	0
2	20	1	2	0
3	15	3	3	0
4	23	1	2	0
5	25	1	0	2
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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

2024-25 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	

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$5,105.97	$2,374.80	$2731.17	$84,151
District	N/A	N/A	$15,820	$85,560
Percent Difference - School Site and District	N/A	N/A	-141.1	0.0
State	N/A	N/A	$14,840	$101,084
Percent Difference - School Site and State	N/A	N/A	-119.1	-11.8

Fiscal Year 2024-25 Types of Services Funded

At Dan Mini, the additional funds that come into the school from the state and federal programs are used to supplement the educational program for students. This additional funding supports the Multi-Tiered System of Supports that include academic, attendance, behavior and social-emotional well-being interventions & support offered through Full Service Community School CARE Team Collaborative, after school intervention and tutoring for students who need further assistance. Funds support our STEAM, art and music programs. Our Wellness Center and Social Emotional Learning Programs and education are funded by site funds.

The remaining funds available are used for such things as supplemental materials and supplies, duplication, translation, parental involvement, technology and software, professional development, and extra service agreements for teachers when they work beyond the duty day to assist students in meeting academic goals and reaching their language development goals.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,813	$62,145
Mid-Range Teacher Salary	$85,679	$97,088
Highest Teacher Salary	$111,308	$120,436
Average Principal Salary (Elementary)	$140,845	$151,343
Average Principal Salary (Middle)	$142,764	$159,514
Average Principal Salary (High)	$157,447	$177,261
Superintendent Salary	$306,368	$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

Professional Development

All teachers are provided with professional development bi-weekly. Additional whole day professional development occurs 4 times per year. Professional development focus is determined by input from the staff and the work of our design and leadership teams that are comprised of the administrator, teachers, support staff and parents. Topics of professional development include:

Common Core State Standards with a focus on writing and development of project based learning strategies
PBIS, PAX Good Behavior Game and Restorative Justice
Second Step
Developing Purpose and Rigor in lessons
Full Service Community Schools
Differentiation for English Language Learners
Small Group Instruction
Evidence-Based Listening, Speaking, Reading and Writing in ELA and Math
Explicit Phonics Instruction
Problem-Based Interactive Learning PBIL
Math in Practice
Amplify
Student Engagement and Culturally Responsive Teaching

Evaluation/Improving Teachers – Most Recent Year
Teachers are evaluated using the format developed in collaboration with VCUSD and teachers union (VEA). Teachers are evaluated based upon principal observations and student progress goals. Each teacher to be evaluated will collaborate and meet with the principal to develop individuals goals and actions. teachers receive feedback through the Walk Through process to support improving instructional practices.

Substitute Teachers – Most Recent Year
The District provides qualified substitute teachers.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	28	30