

Valleydale Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/ . |

2024-25 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/ |
| Grade Span | K-5 |
| County-District-School (CDS) Code | 19642796011332 |

2024-25 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 |

2024-25 School Description and Mission Statement

The staff at Valleydale Elementary School is dedicated to increasing student achievement by providing high-quality instruction through programs such as the Sobrato Early Academic Language (SEAL) program, Professional Learning Communities (PLCs), a dual language option, and comprehensive interventions and enrichment. Our academic focus is on creating an instructional environment where students engage daily in collaboration, instructional support, cognitive rigor, and academic discourse. To elevate rigor in daily instruction, we offer students opportunities to work together on complex tasks, texts, and problems. We also integrate higher-level questions throughout the curriculum and across content areas to ensure all students engage in critical thinking. Our instruction emphasizes the Four Cs: collaboration, critical thinking, communication, and

2024-25 School Description and Mission Statement

creativity, equipping students for the demands of college and careers in the 21st century. Additionally, we implement a Common Core State Standards (CCSS)-aligned curriculum in English Language Arts and Math, supporting students with differentiated instruction through a school-wide intervention block. English language learners receive both designated and integrated English Language Development instruction daily. From preschool through fifth grade, students also have the option to learn Spanish, with the goal of ultimately earning the state Seal of Biliteracy through our Dual Language Immersion 90/10 model.

To foster a positive learning environment, we implemented Positive Behavior Interventions and Supports (PBIS), encouraging staff, students, and the community to follow three core 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 understands the critical role self-esteem plays in each child's success and collaborates with McKinley Center and other agencies to provide counseling services. As a proud community school, we offer integrated support services and foster partnerships that enhance academic success and the well-being of our students and families.

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

- * Emphasis on a CCSS-aligned instructional program in English, Math, and Science
- * Focus on high expectations and achievement for ALL students
- * SEAL high leverage strategies to support students' oral language development
- * A safe, clean campus that promotes student learning
- * A well-stocked library with thousands of titles, including Common Core exemplar materials
- * An Innovation Lab with access to robotics and other science, technology, engineering, and math related activities
- * Outstanding parent involvement through School Site Council, English Learner Advisory Council, English as a Second Language classes, and Coffee with the Principal
- * Professional Learning Communities
- * Quality staff development for certificated and classified staff members
- * The THINK Together after-school program

At Valleydale Elementary, we cultivate a community that nurtures a safe, respectful, and positive school environment, empowering students to grow academically, engage in community involvement, and build personal relationships.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 128 |
| Grade 1 | 86 |
| Grade 2 | 85 |
| Grade 3 | 85 |
| Grade 4 | 77 |
| Grade 5 | 84 |
| Total Enrollment | 545 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 48.8 |
| Male | 51.2 |
| Asian | 1.8 |
| Black or African American | 1.1 |
| Filipino | 2.6 |
| Hispanic or Latino | 88.1 |
| Two or More Races | 0.6 |
| White | 2.4 |
| English Learners | 31.2 |
| Foster Youth | 0.9 |
| Homeless | 8.8 |
| Socioeconomically Disadvantaged | 85.5 |
| Students with Disabilities | 11.6 |

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/Incomplete/NA | 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/Incomplete/NA | 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 |

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) | 24.10 | 96.02 | 282.00 | 88.26 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.50 | 1.10 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 3.98 | 6.70 | 2.11 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 12.60 | 3.96 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 14.50 | 4.57 | 14303.80 | 5.15 |
| Total Teaching Positions | 25.10 | 100.00 | 319.50 | 100.00 | 277698 | 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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.30 | 1 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.30 | 1 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.20 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.20 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 8 | 4 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.50 | 0 | 0 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | McGraw Hill - CA Wonders (2017) | Yes | 0 |
| Mathematics | McGraw Hill - Everyday Math 4 (2015) | Yes | 0 |
| Science | Carolina Biological Science (2019) | Yes | 0 |
| History-Social Science | Studies Weekly - CA Social Studies (2022) | Yes | 0 |

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

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, along with internal tools aligned to the state standards. 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 spans 11.5 acres and 499,805 square feet. Facilities include a multipurpose room, library, cafeteria, 26 permanent classrooms, three portable classrooms, an updated playground, and one computer/innovation lab. The school also offers 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 school grounds and facilities remain in excellent repair. If issues arise that require immediate attention, the District uses a work order process, with emergency repairs given the highest priority. School leadership and the District's Maintenance, Operations, and Transportation Department are aware of areas identified for improvement on the facilities inspection report and are collaborating to address these needs.

Three custodians work throughout the day and evening to keep classrooms, restrooms, the multipurpose room, and campus grounds clean and safe. The District's scheduled maintenance program ensures that classrooms and facilities are adequately maintained to provide a suitable learning environment. The principal meets regularly with all custodians to address issues as they arise.

To ensure student safety, Valleydale Elementary School enforces a closed-campus policy, requiring all visitors to check in at the office for any school business and permitting only students on school grounds during the school day. A supervision schedule ensures that school grounds are monitored before, during, and after school by certificated and classified staff.

During the 2023-2024 school year, Valleydale Elementary School used local Measure K bond funds and state matching funds to install new air conditioning in all classrooms, repave concrete areas, and install a surveillance system. In the 2024-2025 year, air conditioning units will be installed in the cafeteria. Additionally, the recent installation of the Centegix crisis alert system further enhances student safety by providing staff with a quick, effective way to call for immediate assistance during emergencies, ensuring rapid response and communication across the campus.

Year and month of the most recent FIT report

06-13-24

| 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.

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 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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 21 | 24 | 36 | 33 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 19 | 22 | 22 | 22 | 34 | 35 |

2023-24 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 | 247 | 245 | 99.19 | 0.81 | 24.08 |
| Female | 116 | 115 | 99.14 | 0.86 | 27.83 |
| Male | 131 | 130 | 99.24 | 0.76 | 20.77 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 222 | 221 | 99.55 | 0.45 | 22.62 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 72 | 71 | 98.61 | 1.39 | 2.82 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 21 | 20 | 95.24 | 4.76 | 30.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 222 | 220 | 99.10 | 0.90 | 22.73 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 40 | 40 | 100.00 | 0.00 | 10.00 |

2023-24 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 | 247 | 246 | 99.60 | 0.40 | 22.36 |
| Female | 116 | 115 | 99.14 | 0.86 | 13.91 |
| Male | 131 | 131 | 100.00 | 0.00 | 29.77 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 222 | 222 | 100.00 | 0.00 | 21.17 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 72 | 72 | 100.00 | 0.00 | 11.11 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 21 | 21 | 100.00 | 0.00 | 23.81 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 222 | 221 | 99.55 | 0.45 | 20.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 40 | 40 | 100.00 | 0.00 | 17.50 |

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 17.14 | 6.02 | 16.88 | 20.29 | 30.29 | 30.73 |

2023-24 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 | 83 | 83 | 100.00 | 0.00 | 6.02 |
| Female | 44 | 44 | 100.00 | 0.00 | 4.55 |
| Male | 39 | 39 | 100.00 | 0.00 | 7.69 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 74 | 74 | 100.00 | 0.00 | 5.41 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 21 | 21 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 78 | 78 | 100.00 | 0.00 | 6.41 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 16.67 |

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.

2023-24 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 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 | 100% | 100% | 100% | 100% | 100% |
| Grade 7 | N/A | N/A | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A | N/A | N/A |

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.

2024-25 Opportunities for Parental Involvement

Valleydale Elementary School benefits from the strong support and involvement of our parents and community members, who actively participate in our educational programs. They engage in events such as parent nights, workshops, Coffee with the Principal, School Site Council meetings, the Community Schools Advisory Council, and English Language Advisory Council meetings. Parents also attend Back to School Night, Open House, and parent-teacher conferences, strengthening the school-home connection. The School Site Council plays a key role in guiding our educational programs, including the development and approval of the School Plan for Student Achievement. This plan, based on assessment data, outlines research-based instructional strategies and a standards-based curriculum. Through ongoing SSC meetings, parents contribute to the planning, review, and enhancement of our programs. As a Title I school, we hold an annual meeting to inform parents about the Title I program and its requirements. Regular meetings provide a forum for open dialogue with our educational partners on topics such as student achievement, school performance, curriculum, assessments, and proficiency levels. We also offer parent workshops informed by school and District-wide surveys, addressing topics like learning disabilities, SEAL parent gallery walks, the school system, and school attendance. Additionally, we provide mental health workshops in collaboration with LA County, and our Innovation Lab offers robotics classes for parents. Adult English as a Second Language classes are available through the Azusa Library, further supporting our families.

Through the SEAL Program, we host parent nights that emphasize oral language development and culturally responsive activities, fostering a deeper connection with our diverse community. Beyond events and meetings, parents volunteer in classrooms and chaperone field trips, further enhancing student experiences. Our active Parent Teacher Organization (PTO) contributes significantly by fundraising for field trips and other activities. Additionally, our bilingual community liaison connects families to valuable community resources, supporting their needs and fostering a collaborative school community.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 583 | 566 | 151 | 26.7 |
| Female | 292 | 281 | 71 | 25.3 |
| Male | 291 | 285 | 80 | 28.1 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | 15 | 15 | 2 | 13.3 |
| Hispanic or Latino | 517 | 501 | 132 | 26.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 13 | 12 | 3 | 25.0 |
| English Learners | 190 | 183 | 39 | 21.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 50 | 49 | 12 | 24.5 |
| Socioeconomically Disadvantaged | 507 | 492 | 137 | 27.8 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 76 | 72 | 22 | 30.6 |

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 and expulsions data.

| Rate | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.98 | 1.08 | 0.86 | 3.17 | 5.25 | 4.37 | 3.17 | 3.60 | 3.28 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.01 | 0.00 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.86 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 1.72 | 0.00 |
| Non-Binary | | |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.77 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.99 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.63 | 0.00 |

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 School Safety Plan

Valleydale Elementary School places a high priority on the safety of its students and staff. The school has implemented a comprehensive disaster preparedness plan with measures to ensure safety during emergencies. Regular fire, lockdown, and disaster drills are conducted throughout the school year, and the school participates in a District-wide earthquake drill that includes a complete evacuation. Teachers, staff, and administrators receive training in lockdown procedures to secure the campus in emergencies, and staff have undergone professional development on responding to imminent threats.

To further enhance safety, the school maintains a storage bin containing food, water, and other essential 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, and noon supervisors and administrators monitor lunchtime and after-school activities.

Valleydale Elementary School also has a Comprehensive School Safety Plan 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 students, disaster response protocols, safe entry and exit procedures, a sexual harassment policy, suspension and expulsion guidelines, a dress code, and discipline policies. The safety program aligns with Positive Behavior Interventions and Supports (PBIS). The School Safety Committee and School Site Council review and update the plan annually, with the latest review and approval completed on November 12, 2024.

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.

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 | |
| 1 | 21 | 2 | 1 | |
| 2 | 16 | 2 | 1 | |
| 3 | 9 | 3 | | |
| 4 | 26 | | 2 | |
| 5 | 28 | | 2 | |
| 6 | 25 | | 2 | |
| Other | 20 | 2 | 3 | |

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 | 23 | | 3 | |
| 1 | 20 | 2 | 1 | |
| 2 | 19 | 2 | 1 | |
| 3 | 25 | | 3 | |
| 4 | 28 | | 2 | |
| 5 | 21 | 2 | 2 | |
| Other | 25 | | 4 | |

2023-24 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 |

2023-24 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 | 1 |
| Resource Specialist (non-teaching) | |
| Other | 5.5 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$6,564 | \$2,307 | \$4,257 | \$86,689 |
| District | N/A | N/A | \$7,126 | |
| Percent Difference - School Site and District | N/A | N/A | -50.4 | -5.6 |
| State | N/A | N/A | \$10,771 | \$94,694 |
| Percent Difference - School Site and State | N/A | N/A | -86.7 | -8.8 |

Fiscal Year 2023-24 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, along with supplemental and concentration funds primarily directed toward English learners, low-income students, 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 District-supported supplemental programs, Valleydale Elementary School offers targeted academic tutoring for identified students beyond the instructional day. Students also benefit from supplemental programs such as Accelerated Reader, i-Ready, EPIC, iStation, and Read 180, which enhance academic achievement and help narrow the achievement gap. Teachers continue to receive professional development in SEAL strategies and training in the Six Traits of Writing.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | | \$58,855 |
| Mid-Range Teacher Salary | | \$92,519 |
| Highest Teacher Salary | | \$114,665 |
| Average Principal Salary (Elementary) | | \$142,791 |
| Average Principal Salary (Middle) | | \$151,078 |
| Average Principal Salary (High) | | \$167,094 |
| Superintendent Salary | | \$281,086 |
| Percent of Budget for Teacher Salaries | 29% | 31% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

Professional Development

The District annually holds professional development days in which teachers are offered a broad variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Over the past five years, the primary focus of professional learning has been supporting teachers in math, English Language Arts/English Language Development, history-social science, and science curricula, content standards, and frameworks, as well as using student data to improve instructional practices. 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 2024, all teachers participated in multiple 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, which focus on effective instructional strategies, including the best use of student data at least twice per month. Professional Learning Communities 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 Professional Learning Communities 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 2022-2023 school year, Valleydale teachers are also receiving SEAL training. K-1 teachers are in their second year of professional development, while grades two and three are in their first year of professional development.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|---------|---------|---------|---------|
|---------|---------|---------|---------|

Professional Development

| | | | |
|--|----|----|----|
| Number of school days dedicated to Staff Development and Continuous Improvement | 43 | 67 | 56 |
|--|----|----|----|