

Victor F. Hodge 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	Victor F. Hodge Elementary School
Street	700 West Eleventh St.
City, State, Zip	Azusa, CA 91702
Phone Number	626-815-4800
Principal	Jeanette Flores
Email Address	jflores2@azusa.org
School Website	http://hodge.azusa.org/
County-District-School (CDS) Code	19642796011340

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

At Hodge Elementary, our vision is to ensure all students learn and progress. We are a community of learners committed to inquiry and collaboration, dedicated to ensuring all students leave the fifth grade at levels of proficiency or above.

Hodge Elementary School is part of the Azusa Unified School District (AUSD) and is located in the city of Azusa. Currently, 480 students are enrolled in transitional kindergarten through the fifth-grade. Hodge Elementary School is a California Distinguished School and also received the 2012 Title I Academic Achievement Award. In addition, Hodge Elementary School's Professional Development School received a Golden Bell Award from the California School Boards Association.

Hodge Elementary School is committed to acting on our shared belief that all students can learn! In collaboration with faculty, staff, students, and parents, our community shares a commitment to increase learning for all. All teachers have been trained in the SEAL (Sobrate Early Academic Language) model for teaching language. Teachers mediate student learning to ensure that all students are progressing academically and socially. The community works together to provide a caring, safe, respectful, and productive learning environment for all students. Hodge Elementary sustains a school-wide focus on California Common Core

2023-24 School Description and Mission Statement

Standards-based education while affording multiple opportunities for students to develop the critical thinking, creativity, communication, and collaboration skills necessary to sustain life-long learning in the 21st Century. Additionally, Hodge Elementary provides community members with access to the outstanding AUSD Dual Immersion Spanish program for kindergarten through fifth-grade students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	75
Grade 2	65
Grade 3	69
Grade 4	88
Grade 5	76
Grade 6	72
Grade 7	3
Total Enrollment	541

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1%
Male	54.9%
Asian	0.9%
Black or African American	1.5%
Filipino	0.6%
Hispanic or Latino	90.8%
Two or More Races	1.3%
White	4.4%
English Learners	27.2%
Foster Youth	0.6%
Homeless	1.8%
Socioeconomically Disadvantaged	78.6%
Students with Disabilities	14.4%

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)	26.40	92.97	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	2.00	7.03	11.20	3.25	18854.30	6.86
Total Teaching Positions	28.40	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)	22.40	93.31	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	1.41	5.00	1.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.08	17.40	5.03	11953.10	4.28
Unknown	1.00	4.15	12.10	3.50	15831.90	5.67
Total Teaching Positions	24.00	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	7.1
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	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 efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District 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 & Transportation office.

Hodge Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1964, with modernization made in 2005, the school sits on 9.25 acres. Facilities span 391,325 square feet and include a multipurpose room, library, 22 permanent classrooms, five portable classrooms, an updated playground, and one innovation lab. The facility strongly supports teaching and learning through its ample classroom and playground space and a staff resource room.

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

During the day and in the evenings, three custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment. Hodge Elementary leadership partners with the District's Maintenance, Operations, and Transportation department to address areas of need identified in site facility inspections. Current areas rated poor have priority in planned repairs and replacements.

During the 2023-2024 school year, local Measure K bond funds and state matching funds were used to install 10-foot fencing around the perimeter of the school. Push bar gates have also been installed at all entry and exit points. In addition to the fencing, new air conditioning units have been installed in each classroom, the library, the innovation lab, and the office. The rain gutters and water runoff system has also been upgraded. Safety cameras have been installed both in the interior and exterior of the campus in both high and low-traffic areas. The work for these projects began towards the end of the 2022-2023 school year and will be completed before the start of the 2024-2025 school year.

Year and month of the most recent FIT report

05-19-23

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)	34	33	37	36	47	46
Mathematics (grades 3-8 and 11)	37	33	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	310	305	98.39	1.61	32.79
Female	141	139	98.58	1.42	40.29
Male	169	166	98.22	1.78	26.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	277	272	98.19	1.81	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	50.00
English Learners	58	55	94.83	5.17	5.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	256	255	99.61	0.39	30.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	54	96.43	3.57	11.11

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	310	308	99.35	0.65	33.44
Female	141	140	99.29	0.71	37.14
Male	169	168	99.41	0.59	30.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	277	275	99.28	0.72	30.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	66.67
English Learners	58	58	100.00	0.00	8.62
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	256	255	99.61	0.39	30.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	54	96.43	3.57	12.96

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)	22.67	23.46	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	81	81	100.00	0.00	23.46
Female	36	36	100.00	0.00	25.00
Male	45	45	100.00	0.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	69	69	100.00	0.00	18.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100.00	0.00	20.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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	100%	100%	100%	100%	100%

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 Hodge Elementary School. Parents and the community participate in the Parent Teacher Association, Hodge Elementary Parent Workshops, Principal's Update Meetings and Parent Coffees, School Site Council, English Language Advisory Committee, Community Schools Advisory Committee, Family Fun Nights, Dual Language Immersion Collaborative meetings, transition to Middle School meetings, health and wellness activities, and multiple forms of volunteering in the classroom. Due to the efforts of our PTA and community at large, Hodge Elementary School enjoys many partnerships in the community and receives a number of generous donations. These partnerships include Azusa Pacific University and generous community support for the school's many projects.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	566	558	174	31.2
Female	256	251	79	31.5
Male	310	307	95	30.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	6	5	1	20.0
Black or African American	8	8	2	25.0
Filipino	3	3	0	0.0
Hispanic or Latino	507	503	161	32.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	9	1	11.1
White	28	27	8	29.6
English Learners	157	153	49	32.0
Foster Youth	3	3	0	0.0
Homeless	12	12	8	66.7
Socioeconomically Disadvantaged	440	435	147	33.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	94	33	35.1

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	4.23	1.41	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	1.41	0
Female	0	0
Male	2.58	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	1.58	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.91	0
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	1.82	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.06	0

2023-24 School Safety Plan

The safety of students and staff is Hodge Elementary School's primary concern. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Additionally, each year, our school joins the Great ShakeOut, in which, District-wide, we complete an earthquake drill, which includes an entire school evacuation. A storage bin located at the school contains water and other emergency supplies for use during a disaster.

All visitors must sign in at the front office, wear identification tags while on the school grounds, and sign out upon departure. Staff and administration supervise student interaction and recess during the school day. Lunch hour/noon aides are on duty during lunch and at dismissal to support the safety of all our students. Teachers, staff, and administrators are trained and practice emergency preparedness and lock-down procedures that can secure the entire campus in an emergency.

A Comprehensive School Safety Plan was developed by the Safe Schools Committee in order to comply with Senate Bill 187. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections; child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The Safe School Committee evaluates the plan annually in the fall and updates the plan as needed. The School Safety Plan plan was approved by the school site council on December 15, 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	11	6	1	
1	13	4	1	
2	16	4	2	
3	16	3	2	
4	17	2	1	1
5	20	1	2	
6	14	3		
Other	12	8	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	16	4	1	
1	19	1	2	
2	21	1	2	
3	18	3	1	
4	22	1	1	1
5	16	1	1	
6	24	1		2
Other	23	2	3	

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	19	3	2	0
1	19	3	1	0
2	18	2	1	0
3	17	2	1	0
4	22	1	1	0
5	29	0	1	0
6	20	1	2	0
Other	22	2	2	1

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	1
Resource Specialist (non-teaching)	
Other	2

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	\$5,679	\$768	\$4,911	\$100,205
District	N/A	N/A	\$6,243	\$91,726
Percent Difference - School Site and District	N/A	N/A	-23.9	8.8
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-43.1	13.7

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 and Supplemental and Concentration funds directed primarily toward English learners, low-income, 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
- Class Size Reduction
- Academic intervention and support (i.e., targeted Title I)
- Support for English learners and their families
- College preparation programs
- Educational Technology Assistance
- Regional Occupation Centers and Programs (ROC/P) at high schools
- Career & Technical Education Pathways
- Special Education
- Home-to-School transportation
- Health and nutrition programs

At Hodge Elementary School, we align our resources to the needs of the students. Services that are funded at the school site include after-school academic tutoring, intervention for students during the day, a Resource Specialist, a Success Coach, and a Combo Support Teacher. In addition, our school community has access to a community liaison, an online provider for academic support, a school-wide intervention platform, online learning platforms, and Scholastic Newsletters. Chromebooks are available for all students. Chromebooks are housed in a chrombook cart and are housed in each classroom.

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, ELA/ELD, 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 2022, 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.

In addition to the aforementioned, District and site learning has focused on developing Professional Learning Communities (PLC) focused on a cycle of continuous improvement. In accordance with this initiative, teachers work in grade levels and study data, and students work along with curriculum frameworks, standards, District and state assessments, and state-approved adoptions to establish learning goals, plan lessons, and develop common formative assessments. Teachers meet regularly each week and also for extended learning opportunities each trimester. The District initiative is to implement the Sobrato Early Academic Language (SEAL) program in all grades at the Dual Language Immersion schools. At Hodge Elementary, staff engage in extended District-led professional development related to the implementation of SEAL strategies, which is followed by unit development days where teachers District-wide come together to develop thematic units that support grade-level standards and SEAL strategies. Additionally, a multi-tiered system for support (MTSS) is provided for our students to support their academic, social, emotional, and behavioral development. Ongoing workshops designed to identify/assess student needs related to social, emotional, and behavioral development are part of the professional growth plan at Hodge Elementary.

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

Subject	2021-22	2022-23	2023-24
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	52	65	65
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