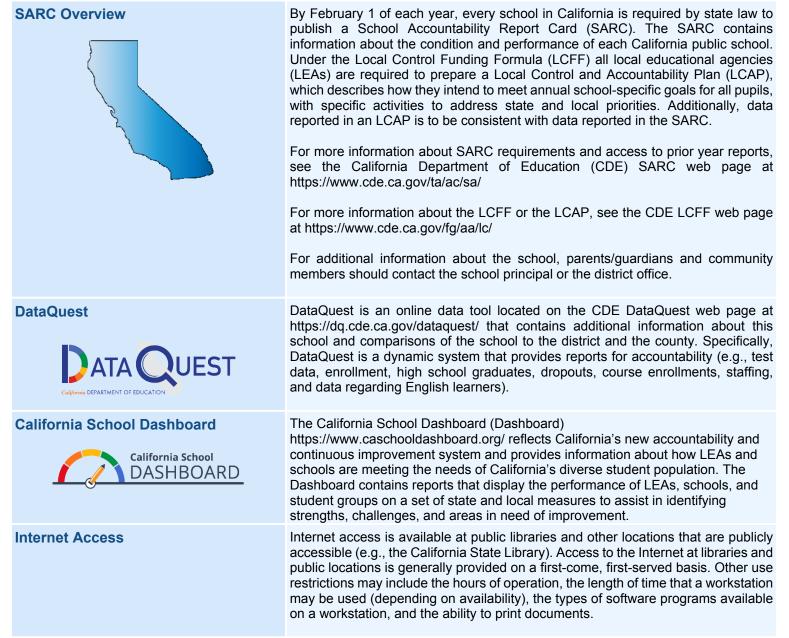# Henry Dalton Elementary
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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.

2022-23 School Contact Information

School Name	Henry Dalton Elementary
Street	500 East 10th St.
City, State, Zip	Azusa, CA 91702
Phone Number	626-815-5245
Principal	Laura Clarke
Email Address	lclarke@azusa.org
School Website	http://dalton.azusa.org/
County-District-School (CDS) Code	19 64279 6011274

2022-23 District Contact Information

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

2022-23 School Overview

At Henry Dalton Elementary School, we believe that students, parents and staff members, working together as partners, will ensure that learning and achievement are encouraged and highly valued, and that positive social behavior is expected. We believe that students have the right to learn and teachers have the right to teach. We believe that students and staff members have the right to a safe, civil and productive school environment. We believe that students have the right to expect a calm, friendly environment, with clear behavioral expectations and discipline policies that are consistently and fairly administered. Dalton is a student-centered community focused on promoting educational excellence. The staff works to ensure students receive quality instruction, diverse opportunities, and develop academically and socially. Dalton programs include a STEM pathway in partnership with Slauson Middle School, Center Middle School, Gladstone High School and Azusa High School; a PBIS program to support positive behavior interventions; Early Bird/ Late Bird Kindergarten program which provides small group instruction for younger students; instrumental music for fifth and sixth graders; physical education curriculum; OLWEUS Bully Prevention Program; after school academic intervention; and a Response to Instruction intervention and enrichment model in English Language Arts. There are also partnerships with community programs through companies, Azusa Pacific University, and community groups that support families and students. There are opportunities for parent engagement, such as Coffee with the Principal, Families in Schools, Math Game Day, Parent Education Opportunities, a GATE program and informational presentations which are offered to promote learning outside of the regular school day. Technology is also an important component of the program at Dalton. The school has a Chromebook for every student, iPad carts, and an Innovation Lab to provide standards-based programs in all content areas.

Student progress is monitored in a variety of ways, including state, District and school-based assessments. Data is reviewed every 6-8 weeks to ensure that students are receiving targeted differentiated instruction to meet their needs. Interventions are provided during and after school to support students who need additional instruction and time to integrate their learning.

Leadership at Dalton Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Laura Clarke serves as Principal. Staff members and parents participate in various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include the School Site Council (SSC), the Parent Teacher Association (PTA), the English Learners Advisory Committee (ELAC), PBIS/OLWEUS/Safety Committee, Reading and Math Programming, STEM Committee, Leadership Team and Professional Learning Communities. Dalton

2022-23 School Overview

students have an opportunity to participate in the Student Leadership program and Bully Prevention Committee.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	51
Grade 2	42
Grade 3	46
Grade 4	50
Grade 5	47
Grade 6	46
Total Enrollment	351

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.0
Asian	3.1
Black or African American	2.8
Filipino	1.4
Hispanic or Latino	84.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.1
White	3.1
English Learners	26.8
Foster Youth	0.6
Homeless	2.6
Migrant	0.0
Socioeconomically Disadvantaged	79.5
Students with Disabilities	10.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.10	100.00	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	0.00	0.00	11.20	3.25	18854.30	6.86
Total Teaching Positions	14.10	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)						
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						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2022

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	Everyday Math 4 (2015)	Yes	0
Science	Carolina Biological Science (2019)	Yes	0
History-Social Science	Scott Foresman - History-Social Studies for California (2006) Pearson My World Interactive (2018) 6th Ancient Civilizations	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.

Dalton Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1951, the school sits on 8.5 acres. Facilities span 337,521 square feet and include a multipurpose room, library, cafeteria, 14 permanent classrooms, eight portable classrooms, a playground, and a computer lab/innovation lab. Recent modernization has occurred on the Dalton Elementary School campus, concluding in summer of 2018. Work completed includes new roofing, HVAC, and utility piping (electric, water, sewer, and gas). Areas of need identified in facilities inspections are addressed through a collaboration between the school leadership and the District's Maintenance, Operations, and Transportation department. 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. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report	06-18-22

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	24	N/A	23	N/A	33

2021-22 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	187	184	98.40	1.60	33.15
Female	87	84	96.55	3.45	35.71
Male	100	100	100.00	0.00	31.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	155	154	99.35	0.65	30.52
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	9	81.82	18.18	--
White	--	--	--	--	--
English Learners	49	48	97.96	2.04	8.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	153	152	99.35	0.65	27.63
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	13.04

2021-22 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	187	184	98.40	1.60	23.91
Female	87	84	96.55	3.45	19.05
Male	100	100	100.00	0.00	28.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	155	153	98.71	1.29	22.22
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	10	90.91	9.09	--
White	--	--	--	--	--
English Learners	49	49	100.00	0.00	8.16
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	153	151	98.69	1.31	21.85
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	22	95.65	4.35	9.09

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	14.58	NT	17.48	28.5	29.47

2021-22 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	48	48	100	0	14.58
Female	22	22	100	0	9.09
Male	26	26	100	0	19.23
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	41	41	100	0	12.2
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100	0	11.76
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	97.92%	97.92%	97.92%	97.92%	97.92%

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.

2022-23 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at Dalton Elementary School. Parents and the community engage and participate in the Parent and Superintendent Roundtable, PAC+, District English Language Acquisition Committee, as well as the school's Back-to-School Night, Open House, Teacher/Principal-planned workshops, PBIS/OLWEUS Committee, and "Coffee with the Principal". Parents provide leadership and collaboration with the school through participation in the School Site Council, English Language Acquisition Committee (ELAC), Parent Leadership Team and the Parent-Teacher Association (PTA). Parent input is sought to support decisions regarding school programs, the development of the School Plan for Student Achievement, and input for the district Local Control and Accountability Plan. Multiple opportunities for parent education and training are offered. Parents are also encouraged to volunteer in classrooms, to support programs, and to help during special events.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	386	377	168	44.6
Female	182	178	71	39.9
Male	204	199	97	48.7
American Indian or Alaska Native	0	0	0	0.0
Asian	14	13	3	23.1
Black or African American	10	10	6	60.0
Filipino	5	5	1	20.0
Hispanic or Latino	318	314	141	44.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	4	3	75.0
White	11	11	5	45.5
English Learners	105	104	40	38.5
Foster Youth	3	3	3	100.0
Homeless	10	10	6	60.0
Socioeconomically Disadvantaged	318	315	148	47.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	50	21	42.0

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.30	1.54	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.78	0.03	3.17	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.78	0.00
Female	0.00	0.00
Male	1.47	0.00
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	0.94	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	0.95	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.77	0.00

2022-23 School Safety Plan

The safety of students and staff is Dalton Elementary School's primary concern. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster or emergency. Fire, disaster and emergency drills are conducted on a regular basis throughout the school year. Annually, the school participates in two district-wide earthquake drills, which includes an entire school evacuation. A storage bin located at the school contains food, water, and other 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. The principal, teachers, and support staff supervise the campus during recess, and before and after school and noon aides supervise during lunch to ensure the safety of all students. Teachers, staff and administrators are trained and practice lock-down procedures that, in an emergency, can secure the entire campus.

A Comprehensive School Safety Plan was developed by the Safe School Committee in order to comply with Senate Bill 187 of 1997. 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: Mission Statement, Discipline Plan, School Climate, Student Drop-off and Pick-up procedures, and Emergency Procedures. The school safety plan is annually approved by the school site council in the Fall.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	27	1	1	1
1	25		2	
2	25		2	
3	25		2	
4	30		1	
5	29		1	
Other	32		1	

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	12	3	2	
1	11	2	1	
2	9	5		
3	11	2	1	
4	19	1		1
5	19	1		1
6	21	1		1
Other	13	4	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	1	2	
1	14	1	1	
2	13	1	1	
3	14	1	1	
4	19	1		1
6	19	1		1
Other	29		3	2

2021-22 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

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$8,020	$1,416	$6,604	$89,365
District	N/A	N/A	$5,180	$87,765
Percent Difference - School Site and District	N/A	N/A	24.2	1.8
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	0.2	7.3

2021-22 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
- ROC/P at high schools
- Career & Technical Education Pathways
- Special Education
- Home-to-School transportation
- Health and nutrition programs

Dalton Elementary School receives additional funding from Title 1 and LCAP to meet the needs of all student populations and subgroups. This supplemental funding supports programs to improve student achievement and provides access to the curriculum for all students based on their needs. Decisions on funding allocation is based on data collection and review, and through input from parent and staff groups including School Site Council and ELAC. Programs currently supported include after school intervention programs for English Language Learners, technology access, a school library, school-wide differentiated instruction 4 days per week for 45 minutes for Language Arts intervention, Accelerated Reader, MyOn, Brainpop, Math supplemental materials, and supplemental literature and expository books for classroom use. Think Together offers a program to support students every day after school.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$52,778	$52,478
Mid-Range Teacher Salary	$80,518	$80,810
Highest Teacher Salary	$100,115	$101,276
Average Principal Salary (Elementary)	$122,516	$127,080
Average Principal Salary (Middle)	$130,831	$134,264
Average Principal Salary (High)	$139,478	$147,200
Superintendent Salary	$232,000	$242,351
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

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, and 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 include 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 rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of 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.

Continuous improvement and learning are priorities at Dalton School. School staff participates in training throughout the year to improve teaching, learning, and school safety. Areas of focus for our school include Professional Learning Communities, OLWEUS Bully Prevention, Positive Behavior Interventions and Supports, Writing Strategies, Sexual Harassment training, Mandated Reporter, Math High Leverage Practices, English Language Arts training, School Climate, CAASPP, Social-Emotional Learning, and Project Lead the Way.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	50	48	44