

Van Allen Elementary

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	Van Allen Elementary
Street	21051 East Highway 120
City, State, Zip	Escalon, CA 95320-9798
Phone Number	(209) 838-2931
Principal	Julio Zambrano
Email Address	jzambrano@escalonusd.org
School Website	https://www.vanallenschool.org/
Grade Span	K-5
County-District-School (CDS) Code	39685026041834

2024-25 District Contact Information

District Name	Escalon Unified School District
Phone Number	(209) 838-3591
Superintendent	Ricardo Chavez
Email Address	rchavez@escalonusd.org
District Website	Superintendent

2024-25 School Description and Mission Statement

Van Allen Elementary School was established in 1861. The current school was built in 1952. Portable classrooms have been added as the school population increased. New permanent facilities were completed in the Spring of 2007 including the multi-purpose/cafeteria building and a new classroom building. Van Allen Elementary encompasses transitional kindergarten through fifth grade and is staffed by a Principal, seventeen teachers, seven instructional assistants, one librarian, three custodians, two food service staff members, and two secretaries. Van Allen is located at the corner of Van Allen Road and Highway 120, four miles west of Escalon. Situated in a rural setting of dairy farms and orchards, the school serves as a focal point for the community.

2024-25 School Description and Mission Statement

The Escalon Recreation Commission provides most of the recreational programs for Van Allen. Students of Van Allen are involved in 4-H, football, soccer, baseball, softball, T-ball, and swim teams. Parents at Van Allen School take enormous pride in their school. Volunteers consistently participate in the school program by working in classrooms, organizing special events and participating in the highly active and supportive Parents' Club. The Parents' Club makes it possible for the students at Van Allen to participate in a variety of extra-curricular activities throughout the year.

The student population comes from homes that range from low socioeconomic status to upper middle class. Many Van Allen students are from multiple generations of their families attending Van Allen Elementary School. Having a long and rich history has built a strong bond between the school and the Van Allen community. This positive relationship has created a profound sense of pride in our small country school and formed a lasting partnership between home, school, and community.

Van Allen Elementary School strives to give all students the opportunity to develop academically, physically, emotionally, and creatively, in an atmosphere of acceptance and encouragement. As a school, we assist all students in meeting or exceeding common core state standards through our school-wide Response to Intervention model. We continuously seek to improve our academic program which builds upon a strong foundation in English Language Arts and Mathematics. Our district and school have embraced the Professional Learning Community model which will maintain the instructional focus at Van Allen and increase student outcomes by continuously addressing the following questions:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Van Allen Elementary School continues to provide and promote recognition and reinforcement programs that will build pride and self-worth in our students. As of the 2017-18 school year, our school has implemented Positive Behavioral Interventions and Supports (PBIS) which has done a great deal to improve discipline on campus. Van Allen Vikings are respectful, responsible, and ready to learn. Our staff models behaviors of good citizenship including: acceptance, pride, self-esteem, personal safety, respect, environmental awareness, and healthy living. We develop problem-solving skills and promote lifelong learning by using curriculum and technology resources which encompass the common core state standards, promote literacy via the Accelerated Reader Program and our annual Book Fair, inspire passion for the arts via our art and music programs, and encourage healthy living through daily physical education and our District Wellness Policy. As of the 2018-19 school year, Van Allen has implemented a program called Flipped Lunch where students play recess first and then enter the cafeteria for lunch. This has decreased our discipline statistics, decreased food waste, and decreased disruptive behaviors after lunch. Additionally, it has done a great deal to enhance our school culture and climate.

Our school staff participates in regular professional development that focuses on improving instruction based on student needs in all subjects, English Language Development (ELD), Social Emotional Learning (SEL), and integrating technology to enhance instruction. In addition, we seek to continuously improve relationships and effective communication with our families. We support all of our students with an annually revised Master Schedule to avoid any conflicts with core instructional time. We support our English learners with 30 minutes of designated ELD as per our School Site and District ELD Master Plan, as well as integrating ELD into instruction throughout the day using resources embedded in our adopted curriculums, and Guided Language Acquisition and Design (GLAD) strategies at all grade levels. Van Allen is a clean, safe, and positive environment where students, staff, parents, and the community thrive.

The mission statement sums it up best by stating: "The Van Allen School Community will ensure that all students learn at high levels as well-rounded, lifelong learners."

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	49
Grade 2	60
Grade 3	46
Grade 4	58
Grade 5	38
Total Enrollment	309

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.3
Asian	0.3
Black or African American	0.6
Filipino	0.6
Hispanic or Latino	42.7
Two or More Races	1.9
White	53.4
English Learners	10.7
Foster Youth	0.3
Homeless	0.3
Migrant	0.3
Socioeconomically Disadvantaged	49.5
Students with Disabilities	8.7

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)	15.00	100.00	118.80	85.72	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.60	6.23	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.20	3.07	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	4.80	3.53	18854.30	6.86
Total Teaching Positions	15.00	100.00	138.60	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)	16.00	100.00	122.00	81.91	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	2.68	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.60	3.13	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.60	6.45	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	8.60	5.82	15831.90	5.67
Total Teaching Positions	16.00	100.00	149.00	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)	14.00	87.50	125.00	84.50	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	12.50	3.00	2.03	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.90	3.35	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.10	6.20	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	5.70	3.91	14303.80	5.15
Total Teaching Positions	16.00	100.00	147.90	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	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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	0.00	0
Total Out-of-Field Teachers	0.00	0.00	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	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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

The State Board of Education (SBE) has constitutional authority to adopt textbooks for grades one through eight (Article IX, Section 7.5 of the California Constitution). California Education Code (EC) sections 60200–60204 describe the process for the adoption of instructional materials for kindergarten through grade eight (K–8) and mandate that submitted materials be evaluated for consistency with the criteria and standards in the SBE’s curriculum frameworks. The Instructional Quality Commission (IQC) serves as an advisory body to the SBE in the evaluation and adoption process. Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and tests. The SBE traditionally adopts only basic instructional materials programs (i.e., programs that are designed for use by pupils and their teachers as a principal learning resource and meet the basic organization and content requirements of a full course of study, which is generally one school year in length).

Adoptions are typically conducted every eight years in the curriculum areas of English language arts, mathematics, science, history–social science, visual and performing arts, health, and world languages. An adoption of mathematics materials aligned to the California Common Core State Standards was completed in 2015, adoption of English language arts/English language development curriculum in 2019, and both Science and Social Science curricula were board-approved and adopted for implementation starting with the 2023-2024 school year.

Year and month in which the data were collected

August, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current California State Board adopted and in good condition: HMH Journeys Adopted in 2019	Yes	0%
Mathematics	Current California State Board adopted and in good condition: Math Expressions Adopted in 2015	Yes	0%
Science	Current California State Board adopted and in good condition: McGraw Hill Inspire Science Adopted in 2023	Yes	0%
History-Social Science	Current California State Board adopted and in good condition: TCI Adopted in 2023	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			

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

School Facility Conditions and Planned Improvements

The upkeep of school buildings and classrooms is a routine responsibility carried out by the school's dedicated team of three custodians and the district maintenance department. A meticulous approach to cleanliness and maintenance is maintained throughout the premises. Regular walkthroughs by custodians and the Principal ensure that restrooms remain sanitary and function properly. The Principal conducts daily inspections of the school fields, promptly addressing any identified hazards to ensure a safe environment for students and staff.

In the 2017-18 school year, Van Allen Elementary undertook significant enhancements to its infrastructure. All campus buildings received a fresh coat of paint, contributing to a vibrant and well-maintained appearance. Additionally, the installation of solar shade ports and the replacement of exterior lighting with energy-efficient LED lighting underscore the school's commitment to modernization and sustainability. These improvements not only enhance the aesthetic appeal of the campus but also contribute to a more environmentally conscious and energy-efficient learning environment.

In the summer of 2023, Van Allen Elementary School embarked on a small modernization project, specifically targeting the old cafeteria to enhance its functionality. The overhaul included the replacement of outdated windows with new double-paned insulated windows, contributing to improved energy efficiency and temperature regulation within the space. The installation of new LED lighting not only enhances visibility but also aligns with the school's commitment to sustainable and cost-effective practices. As a state-of-the-art addition, an oversized ceiling fan was incorporated, elevating the cafeteria's ventilation and climate control capabilities. This modernization not only revitalized the cafeteria's infrastructure but also ensures a more comfortable environment for all community partners.

Year and month of the most recent FIT report

09/18/2024

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)	54	45	44	43	46	47
Mathematics (grades 3-8 and 11)	58	53	31	31	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	141	141	100.00	0.00	44.68
Female	75	75	100.00	0.00	40.00
Male	66	66	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	58	58	100.00	0.00	34.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	80	80	100.00	0.00	52.50
English Learners	18	18	100.00	0.00	11.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	72	100.00	0.00	36.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	30.77

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	142	142	100.00	0.00	52.82
Female	75	75	100.00	0.00	44.00
Male	67	67	100.00	0.00	62.69
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	58	58	100.00	0.00	29.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	81	81	100.00	0.00	70.37
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	73	100.00	0.00	38.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	28.57

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)	45.83	36.84	21.46	21.64	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	38	38	100.00	0.00	36.84
Female	17	17	100.00	0.00	29.41
Male	21	21	100.00	0.00	42.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	17	100.00	0.00	41.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	35.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	35.00
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.

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	100.0	100.0	100.0	97.4	97.4
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

Parental involvement plays a pivotal role in fostering a thriving elementary education environment at Van Allen School. Recognizing the significance of this partnership, our school staff actively encourages and welcomes parents to engage in various ways. Volunteers are invited to participate in classrooms and accompany students on field trips regularly. During Back to School Night, the principal and teachers highlight the numerous opportunities for parental involvement, providing a comprehensive overview of the collaborative efforts essential for their child's educational journey. Parents and guardians are further empowered through the distribution of the Van Allen Student/School/Parent Compact, a commitment document they sign and return. Parents are also encouraged to participate in the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), which provide meaningful opportunities to contribute to school policies and programs.

Throughout the year, Van Allen School hosts a spectrum of family events designed to fortify the bond between home and school. Fall witnesses the engaging Family Math Night, while spring features Family Science Night, allowing families to partake in educational activities focused on the domains of Math and Science. Additionally, our school orchestrates two annual farmers markets, along with events such as the Harvest Festival, Spaghetti Tri-tip Dinner, and Color Run, organized by our active Parent Club. An Open House is held before the school year concludes, providing a platform to showcase student progress. Ensuring inclusive communication, we offer Spanish translation for all events and activities. Information is disseminated through our school website, printed flyers, the PTC Facebook page, as well as email, voice, and text messaging facilitated by the Parent Square communication suite. This multifaceted approach underscores our commitment to creating a collaborative and supportive educational community at Van Allen School.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	322	314	26	8.3
Female	154	151	15	9.9
Male	168	163	11	6.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	143	137	16	11.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	167	165	10	6.1
English Learners	39	36	1	2.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	164	159	20	12.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	40	4	10.0

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 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
0.31	1.53	0.93	4.48	5.83	4.81	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0.03	0.26	0.19	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.93	0.00
Female	1.30	0.00
Male	0.60	0.00
Non-Binary	0.00	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	1.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.60	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

The School Safety Plan contains current updated procedures, checklists, and information which is used by staff to maintain a safe campus at all times. Regular safety drills are held monthly for fires, earthquakes, or lockdowns. Checklists for emergency procedures for a variety of emergency situations including explosion, hostage crisis, chemical accident and bomb threat are

2024-25 School Safety Plan

contained in the Safety Plan which is updated annually by our School Site Council (SSC). Emergency contact numbers and phone trees for district and school staff are included in the Safety Plan as well. Informational sections of the School Safety Plan include: Crisis Intervention, Planning Checklists, Child Abuse Reporting, Dangerous Pupils, Sexual Harassment, Safe Ingress/Egress, Safe and Orderly Environment, Dress Code, and SB187 guidelines. Our current Safety Plan was adopted by the EUSD governing board on 2/6/2024 and will be current through March 1, 2025.

Evidence that the facility is inspected on a regular basis for hazardous materials and unsafe or unsanitary conditions is maintained on the school campus. Playground equipment was installed according to state regulations for fall zones. The Principal and Head Custodian inspect the facility on a monthly basis.

Our school is committed to maintaining a safe school with an atmosphere which is at all times conducive to learning. Our district student handbook emphasizes the behavioral expectations for all students throughout the school day. Behavioral Expectation posters are posted throughout our campus succinctly displaying behavioral expectations for our students in walkways, at recess, in the cafeteria, during assemblies, in the office, in the library, on the bus, and in classrooms in alignment with our school-wide Positive Behavioral Interventions and Supports (PBIS) program. Our classified and certificated staff have regular meetings to discuss the issues that come about with supervising students on campus throughout the school year and receive training to address those issues.

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	21	1	2	
1	19	2		
2	19	3		
3	23		2	
4	24		2	
5	29		2	

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	21	1	2	
1	27		2	
2	21	1	1	
3	18	3		
4	22		2	
5	26		2	

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	24		2	
1	17	3		
2	20	3		
3	23		2	
4	28		2	
5	20	2		

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	
Resource Specialist (non-teaching)	
Other	1

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	\$14,139.79	\$4,300.76	\$9,839.03	\$81,667.08
District	N/A	N/A	\$9,839.03	\$84,433
Percent Difference - School Site and District	N/A	N/A	0.0	-3.3
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-9.0	-7.1

Fiscal Year 2023-24 Types of Services Funded

Van Allen Elementary School optimizes educational services by strategically allocating funds from Title I Compensatory Education, Lottery, and Supplemental resources. These funds support essential initiatives, including reading and math interventions, English language development, computer-assisted learning, and after-school programs. Instructional support personnel are also part of this resource allocation, providing targeted academic assistance.

By leveraging these financial resources, the school ensures a comprehensive and efficient approach to addressing diverse educational needs. This emphasis on student success, coupled with a commitment to a well-rounded academic environment, reflects Van Allen Elementary School's dedication to fostering a supportive and enriching learning experience for all students.

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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,425	\$54,930
Mid-Range Teacher Salary	\$81,989	\$85,386
Highest Teacher Salary	\$113,570	\$111,172
Average Principal Salary (Elementary)	\$141,585	\$136,564
Average Principal Salary (Middle)	\$141,585	\$141,339
Average Principal Salary (High)	\$149,033	\$153,241
Superintendent Salary	\$205,533	\$224,537
Percent of Budget for Teacher Salaries	33.13	28.69
Percent of Budget for Administrative Salaries	4.97	5.55

Professional Development

Van Allen Elementary School ensures targeted Professional Development is aligned with the needs assessment and is focused on SPSA and LCAP goals. Teachers receive professional development through various content standard-aligned sources including through Solution Tree (PLC), Math professional development in collaboration with the San Joaquin County Office of Education, as-needed training from various online vendors (Mystery Science, Happy Numbers, and ESGI, etc.). Additionally, standards-based English Language Development (ELD) and math training is facilitated through the SJCOE Professional Development Department, supplemented by support and training from District Instructional Coaches. The Escalon Unified School District has also implemented two district-wide professional development days (typically during the first and sixth months of the ten-month school year) for all district teachers and paraprofessional classroom aides. The focus of these professional development days is to refine the district-wide Professional Learning Community. Trainings focus on the establishment, refinement, and alignment of grade-level guaranteed standards and the use of student-generated data to guide our instruction. Through the PLC process, teachers use the four guiding questions to determine the course of action across grade levels based on student achievement data. Classified staff participated in various training opportunities meant to enhance their ability to work with publisher materials and provide needed support for students. Teachers meet every other Wednesday (16 times per school year) to collaborate with their grade-level colleagues in data team meetings focused on analyzing student data and making changes to instruction focused on student outcomes.

Annually, Van Allen conducts a comprehensive needs assessment through collaboration with ELAC, SSC, and LCAP processes. Surveys are distributed to students, parents, teachers, administrators, and community members. The gathered data undergoes evaluation by committees, and aids in the development of the Single Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP). These results are shared during subsequent ELAC, SSC, and LPAC meetings, further guiding the development of SPSA and LCAP goals, action items, and budgets.

In addition, Van Allen conducts state and local benchmark assessments annually to monitor student achievement. Considering the unique learning conditions and enrollment, priority is given to local assessments such as Aimsweb, Renaissance STAR Early Literacy, Reading, and Math assessments. Students undertake these assessments within the first month of enrollment and at the end of each trimester.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2