Henry Dalton Elementary

500 East 10th St. • Azusa, CA 91702 • 626-815-5245 • Grades K-5
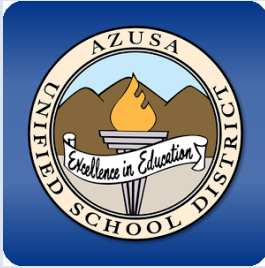**Laura Clarke, Principal**
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ca.schoolloop.com/pf4/cms2_site/view_deployment?d=x&theme_id=i913g1w5gi2od&group_id=1500178974985

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Azusa Unified School District
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Azusa, CA 91702
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www.azusa.org

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Marc Bommarito
Assistant Superintendent, Business Services

Jorge Ronquillo
Assistant Superintendent, Human Resources

School Description

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 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 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 full computer lab, iPad carts, and Chromebooks that are utilized to provide standards-based programs in all content areas.

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, the Parent Teacher Association (PTA), the English Learners Advisory Committee (ELAC), PBIS/OLWEUS, Reading and Math Programming, STEM Committee, and Professional Learning Communities. Dalton students have an opportunity to participate in the Student Leadership program.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	50
Grade 2	49
Grade 3	42
Grade 4	46
Grade 5	40
Total Enrollment	284

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	2.8
Filipino	1.1
Hispanic or Latino	87.7
White	4.2
Two or More Races	0.7
Socioeconomically Disadvantaged	84.5
English Learners	32.4
Students with Disabilities	11.3
Foster Youth	2.1
Homeless	3.9

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

Teacher Credentials for Henry Dalton	17-18	18-19	19-20
With Full Credential	13	16	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Azusa Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	432
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Henry Dalton Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill - Wonders (2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Everyday Math 4 (2015) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Carolina Biological Science (2019) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman - History-Social Studies for California (2006) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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, and eight portable classrooms, playground, and a computer lab. Recent modernization has occurred on the Dalton Elementary School campus, concluding in summer of 2018. 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09-10-2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	45	39	40	50	50
Math	30	38	28	31	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.9	25.0	33.3

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	139	136	97.84	44.85
Male	74	73	98.65	47.95
Female	65	63	96.92	41.27
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	119	117	98.32	48.72
White	--	--	--	--
Socioeconomically Disadvantaged	122	119	97.54	45.38
English Learners	54	51	94.44	31.37
Students with Disabilities	19	19	100.00	15.79
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	138	138	100.00	37.68
Male	73	73	100.00	41.10
Female	65	65	100.00	33.85
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	118	118	100.00	38.14
White	--	--	--	--
Socioeconomically Disadvantaged	121	121	100.00	37.19
English Learners	54	54	100.00	31.48
Students with Disabilities	19	19	100.00	5.26
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents and community members are very supportive of the educational program at Dalton Elementary School. Parents and the community participate in the Superintendent's Roundtable four times a year, 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 may also participate on the School Site Council, English Language Acquisition Committee (ELAC), 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, including Grassroots ESL, Families in Schools and subject-area support. Parents are also encouraged to volunteer in classrooms, to support programs and to help during special events.

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.

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. Fire and disaster 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.7	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.38
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	.38

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		2		22		2		19	1	2	
1	20	2			26		2		25		2	
2	23		2		19	1	1		25		2	
3	25		1		24		2		21		2	
4	28		2		30		1		28		1	
5	33		1	1	30		2		29		1	1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	19	42	45

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, ALICE training, Sexual Harassment training, Math Cycle of Inquiry, English Language Arts training, School Climate, and Project Lead the Way.

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. 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 three 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 is 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 2020, 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. In addition, several opt-in days of various ongoing professional learning offerings were held to differentiate among grade and content levels, and included standards-aligned instructional practices in support of all learners, including English learners and students with disabilities; college and career readiness; and social-emotional support.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,541	$49,084
Mid-Range Teacher Salary	$75,981	$76,091
Highest Teacher Salary	$97,768	$95,728
Average Principal Salary (ES)	$116,390	$118,990
Average Principal Salary (MS)	$126,700	$125,674
Average Principal Salary (HS)	$139,662	$137,589
Superintendent Salary	$232,455	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,415	$562	$5,853	$78,869
District	N/A	N/A	$5,489	$84,887.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	6.4	5.9
School Site/ State	-31.6	14.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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 two after school intervention programs for English Language Learners, a computer lab, a school library, school-wide differentiated instruction 4 days per week for 45 minutes for Language Arts intervention, Accelerated Reader, Brainpop, Math supplemental materials, and supplemental literature and expository books for classroom use.

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 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
- Career Technical Education
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

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).

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. All Azusa Unified School District schools provide students with on-site internet access.