

Valor Academy Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	8755 Woodman Ave. Arleta, CA , 91331-6506	Principal:	May Oey, Principal
Phone:	(818) 217-2733	Grade Span:	K-4

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.

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/>.

About This School

May Oey, Principal

📍 Principal, Valor Academy Elementary

Contact

Valor Academy Elementary
8755 Woodman Ave.
Arleta, CA 91331-6506

Phone: [\(818\) 217-2733](tel:(818)217-2733)
Email: superintendent@lausd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2025–26)

School Name	Valor Academy Elementary
Street	8755 Woodman Ave.
City, State, Zip	Arleta, CA , 91331-6506
Phone Number	(818) 217-2733
Principal	May Oey, Principal
Email Address	moey@brightstarschools.org
Website	https://www.brightstarschools.org/vaes
Grade Span	K-4
County-District-School (CDS) Code	19647330133694

School Description and Mission Statement (School Year 2025–26)

Valor Academy Elementary School (VAES) is the K-4 elementary for the "valley cluster" in Bright Star Schools.

OUR VISION

All Valor Academy Elementary scholars will become leaders who act with integrity and champion equity to enrich our communities and the world.

OUR MISSION

The mission of Valor Academy Elementary School is to prepare students in transitional Kindergarten through fourth grade for higher education in a small, safe, and supportive educational program. To achieve this goal, we will provide a rigorous academic program, tools for good decision-making, and a culture of accountability, creativity, and compassion.

Bright Star Core Values

- Integridad- Integridad means we need to be the best versions of ourselves, to speak our own truth, and to advocate for those whose voices are not heard.
- Ubuntu- Ubuntu means that our humanity is shared, that we value kindness, and that we support one another to become the people we strive to be.

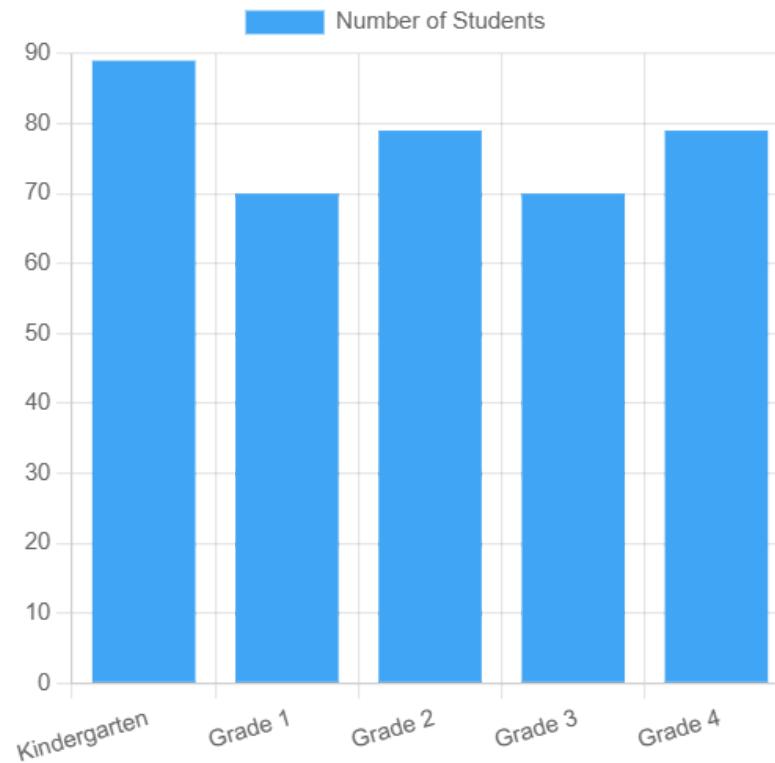
- Khoyang- Kohyang means hometown and encourages us to build meaningful connections and strong community ties, because our hometowns are integral to our identities.
- Growth- Growth means having a mindset that allows us to achieve excellence and gain fulfillment through our pursuit of learning and development.

VAES Pillars

- Shares and Cares
- Seeks to Understand
- Communicates Clearly
- Be Responsible
- Persevere

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	89
Grade 1	70
Grade 2	79
Grade 3	70
Grade 4	79
Total Enrollment	387



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.80%
Male	51.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	1.30%
Black or African American	1.80%
Filipino	2.80%
Hispanic or Latino	90.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.30%
White	2.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	37.00%
Foster Youth	0.00%
Homeless	2.60%
Migrant	0.00%
Socioeconomically Disadvantaged	88.90%
Students with Disabilities	16.80%

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 Preparation and Placement (School Year 2021–22)

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)	12.70	79.69%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.25%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	14.06%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	16.00	100.00%	27426.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	13.00	81.25%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	18.75%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	16.00	100.00%	27077.80	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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	93.75%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	6.25%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	16.00	100.00%	27031.10	100.00%	278927.10	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.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	1.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	0	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	2.20	3	1.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	2.20	3	1.00

Class Assignments

Indicator	2021– 22	2022– 23	2023– 24
	Percent	Percent	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	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%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: Not Available

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Valor Academy Elementary School currently uses EL Education K-5 Language Arts Modules and Benchmark Advance Phonics curriculum for both content-based literacy and foundational reading skills.</p> <p>During the Modules block students are exposed to content-based literacy and various reading strategies. EL Education incorporates high quality, multi-cultural, award-winning literature with explicit instruction and ample practice. Students are able to participate in classroom discussion about literature that has social studies and science components that are woven into the curriculum. Students receive differentiated instructions in phonemic awareness, phonics, fluency, and English language development.</p> <p>EL Education is a web based curriculum that is continually updated and monitored to ensure that students are receiving the most updated and accurate materials. According to Ed Reports, "The instructional materials for EL Education K-5 Language Arts Grades Kindergarten, 1, and 2 meet the expectations of Gateways 1, 2, and 3. The instructional materials include texts that are worthy of students' time and attention and that support students' advancing toward independent reading. The materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Materials meet the criteria for materials supporting ongoing and frequent assessment to determine student development of foundational skills. The materials support building knowledge and academic vocabulary while students have opportunities to build writing, independent reading, and integrate skills with research and discussion. The materials meet the expectations of usability, being well designed and taking into account effective lesson structure and pacing. Materials can reasonably be completed within an academic year. There are ample resources as well as publisher produced standards alignment documentation." All students have access to required text, text book (grade level applicable), recommended text, student workbooks, decodable readers, and scholastic leveled libraries (at least 10 different levels).</p> <p>In addition to EL Education, English Learners receive an additional block of Designated ELD classes daily, using Data Works's Launch to Literacy Program. Launch to Literacy is an English Language Development (ELD) program for English Learners that supports students with various English proficiency.. A systematic approach is used to teach</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>how to read using the following elements of reading: Phonemic Awareness, Phonics, Spelling, Vocabulary, Comprehension Skills, Writing, and Language Skills.</p> <p>All Students also receive 30-45 minutes a week of i-Ready Personalized Instruction through the My Path curriculum in math and ELA</p>	
Mathematics	<p>Valor Academy Elementary School adopted Bridges Math, published by The Math Learning Center. All grade levels are implementing this math program. We are currently implementing a slow transitioning to "Bridges in Mathematic". Bridges math is aligned with the Common Core State Standards for mathematics. This program is a rigorous program where students not only learn the foundational components but also to gain a deeper understanding to solve complex problems. Bridges Math is composed of three components: Problems & Investigations, Work Places and Number Corner.?</p>	0
Science	<p>Valor Academy Elementary School is currently piloting the first year of Amplify for our science curriculum. It is a blended program with both online elements and hands-on opportunities for students.</p>	0
History-Social Science	<p>EL Education, our adopted ELA curriculum, provides module units that have Social Studies standards as a content focus. Teachers also use a variety of supplemental resources (scholastic magazines, the RULER from the Yale Center of Emotional Intelligent, read aloud books) to ensure that all standards are being met under the CA History-Social Science Framework.</p>	0
Foreign Language	<p>Presently, our campus does not offer a foreign language program.</p>	0
Health	<p>Valor Academy Elementary School teachers and psychomotor teacher uses the Health Education Content Standards for California Public Schools to plan lessons in the classrooms and RULER is our adopted SEL curriculum from the Yale Center for Emotional Intelligence.</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Valor Academy Elementary School partners with guest teachers from Parker Anderson Enrichment to bring dance and art to all students with a focus on the CA VAPA standards	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

VAES is currently in good operational standings. All necessary items are serviced yearly and any and all improvements are done on a needed basis. VAES plans to move into a brand new state of the art school facility that includes a large 2 story building, a large multipurpose space, 3 outdoor areas including a dedicated tk/k playground.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
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 Facility Rate

Year and month of the most recent FIT report: November 2025

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA 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.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	35.33%	38%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	34.81%	37%	32%	35%	35%	37%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Not Tested	Percent Met or Exceeded
All Students	144	143	99.31%	0.69%	37.76%
Female	68	68	100.00%	0.00%	36.76%
Male	76	75	98.68%	1.32%	38.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	131	130	99.24%	0.76%	35.38%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	52	51	98.08%	1.92%	21.57%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	125	99.21%	0.79%	35.20%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	33	33	100.00%	0.00%	21.21%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	144	100.00%	0.00%	36.81%
Female	68	68	100.00%	0.00%	32.35%
Male	76	76	100.00%	0.00%	40.79%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	--	--	--	--	--
Hispanic or Latino	131	131	100.00%	0.00%	35.11%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	52	52	100.00%	0.00%	19.23%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	126	100.00%	0.00%	34.65%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	33	33	100.00%	0.00%	24.24%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)			21.89%	24.78%	30.73%	32.33%

Note: 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.

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.

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.

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

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

Opportunities for Parental Involvement (School Year 2025–26)

- Annual Family Interviews: Welcome families to the new school year. Opportunity to build relationships amongst staff, students, and families. Allows teachers to learn about individual students and build relationships
- School Site Council and English Learner Advisory Committee
- School Counselor Parent Workshop: 10-16 sessions around topics that parents have identified as areas of need.
- Parent Education- Workshop for academic supports for Parents and Family Members.
- Pride Assembly- Monthly celebration of student achievement and highlighting of school focus.
- Weekly Family Announcements- Handout and video of updates for families to stay up to date around events, safety, and engagement. This information is provided through the family communication platform (Parent Square) as well as social media. Families are encouraged to comment and ask questions.
- Family Open House Nights: Opportunities for families to engage in the various strategies taught in class and expectations students are held to. Family Night focus ranges throughout the year (ELA, Math, SEL, Visual and Performing Arts, etc.)
- College Knowledge Academy: Inform parents about the college-going process. An opportunity to start planning college choice and preparedness as a family. MS-Financial Planning and foundation of math
- Chat with Principal/Counselors: To provide parents an opportunity to communicate with the principal and counselors in a welcoming setting for comments and concerns.
- Suicide Prevention: Provide students and families with scientifically-sound information and resources to promote mental health and wellness.
- Sexual Health: Provide students and families with scientifically-sound information and resources to promote sexual health Education.
- Drug Awareness: Increase awareness of substance abuse and how to protect students from drugs.
- Testing: Opportunity for families to understand the different types of assessments that students take including i-Ready, ELPAC, and CAASPP. More importantly to share resources and strategies to support their student's success.
- Family Conferences: At the end of Semester 1 and 2, Student, teacher, and families come together to discuss individual student progress.
- Parent Ambassador Program: Parents are able to volunteer for school wide as well as school events. Parents support with logistics of including students, creating crafts, communicating with other families, and support with classroom/school activities.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	407	395	79	20.0%
Female	197	193	37	19.2%
Male	210	202	42	20.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	12	12	1	8.3%
Hispanic or Latino	366	355	67	18.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	150	146	30	20.5%
Foster Youth	--	--	--	--
Homeless	11	11	5	45.5%
Socioeconomically Disadvantaged	367	357	77	21.6%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	72	70	16	22.9%

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.

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

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.30%	0.25%	0.55%	0.00%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.25%	0.00%
Female	0.00%	0.00%
Male	0.48%	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	0.27%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.27%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
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.

School Safety Plan (School Year 2025–26)

The Safe Schools Plan is renewed annually. VAES renewed its plan with School Site Committee which includes key stakeholders such as faculty, family, and student representatives on 12/2/25. The plan covers items such as the school site mission, the assessment of the school's current status, emergency response procedures, notifying teachers about dangerous pupils, procedures for safe ingress and egress from school, procedures to ensure a safe and orderly environment (including both a physical and social climate project for the upcoming school year) and lastly covers Title IX.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	6	2	0
1	24.00	0	6	0
2	26.00	0	6	0
3	22.00	0	6	0
4	24.00	0	6	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	3	
1	24.00		3	
2	22.00		3	
3	25.00		3	
4	21.00	1	2	
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		6	
1	23.00		6	
2	26.00		6	
3	23.00		6	
4	26.00		6	
5				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6				
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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33 +
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33 +
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33 +
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	193.5

* 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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	
Other**	3.20

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23245.88	\$8645.13	\$14600.75	\$73647.05
District	N/A	N/A	\$12748.41	\$90557.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

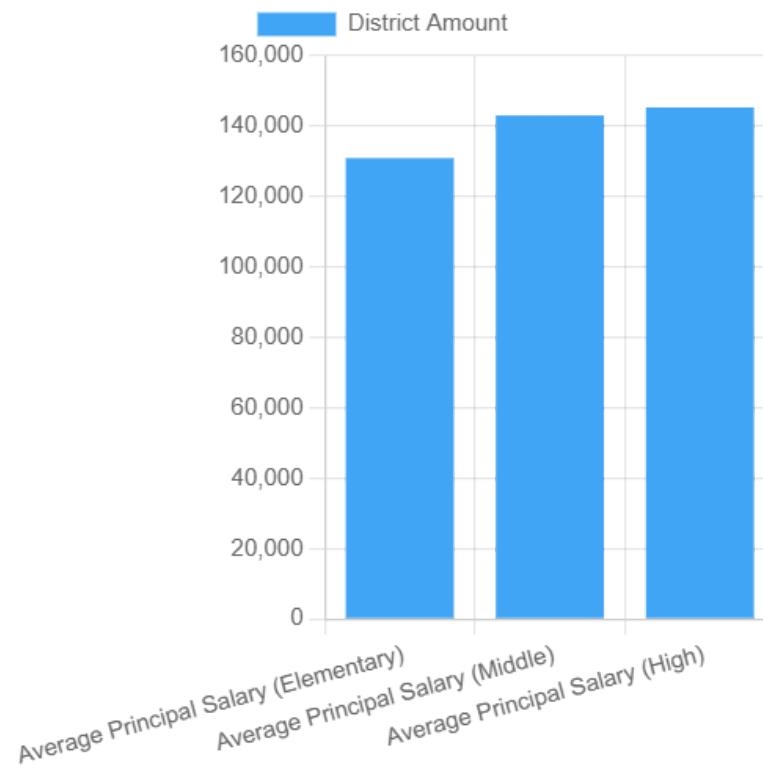
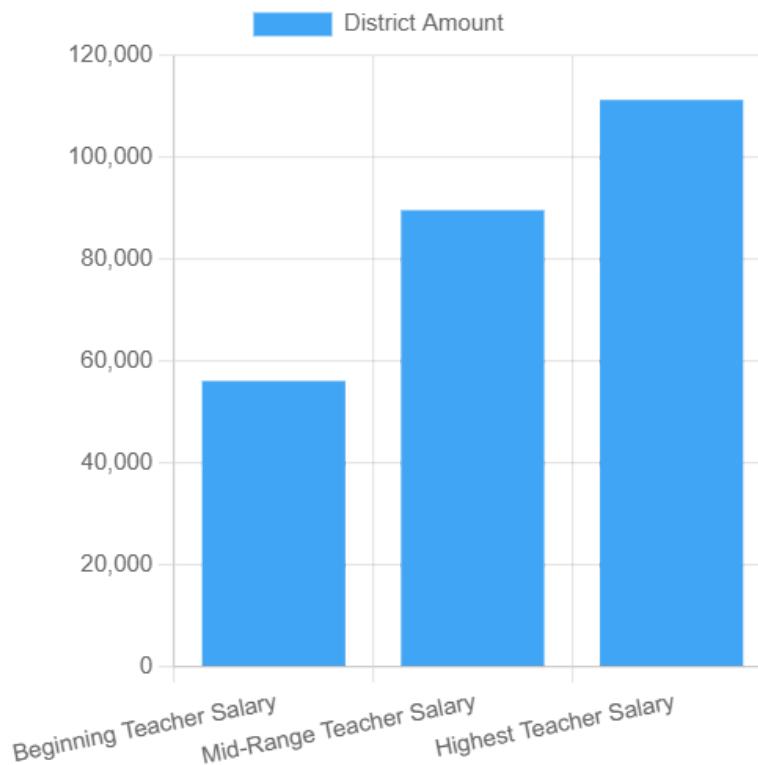
Types of Services Funded (Fiscal Year 2024–25)

- Grade-Level Inclusion Specialist Teachers (Resource Teachers): Our Inclusion Specialist Teachers (ISTs) support students and move up with them in grade levels.
- Counselors
- Free After-School Program to support working families
- Free instructional materials for all students
- Community School Manager- Well being supports for students and family

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56130.00	\$60862.67
Mid-Range Teacher Salary	\$89655.00	\$93575.04
Highest Teacher Salary	\$111314.00	\$125548.29
Average Principal Salary (Elementary)	\$130917.00	\$157644.72
Average Principal Salary (Middle)	\$143032.00	\$165340.66
Average Principal Salary (High)	\$145310.00	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

Valor Elementary School offers tiered supports that meets teachers' needs. Prior to students attending, new staff to the organization attend a multi-day PD geared to teacher development, organization and school logistics, and mission and philosophy setting.

Our returning staff joins our new staff for the remaining professional development days. This breakdown of the beginning of the year PD allows for teachers to learn relevant materials based on their time in our organization.

In addition to the beginning of the year PD, our teachers attend 5 PD days throughout the year. These PD have been broken down to revisit culture, data, social emotional wellbeing, and curriculum. Bright Star Schools also arranges planned "Elementary Cadre" days throughout the year for elementary teachers to collaborate with others in the organization. This session is led by our Senior Director of Elementary Instruction.

To support our teachers, each grade level has a content specialist that specializes in a field of their choice. The fields include: ELA, Math, Social Studies, Science, and Emotional Intelligence (RULER).

During the school year, 8-10 professional development days have been devoted to developing our teachers. In addition to the dedicated Professional Development days, our teachers are coached by the school leadership team. These coaching meetings include a sit down to set a goal and an observation to see the goal in action. Teachers also participate in weekly development with their grade level peers and have up to 4 hours of planning time a week to discuss and plan implementation of programs.

Measure	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	10