

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

Address: 9034 Burnet Ave.
North Hills, CA , 91343-2319

Principal: Brian Perry, Principal

Phone: (818) 830-1700

Grade Span: 5-8

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

Brian Perry, Principal

📍 Principal, Valor Academy Middle

About Our School



At Valor Academy Middle School, we honor the important role that school plays in the lives of our students. With our consistent commitment to build upon our strong foundation of high expectations, instructional excellence, unparalleled school community, and enrichment experiences- all designed to provide each and every one of our students an opportunity to discover and reach his or her true potential- we aim to create a school that meets the academic needs of students, while also nurturing and supporting their mental and emotional health, engaging their interests, encouraging their imaginations, and helping students to discover themselves.

We believe strongly in creating an environment where all students can see academic success, engage with their individual interests and desires, and participate in experiences that will help them grow as people by engaging with a variety of cultures, exploring their socio-emotional well-being, and learning about the elements of their identities that make them who they are, and serve as the base of who they will become. Our commitment-based culture focuses on creating a safe, Anti-Racist environment where students are led in understanding society, and using their understanding to address misogyny, bigotry, racism, and all other ills faced by minorities, women, and LGBTQ+ communities, to create a truly inclusive society.

We realize that growth and success are only made possible through one's ability to meet and overcome the challenges, so we teach our students to persevere through the adversities that may come in school and life. We ensure that all students are supported by an entire school community of students, parents, educators, and support staff all working together to help them achieve their goals. I am excited to lead Valor in serving our students

and our community, and demonstrating, once again, how much can be accomplished when people come together to serve the greater good.

Sincerely,
Brian Perry
Principal

Contact

Valor Academy Middle
9034 Burnet Ave.
North Hills, CA 91343-2319

Phone: (818) 830-1700

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 Middle
Street	9034 Burnet Ave.
City, State, Zip	North Hills, CA , 91343-2319
Phone Number	(818) 830-1700
Principal	Brian Perry, Principal
Email Address	bperry@brightstarschools.org
Website	http://www.brightstarschools.org/vams
Grade Span	5-8
County-District-School (CDS) Code	19647330120022

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

Valor Academy Middles School is a middles school serving grades 5-8 in North Hills, CA. Our schools values a strong and safe community as precursor to learning, and build school wide community through our Valor Commitments for staff, students, and families. We are a project-based school that believes in the power of student collaboration in learning, and provides opportunities for students to expand their world view both in and outside of the classroom. We belief in providing a wealth of opportunities for students to engages in clubs, activities, trips, and more to learn more about themselves and how they can leave an impact on the world.

Our Vision: Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world.

Our Mission: At Bright Star Schools, our mission is to provide holistic, inclusive support for all students to achieve excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life.

Values

Integridad means we need to the best versions of ourselves, to speak our own truth, and to advocate for those whose voices are not heard.

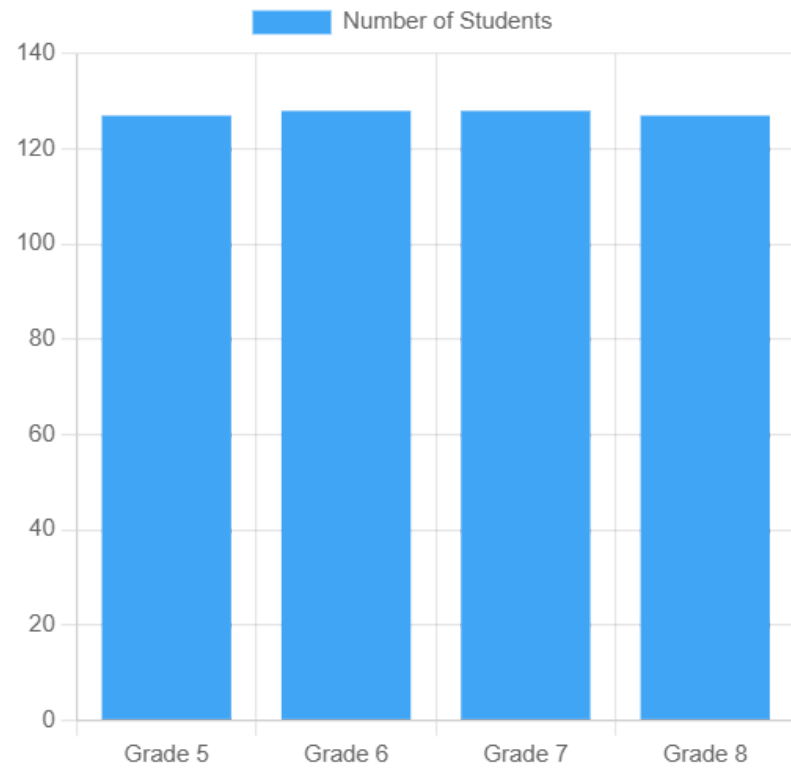
Ubuntu means that our humanity is shared, that we value kindness, and that we support one another to become the people we strive to be.

Kohyang means hometown and encourages us to build meaningful connections and strong community ties, because our hometowns are integral t our identities.

Growth means having a mindset that allows us to achieve excellence and gain fulfillment through our pursuit of learning and development.

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

Grade Level	Number of Students
Grade 5	127
Grade 6	128
Grade 7	128
Grade 8	127
Total Enrollment	510



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

Student Group	Percent of Total Enrollment
Female	47.50%
Male	52.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	0.40%
Black or African American	1.00%
Filipino	3.10%
Hispanic or Latino	92.50%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.20%
White	2.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	26.50%
Foster Youth	0.20%
Homeless	3.90%
Migrant	0.00%
Socioeconomically Disadvantaged	92.70%
Students with Disabilities	17.10%

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)	12.00	60.45%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.80	9.32%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	25.19%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.04%	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	19.80	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)	9.00	47.37%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	2.00	10.53%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.26%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.00	21.05%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	3.00	15.79%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	19.00	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)	10.90	55.56%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.00	10.16%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.70	24.12%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	10.16%	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	19.60	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	0.00	1	2.00
Misassignments	5.00	0	2.70
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	5.00	1	4.70

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	1.00	4	2.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	4	2.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.8%	0%	17.70%
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	?Evidentiary Learning in grades 5-8. All students have access to our EL curriculum though the online platform and is constantly updated and improved. ?	0
Mathematics	?Illustrative Math in grades 5-8. All students have access to our EL curriculum though the Summit platform, which is available online, and is constantly updated and improved. ?	0
Science	?Amplify Science in grade 5-8, accessed both online and in workbooks in the classroom.?	0
History-Social Science	Achievement First and History Alive in grade 5-8, accessed online.?	0
Foreign Language		0
Health		0
Visual and Performing Arts		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

VAMS is currently in good operational standings. All necessary items are serviced yearly and any and all improvements are done on a needed basis. VAMS recently upgraded and replaces student restroom stalls and added landscaping around the parking lot perimeter to add more privacy. VAMS also plans to do preventative and upkeep work such as painting interior spaces and powerwashing.

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	?Upgraded stalls in student restrooms?
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
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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)	38.02%	36%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	15.84%	17%	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	Percent Not Tested	Percent Met or Exceeded
All Students	510	510	100.00%	0.00%	35.95%
Female	242	242	100.00%	0.00%	38.84%
Male	268	268	100.00%	0.00%	33.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	16	16	100.00%	0.00%	75.00%
Hispanic or Latino	472	472	100.00%	0.00%	34.82%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	117	117	100.00%	0.00%	4.27%
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00%	0.00%	35.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	472	472	100.00%	0.00%	34.61%

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	89	89	100.00%	0.00%	11.36%

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	510	507	99.41%	0.59%	17.16%
Female	242	241	99.59%	0.41%	12.86%
Male	268	266	99.25%	0.75%	21.05%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	16	16	100.00%	0.00%	43.75%
Hispanic or Latino	472	469	99.36%	0.64%	16.42%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	117	117	100.00%	0.00%	1.71%
Foster Youth	--	--	--	--	--
Homeless	21	20	95.24%	4.76%	15.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	472	469	99.36%	0.64%	15.99%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	89	88	98.88%	1.12%	5.68%

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)	21.74%	22.83%	23.96%	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.

CAASPP Test Results in Science by Student Group**Grades Five, Eight and High School (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	255	254	99.61%	0.39%	22.83%
Female	124	123	99.19%	0.81%	20.33%
Male	131	131	100.00%	0.00%	25.19%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	232	231	99.57%	0.43%	21.65%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	60	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	233	232	99.57%	0.43%	20.69%

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	36	36	100.00%	0.00%	16.67%

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: 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

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	100%	96%	96%	99.2%	96%
7	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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)

Valor Academy is dedicated to engage parents as partners and build their capacity to support their child academically. Parents will have the opportunity to attend parent workshops every year that cover 4 major areas of adolescent development. Those 4 areas include 1) transition to high school, 2) school and home relationships, 3) college and career readiness, 4) character development.

We have also invested in Parent Square to continue to foster open communication with parents about students academic and behavior progress in school. Additionally, we have added Coffee with the Principal, Cocoa with Counselors, ELAC, School Site Council, and additional parents meetings to improve communication as well. Parents may also attend our Presentations of Learning and Parent Teacher Conferences to engage with the school and their student's progress.

We also have a vibrant Parent Ambassador program, where parents come together to plan events and activities that will directly impact the school community, plan community service opportunities, and support parents throughout the Middle School years. Throughout the year Parent Ambassadors support as we host festivals, movie nights, parent education seminars, cultural events and workshops to provide the opportunity for parent fellowship, connection, and learning.

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	520	517	71	13.7%
Female	249	247	35	14.2%
Male	271	270	36	13.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	16	16	1	6.3%
Hispanic or Latino	481	478	65	13.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	138	137	16	11.7%
Foster Youth	--	--	--	--
Homeless	22	22	5	22.7%
Socioeconomically Disadvantaged	482	479	67	14.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	91	20	22.0%

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.

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	2.28%	1.89%	1.73%	0.55%	0.60%	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	1.73%	0.00%
Female	2.81%	0.00%
Male	0.74%	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	1.66%	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	1.45%	0.00%
Foster Youth	0.00%	0.00%
Homeless	4.55%	0.00%
Socioeconomically Disadvantaged	1.87%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	2.20%	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 anually. VAMS renewed its plan with School Site Committee which includes key stakeholders such as faculty, family, and student representatives on 12/4/25. 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				
1				
2				
3				
4				
5	27.00	8	20	0
6	27.00	8	20	0
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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5	31.00	10	24	
6	32.00	10	24	
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				
1				
2				
3				
4				
5	32.00	2	24	2

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6	28.00	9	21	2
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	32.00	0	8	0
Mathematics	32.00	0	8	0
Science	32.00	0	8	0
Social Science	32.00	0	8	0

* 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	28.00	1	8	
Mathematics	28.00	1	8	
Science	32.00		8	
Social Science	32.00		8	

* 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	23.00	3	8	
Mathematics	26.00	2	8	
Science	32.00		8	
Social Science	32.00		8	

* 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*	128

* 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)	4.00
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**	6.20

* 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	\$19325.98	\$8139.19	\$11186.79	\$78091.27
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.

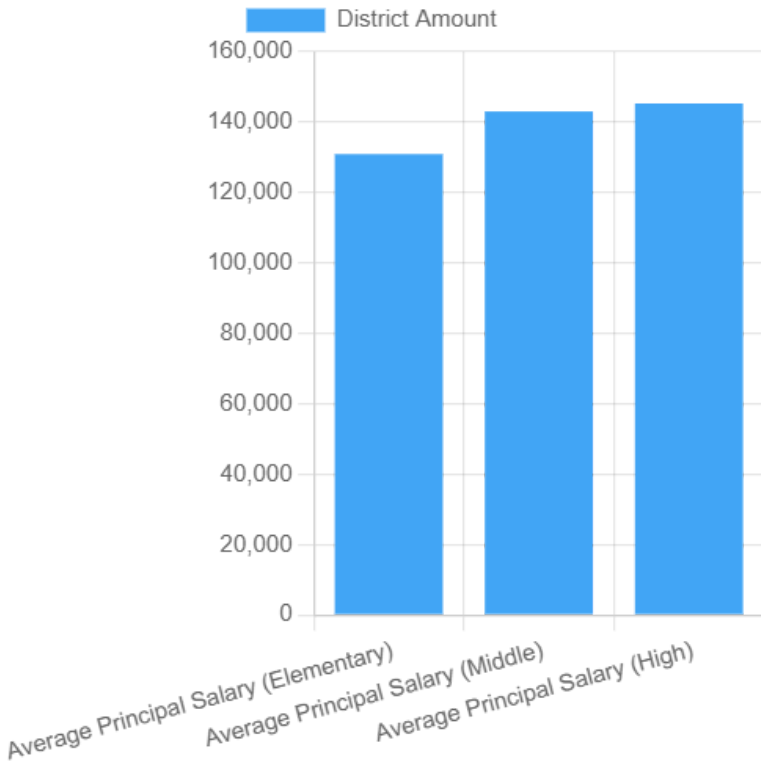
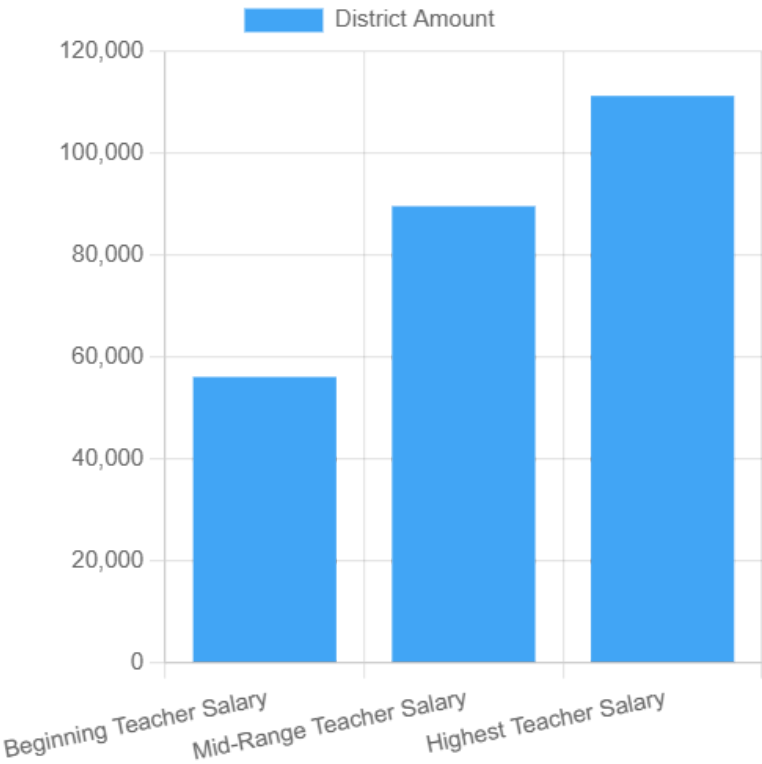
Types of Services Funded (Fiscal Year 2024–25)

Students are offered the opportunity to sign up for counseling services with the Phoenix House, which also delivers presentations to all students around mental wellness. Counselors are able to help connect families with these free services. The school has also been able to establish a partnership with Didi Hirsch for counseling. The organization has been able to lead and create a youth empowerment program that promotes advocacy amongst youth. In addition to that, the school has partnered with Valley Clinic to provide sex education classes for 7th and 8th grade students. The school has also invested greatly in providing clubs and experiences for students that they would normally not have access to. This includes class taught by professionals covering 3D printing, podcasting, nail technician, rock band, cooking, and more.

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

Measure	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40