

# School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

## *For Village Glen School*

**Address:** 13130 Burbank Blvd. Sherman Oaks, CA 91401

**Phone:** 818-781-0360

**Head of School:** Debbie Lazer

**Grade Span:** K - 12

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/fq/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.

## About This School

**Table 1: District Contact Information (School Year 2022–23)**

Entity	Contact Information
District Name	N/A
Phone Number	N/A
Superintendent	N/A
Email Address	N/A
Website	N/A

**Table 2: School Contact Information (School Year 2022–23)**

Entity	Contact Information
School Name	Village Glen School
Street	13130 Burbank Blvd.
City, State, Zip	Sherman Oaks, CA 91401
Phone Number	818-781-0360
Head of School	Debbie Lazer
Email Address	dlazer@thehelpgroup.org
Website	Villageglen.org
County-District-School (CDS) Code	19647337102015

**Table 3: School Description and Mission Statement (School Year 2022–23)**

Village Glen School offers comprehensive elementary, middle, and secondary programs to students with social, communicative, and learning needs. Village Glen School admits students with average to above average cognitive abilities who exhibit challenges in the areas of socialization and peer relations, pragmatic language/nonverbal communication skills, and academic performance. The majority of students at the school are diagnosed with autism or PDD-NOS (pervasive developmental disorder not otherwise specified). Students may also be admitted with dual eligibility or multiple diagnoses. Many students have co-morbid conditions such as attention deficit hyperactivity disorder, emotional disturbance, learning disabilities, or may be classified as other health impaired. Additional services provided by the school for students who are eligible to receive them are: speech and language, counseling, occupational therapy, and door-to-door transportation.

Due to its location within the boundaries of Los Angeles Unified School District (LAUSD), Village Glen School follows the scope and sequence of classes mandated by LAUSD, as well as the California State Frameworks. Village Glen School adopts programs and textbooks that have been approved by the state of California and are in compliance with the Williams Legislation. Village Glen School is a certified nonpublic school by the California State Department of Education and is accredited by the Western Association of Schools and Colleges. The school offers a range of college preparatory classes, AP courses, and a range of elective courses including many arts, humanities, and STEM courses. In addition to providing grade level curriculum and leveraging technology, Village Glen School provides intervention and remedial courses in the areas of reading, writing, and math. Village Glen School's teachers are highly qualified to teach students with mild/moderate disabilities. Village Glen High School has a thriving sports program and is a member of the California Interscholastic Federation.

#### Village Glen School Mission Statement

The mission of Village Glen School is to guide and support students on the Autism Spectrum and others with special needs in reaching their full potential socially, communicatively, and academically. Village Glen School adheres to the belief that students should experience the joy of learning as a lifelong process and develop unique talents and skills in preparation for their future goals. We seek to inspire students to become creative thinkers, committed and independent citizens, and compassionate, self-reliant individuals through partnerships with parents, the school, and the community.

**Table 4: Student Enrollment by Grade Level (School Year 2021–22)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	1
<b>Grade 3</b>	2
<b>Grade 4</b>	2
<b>Grade 5</b>	6
<b>Grade 6</b>	10
<b>Grade 7</b>	9
<b>Grade 8</b>	12
<b>Grade 9</b>	14
<b>Grade 10</b>	28
<b>Grade 11</b>	18
<b>Grade 12</b>	21
<b>Total Enrollment</b>	123

**Table 5: Student Enrollment by Student Group (School Year 2021–22)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	8%
<b>Male</b>	92%
<b>Non-Binary</b>	0.01%
<b>American Indian or Alaska Native</b>	0%
<b>Asian</b>	8%
<b>Black or African American</b>	10%
<b>Filipino</b>	.02%
<b>Hispanic or Latino</b>	32%
<b>Native Hawaiian or Pacific Islander</b>	0%
<b>Two or More Races</b>	7%
<b>White</b>	48%
<b>English Learners</b>	6%
<b>Foster Youth</b>	0%
<b>Homeless</b>	0%
<b>Migrant</b>	0%
<b>Socioeconomically Disadvantaged</b>	N/A
<b>Students with Disabilities</b>	100%

## **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

**Table 6: Teacher Preparation and Placement (School Year 2020–21)**

<b>Authorization/ Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12	71%	N/A	N/A	N/A	N/A
<b>Intern Credential Holders Properly Assigned</b>	2	12%	N/A	N/A	N/A	N/A
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	3	17%	N/A	N/A	N/A	N/A
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	N/A	N/A	N/A	N/A
<b>Unknown</b>	0	0	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	17	100%	N/A	N/A	N/A	N/A

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.

**Table 7: Teacher Preparation and Placement (School Year 2021–22)**

<b>Authorization/ Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9	64%	N/A	N/A	N/A	N/A
<b>Intern Credential Holders Properly Assigned</b>	4	29%	N/A	N/A	N/A	N/A
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1	7%	N/A	N/A	N/A	N/A
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	N/A	N/A	N/A	N/A
<b>Unknown</b>	0	0	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	14	100%	N/A	N/A	N/A	N/A

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.

**Table 8: Teachers Without Credentials and Misassignments  
(considered “ineffective” under ESSA)**

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
<b>Permits and Waivers</b>	3	1
<b>Misassignments</b>	0	0
<b>Vacant Positions</b>	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	3	1

**Table 9: Credentialed Teachers Assigned Out-of-Field  
(considered “out-of-field” under ESSA)**

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0	0
<b>Local Assignment Options</b>	0	0
<b>Total Out-of-Field Teachers</b>	0	0

**Table 10: Class Assignments**

<b>Indicator</b>	<b>2020–21 Percent</b>	<b>2021–22 Percent</b>
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0	0
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0	0

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

**Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)****Year and month in which the data were collected:** December, 2022

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	2020, 2021	Yes	0%
<b>Mathematics</b>	2020, 2021	Yes	0%
<b>Science</b>	2021	Yes	0%
<b>History-Social Science</b>	2021	Yes	0%
<b>Foreign Language</b>	2020	Yes	0%
<b>Health</b>	2020	Yes	0%
<b>Visual and Performing Arts</b>	2019	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	2015 - 2022	N/A	0%

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

**Table 12: School Facility Conditions and Planned Improvements**

The school facility is in overall very good condition and inspections are conducted regularly. Needed repairs are concluded in an efficient and timely manner.
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**Table 13: School Facility Good Repair Status**

Using the **most recently collected** 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:** January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			
<b>Interior: Interior Surfaces</b>				
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	X			Facility is thoroughly cleaned daily
<b>Electrical: Electrical</b>	X			
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	X			
<b>Safety: Fire Safety, Hazardous Materials</b>	X			Routine fire inspections conducted.
<b>Structural: Structural Damage, Roofs</b>	X			
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	X			

### Overall Facility Rate

**Year and month of the most recent FIT report:** January 2023

**Table 14: Overall Rating**

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–

21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

**Table 16: CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

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.

**Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

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.

**Table 18: CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
<b>Science (grades 5, 8 and high school)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

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.

**Table 19: CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

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.

**Table 20: Career Technical Education Programs (School Year 2021–22)**

N/A
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**Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

**Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	100

**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

**Table 23: California Physical Fitness Test Results (School Year 2021–22)  
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%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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.

## 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

**Table 24: Opportunities for Parental Involvement (School Year 2022–23)**

Village Glen School has a dedicated parent association that generously contributes time and effort to enhance all aspects of the school program. The parent association organizes fundraisers such as the annual book fair and annual gift sales. The monies raised from these activities directly support co-curricular and extracurricular activities including athletic programs and library resources. Through the Annual Giving Campaign, Village Glen parents donate funds that are earmarked for special projects to enhance the school's curricular and technological resources. Additionally, Village Glen continues its efforts to provide opportunities for families to engage in social events that build a sense of community amongst stakeholders and that further support the social growth of students. Parent education opportunities are also available, including parent support groups.

### State Priority: Pupil Engagement

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

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



**Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
<b>Dropout Rate</b>	0%	.06%	0%	N/A	N/A	N/A	N/A	N/A	N/A
<b>Graduation Rate</b>	100%	99.94%	100%	N/A	N/A	N/A	N/A	N/A	N/A

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)  
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A
<b>Non-Binary</b>	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

### **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

**Table 28: Suspensions and Expulsions for School Year 2019–20 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
<b>Suspensions</b>	18	N/A	N/A
<b>Expulsions</b>	0	N/A	N/A

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

**Table 29: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
<b>Suspensions</b>	0	23	N/A	N/A	N/A	N/A
<b>Expulsions</b>	0	6	N/A	N/A	N/A	N/A

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Table 30: Suspensions and Expulsions by Student Group**  
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	.2%	.05%
<b>Female</b>	0%	0%
<b>Male</b>	100%	.05%
<b>Non-Binary</b>	0%	0%
<b>American Indian or Alaska Native</b>	0%	0%
<b>Asian</b>	.8%	.008%
<b>Black or African American</b>	.3%	.008%
<b>Filipino</b>	.8%	0%
<b>Hispanic or Latino</b>	.8%	0%
<b>Native Hawaiian or Pacific Islander</b>	0%	0%
<b>Two or More Races</b>	0%	0%
<b>White</b>	16%	.03%
<b>English Learners</b>	0%	0%
<b>Foster Youth</b>	0%	0%
<b>Homeless</b>	0%	0%
<b>Socioeconomically Disadvantaged</b>	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	0%	0%
<b>Students with Disabilities</b>	100%	100%

**Table 31: School Safety Plan (School Year 2022–23)**

Village Glen School makes every effort to provide a safe environment for learning. Students participate in emergency drills held on a monthly basis for earthquake and fire preparedness. All staff receive mandatory yearly training regarding Child Abuse Awareness, Sexual Harassment, Prejudice, Diversity, Blood-Borne Pathogens, and Behavioral Management. Emergency supplies are available on site. Staff members practice emergency drills and are assigned to stations such as triage, search and rescue, and first aid. The campus entrance gate is kept closed unless visitors are entering or exiting. Exterior doors are locked at all times and require a key to enter. Teachers and staff are aware of lock-down procedures and procedures for requesting immediate assistance.

## 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.

**Table 32: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2019–20)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	9.2	8	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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2020–21)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	10.5	5	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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	10	1	0	0
Other**	10.7	3	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.

**Table 35: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.9	10	N/A	N/A
Mathematics	8.7	9	N/A	N/A
Science	10.5	6	N/A	N/A
Social Science	9	7	N/A	N/A

\*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2020–21)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	8.7	10	N/A	N/A
<b>Mathematics</b>	8.8	9	N/A	N/A
<b>Science</b>	9.8	7	N/A	N/A
<b>Social Science</b>	8.5	6	N/A	N/A

\*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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.3	10	N/A	N/A
Mathematics	9	7	N/A	N/A
Science	8.7	7	N/A	N/A
Social Science	8.2	6	N/A	N/A

\*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.

**Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	123

\*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.

**Table 39: Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	N/A
Nurse	2
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	N/A
Other	1

\*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.

**Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

**Table 41: Types of Services Funded (Fiscal Year 2021–22)**

N/A
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**Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

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



**Table 43: Advanced Placement (AP) Courses (School Year 2021–22)****Percent of Students in AP Courses: 8**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
<b>Computer Science</b>	0
<b>English</b>	1
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered*</b>	1

\*Where there are student course enrollments of at least one student.

**Table 44: Professional Development**

<b>Measure</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4