

Arthur S. Dudley Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Arthur S. Dudley Elementary School
Street	8000 Aztec Way
City, State, Zip	Antelope, CA 95843-4486
Phone Number	(916) 338-6470
Principal	Steve Jackson
Email Address	sjackson@centerusd.org
Website	https://dudley.centerusd.org/
County-District-School (CDS) Code	34739736032908

Entity	Contact Information
District Name	Center Joint Unified School District
Phone Number	(916) 338-6330
Superintendent	Scott A. Loehr
Email Address	superintendentsoffice@centerusd.org
Website	www.centerusd.org

School Description and Mission Statement (School Year 2019-20)

It is the mission of Dudley Elementary School to ensure high levels of learning for each student leading them to be young adults who are college and career ready. Through mutual respect within the total school community, our children will grow and learn in a positive, supportive atmosphere where faculty, staff, students, and parents together are enthusiastic about the teaching and learning process.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	95
Grade 1	86
Grade 2	81
Grade 3	103
Grade 4	96
Grade 5	93
Grade 6	95
Total Enrollment	649

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	14.5
American Indian or Alaska Native	0.3
Asian	7.7
Filipino	2.9
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	1.1
White	41.1
Two or More Races	6.9
Socioeconomically Disadvantaged	71.6
English Learners	19.4
Students with Disabilities	13.7
Foster Youth	0.3
Homeless	5.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	31	31	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders Reading 2016	Yes	0
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0
Science	Harcourt School Publishers, California Science 2008 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science 2008 Amplify Science 2019 (6th Grade Only)	Yes	0
History-Social Science	Studies Weekly . 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff of Dudley Elementary School work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that requires attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating 78.28, Fair.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: October, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Cooler and HVAC are noisy
Interior: Interior Surfaces	Poor	Cabinet door broken; holes in wall; torn vertex; stained and cracked ceiling tiles; stained carpet; drapes need repair; paint needed in some areas
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Stuff blocking electrical panels
Electrical: Electrical	Good	Wall plate cracked; hole in wall with electrical wire exposed; light switch doesn't work; electrical box needs cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Exhaust fan in restroom not working; wall needs painted; replace rubber stoppers; replace light bulbs; replace soap dispenser; replace light covers; leaking faucet; drinking fountains need adjusting; aerator plugged
Safety: Fire Safety, Hazardous Materials	Good	M-3 mold
Structural: Structural Damage, Roofs	Fair	Lower corner bricks moving; holes in bricks; holes in outside structure; walls and skirting need repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Windows cracked; windows with bb holes; missing 2-way door safety handle; old door handles; cracking around window casing; doors stoppers needing rubber replaced; rust on door; door hits concrete walkway
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	40	45	49	50	50
Mathematics (grades 3-8 and 11)	25	22	31	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	383	375	97.91	2.09	39.73
Male	215	213	99.07	0.93	37.56
Female	168	162	96.43	3.57	42.59
Black or African American	56	56	100.00	0.00	26.79
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	63.64
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	96	94	97.92	2.08	43.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	152	147	96.71	3.29	36.05

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	27	26	96.30	3.70	46.15
Socioeconomically Disadvantaged	290	282	97.24	2.76	33.33
English Learners	94	92	97.87	2.13	47.83
Students with Disabilities	72	71	98.61	1.39	11.27
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	31.82

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	383	377	98.43	1.57	22.02
Male	215	214	99.53	0.47	27.10
Female	168	163	97.02	2.98	15.34
Black or African American	56	56	100.00	0.00	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	36.36
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	96	95	98.96	1.04	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	152	148	97.37	2.63	21.62
Two or More Races	27	26	96.30	3.70	23.08
Socioeconomically Disadvantaged	290	284	97.93	2.07	16.20
English Learners	94	94	100.00	0.00	22.34
Students with Disabilities	72	71	98.61	1.39	15.49
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	4.35

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.9	24.4	17.8

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, email, progress reports, and the school website. Contact the school office at (916) 338-6470 for more information on how to become involved in your child's learning environment.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	1.9	3.4	7.6	6.6	5.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Dudley Elementary School's original facilities were built in 1959; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

Dudley Elementary School's Comprehensive Safety Plan is updated annually with the current plan being approved by the CIUSD Board of Education in the Spring of 2017. This plan will be reviewed and updated in the Spring of 2018.

The Safety Plan has two goals related to School Climate: Goal #1: A school environment that has in place supports for students' social-emotional needs will be provided. Goal #2: Frequent communication will be maintained among staff, students and parents.

The Safety Plan has four goals related to the Physical Environment: Goal #1: The physical environment of Dudley Elementary will be free of hazards. Goal #2: 100% of staff will understand the Safety Plan procedures and their role in the Incident Command System. Goal #3: Staff members will wear their staff badges and carry a 2-way radio whenever outside of the classroom. Goal #4 Safety kits will be stored in each classroom.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	3		26	1	3		26		3	
1	25		4		18	4			22		4	
2	22		4		28		4		20	3	1	
3	25		4		24		4		26		4	
4	32		2	1	31		2	1	32		2	1
5	31		3		29		3		31		3	
6	26	1	3		33			3	24	1	3	
Other**					14	1						

*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.

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

Title	Ratio
Academic Counselors*	649.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5331	993	4338	72342
District	N/A	N/A	6377	\$76,717.00
Percent Difference - School Site and District	N/A	N/A	-32.0	0.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-23.6	7.4

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

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

Types of Services Funded (Fiscal Year 2018-19)

Dudley Elementary School is committed to assisting all of our students with support in the areas of academic, behavioral, and social-emotional development.

Academically, we provide support at several levels. When a student is identified with an area of need, the teacher identifies accommodations and modifications to employ, writes a SMART goal related to the area of need, and meets with the parent of the child to relay this information. Academic support may occur through grade level Intervention Rotation, in-class Workshop, or through small group in a pull-out model. Student progress is monitored and adjustments to the strategy are made as needed.

Behaviorally, Dudley Elementary utilizes Positive Behavior Intervention Support (PBIS). We are currently in tier I and tier II implementation. The focus of the tier I strategy is to clearly identify behavior expectations stated with positive language. Students are acknowledged for displaying these expectations. There is also a clearly defined strategy for students who are experiencing difficulty meeting the expectations. Office Referral data is gathered and analyzed on a regular basis to identify if particular expectations need to be revisited as identified. Tier II focuses on those students who haven't responded to tier I level supports and additional strategies, such as Check-In, Check-Out are utilized and data is tracked as to the effectiveness of the strategy.

Dudley Elementary attempts to meet the social and emotional needs of our students by accessibility to a school counselor 5 days per week. We utilize Healthy Play, Second Step, and Community Circles in all classrooms as tier I intervention strategies. We offer Toolbox as a skill development strategy as a tier II strategy. As needed we can access support from the district Behavior Support Team as well as ERMHS counseling.

Dudley Elementary strives to have all of our students become college and career ready, and these programs have proven to be quite valuable.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,563	\$46,208
Mid-Range Teacher Salary	\$68,571	\$72,218
Highest Teacher Salary	\$96,638	\$92,742
Average Principal Salary (Elementary)	\$114,563	\$134,864

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$118,104	\$118,220
Average Principal Salary (High)	\$124,085	\$127,356
Superintendent Salary	\$187,915	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

During the 2017-18 school year, Dudley Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Utilizing the Wonders ELA curriculum to address Common Core State Standards.
- Implementing Community Circles as a Restorative Practice

During the 2018-19 school year, Dudley Elementary School staff participated in staff development related to the following topics:

- The updated CCSS for ELA/ELD
- Accommodations and Modifications to meet student's identified needs
- Strategies for utilizing para-professionals in the classroom
- Safety Training

During the 2019-20 school year, Dudley Elementary School staff participated in staff development related to the following topics:

- The CCSS Mathematics Framework
- Development of Guaranteed and Viable Curriculum in ELA and Mathematics
- Development of Common Formative Assessments in ELA and Mathematics
- Overview of the Studies Weekly Social Studies curriculum
- Accommodations and Modifications to meet the identified needs of students
- Overview of ProACT strategies for De-escalation and Self-Care
- Safety Training

Decisions concerning selection of staff development activities are performed by the principal and the school parent group using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Dudley Elementary School supports ongoing professional growth throughout the year. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Dudley Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.