

SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20



Bates Elementary

Address: 180 Primasing Ave. Courtland, CA 95615-0308

Principal: Maria Elena Becerra, Principal

Phone: (916) 775-1771

Email: mebecerra@rdusd.org

Web Site: <http://bates-rdusd-ca.schoolloop.com/>

CDS Code: 34674136033641



River Delta Joint Unified

Superintendent: Katherine Wright

Phone: (707) 374-1700

Email: kwright@rdusd.org

Web Site: www.riverdelta.org



I DATA AND ACCESS

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: River Delta Joint Unified
 Phone Number: (707) 374-1700
 Superintendent: Katherine Wright
 E-mail Address: kwright@rdsd.org
 Web Site: www.riverdelta.org

School Contact Information Most Recent Year

School Name: Bates Elementary
 Street: 180 Primasing Ave.
 City, State, Zip: Courtland, CA 95615-0308
 Phone Number: (916) 775-1771
 Principal: Maria Elena Becerra, Principal
 E-mail Address: mebecerra@rdsd.org
 Web Site: <http://bates-rdsd-ca.schoolloop.com/>
 County-District-School
 (CDS) Code: 34674136033641

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

Mission Statement: Blending tradition and Technology so that All Students Learn

Our Vision: The aim of Bates Elementary School is to promote responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family and a competent, qualified staff in a safe and caring environment.

Our teachers and staff work hard to provide the best educational experience for our students. Parent partnership is a high priority and is essential for student success. Bates Elementary School has a rich tradition of outstanding student achievement and we provide a sound, standards-based education while promoting high moral character of all students.

Located in Courtland, Bates Elementary School serves a student body of 121 students. The ethnic makeup is as follows: 90.08% Hispanic/Latino, 8.26% White/Caucasian, and .83% Filipino and .83% multiple. In addition, 52.89% English Language Learners, 26.45% of our school population is in the Migrant Education Program, 7.4% of Special Education and 88.4% of socio-economically disadvantaged.

Title I and other categorical program services are being provided for the students. The school has 11 certificated staff members. These certificated staff members include a full-time English Language Development /Response to Intervention (RTI) Teacher, a part-time band teacher, a part-time Special Education Resource teacher and part-time counselor. The remaining nine certificated staff members serve students in grades K-6. The classified staff members include one full-time staff member and eight part-time.

In addition to the teaching staff, Bates School has one part-time administrator, one full-time and one half-time custodian, and one full-time secretary. All of these staff members support the school's program on a daily basis. Part-time health, speech, and psychological services are provided for the children. Bates Elementary has the Beyond the Bell program and the staff consists of six part-time classified staff members with various responsibilities. In addition, Bates Elementary has a California Mini-Corps tutor from California State University, Sacramento who provides services to migrant students.

The Kindergarten through sixth grade programs stress basics and the core courses. Each teacher provides a variety of experiences during this period. The district has made significant efforts to keep class sizes to a minimum. The average number of students in the K-3 classrooms is 19. The overall average number of students in K-6 classrooms is 16 students.

The school campus is a composite of two older wings that were originally built in 1934 and 1957. In 1975, the two older wings were covered with a single roof, merging them into a single building. Bates School is committed to preparing students with 21st Century skills. Our Single Plan for Student Achievement (SPSA) provides direction to a program that blends the strengths of traditional, skill-based education with the best of technology-enhanced education. The School Site Council (SSC), English Language Advisory Council (ELAC), teaching staff, instructional aides, office staff, custodial staff, Principal, and parents are responsible for the successful implementation of this plan.

This the second year that Bates Elementary implemented the STEM Parent Academic Nights on a quarterly basis. These presenters generate STEM excitement for the whole family by allowing them to explore STEM together in fun and engaging ways.

The critical objectives of Bates School are:

- Increase student achievement in Reading, Language Arts, and Mathematics.
- Provide adequate staff development to support these academic areas.
- Provide the best possible technology to support all educational programs.
- Improve the classroom libraries, thus promoting literacy skills.
- Encourage parental involvement and support of the school.
- Improve assessment and data analysis to provide better feedback on achievement of students.
- Provide strategies for students at risk of school failure.
- Provide services for at risk students.
- Provide enrichment opportunities for students.
- Provide a bully-free environment.

In addition, Bates Elementary is dedicated in the implementation of the Advancement Via Individual Determination (AVID) in the fifth and sixth grade as well as in the RTI and ELD classroom. During the summer of 2019, three teachers and administrator attended the AVID Summer Institute where they received professional development to provide our students a suite of resources, and ongoing support to ensure a lasting impact that maximizes their potential. The work we do at Bates Elementary aligns with AVID's goals to accelerate and enhance the work that is already happening. AVID provides scaffolding support that educators and students need to encourage college and career readiness and success for all. It is a long-term goal for Bates Elementary

to fully implement the AVID program in grades K-6 within the next couple of years.

Our students at Bates Elementary have the opportunity to participate in our daily after-school program, Beyond the Bell. Beyond the Bell is a free for our students because it is state-funded through After School Education and Safety (ASES) funding. The program provides academic support and enrichment, exercise and intramural sports opportunities, as well as activities such as art projects and dances. All students are welcome and encouraged to attend. The program begins when the regular school day ends and concludes at 6:00 pm. Beyond the Bell works closely with regular day staff to coordinate and collaborate on student academic and behavioral needs of students.

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

Grade Level	Number of Students
Kindergarten	13
Grade 1	14
Grade 2	22
Grade 3	18
Grade 4	22
Grade 5	17
Grade 6	15
Total Enrollment	121

Student Enrollment by Student Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	0.8%
Hispanic or Latino	90.1%
Native Hawaiian/Pacific Islander	
White	8.3%
Two or More Races	0.8%
Socioeconomically Disadvantaged	88.4%
English Learners	52.9%
Students with Disabilities	7.4%
Foster Youth	
Homeless	5.8%

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	6	6	7	103
Without Full Credential	3	2	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	1	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 Other Instructional Materials (School Year 2019-20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Reading/Language Arts	McGraw-Hill Wonders K-6 Adopted in 2016 There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2016 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 11, 2018.	0%
Mathematics	Houghton Mifflin Math Expressions K-5 Adopted 2015; Big Ideas Learning Larson Big Ideas Math 6th grade Adopted in 2015; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2015 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials	0%

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
		was held at a regularly scheduled Board meeting on September 11, 2018.	
Science	Houghton Mifflin California Science K-6 Adopted 2008; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and approved by the RDUSD Board of Trustees in 2008. They were consistent with the content and cycles of the curriculum frameworks adopted by the SBE. New curriculum is being piloted and will be adopted in June 2019 to implement in 2019-2020. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 11, 2018.	0%
History-Social Science	Pearson My World Interactive K-6 Adopted 2018; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2018 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 11, 2018.	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

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

School Facility Conditions and Planned Improvements

Safety of our students and staff is a top priority at Bates Elementary School. The school is enclosed by fencing in front of the campus with an updated locking entrance/gate for visitors to be "buzzed-in" during instructional time. All visitors must sign-in and are provided with a visitor's badge. All grounds and buildings are properly supervised during student hours, as evidenced by the school's duty schedule. Planned supervision programs and special drills are designed to protect students and staff.

The total existing building area at Bates is 35,512 square feet. The school campus is a composite of two older wings that were built in 1934 and 1957. In 1975, these wings were covered with one roof, merging them into a single building. The site is generally rectangular except for a narrow "dog leg" on the east end of the property, which encompasses the classroom wing and primary play area. The parking lot was resurfaced in 2003.

The school facility supports teaching and learning. Classrooms are spacious and safe for both students and staff. Playgrounds are ADA accessible and monitored continually for safety factors. The computer lab was upgraded in 2017. The asphalt playground on the east site of campus was relocated in 2004. The Courtland community does not have utility systems for water supply. The site has two wells, one for drinking water and one for irrigation.

Although the building is older, it is well kept by staff, students, and district maintenance staff with established daily cleaning schedules. District maintenance staff insures that repairs necessary to keep the school in good working order are completed in a timely manner. Classrooms, cafeteria and bathrooms are cleaned daily. The custodial staff is quick to respond to emergency clean ups both in the building and on the playground. They monitor the building, grounds, and equipment for safety issues. District gardeners help maintain the grounds. No construction projects are scheduled at this time.

Maintenance and Repair Process:

We use a district wide software solution called SchoolDude for all maintenance and repairs requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting and work order completion.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

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 2020

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	38%	50%	44%	45%	50%	50%
Mathematics (grades 3-8 and 11)	26%	39%	32%	35%	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	72	72	100.00%	0.00%	50.00%
Male	30	30	100.00%	0.00%	43.33%
Female	42	42	100.00%	0.00%	54.76%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	64	64	100.00%	0.00%	48.44%
Native Hawaiian or Pacific Islander					
White	–	–	–	–	–
Two or More Races					
Socioeconomically Disadvantaged	66	66	100.00%	0.00%	50.00%
English Learners	55	55	100.00%	0.00%	47.27%
Students with Disabilities	–	–	–	–	–
Students Receiving Migrant Education Services	19	19	100.00%	0.00%	42.11%
Foster Youth					
Homeless	–	–	–	–	–

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

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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	72	72	100.00%	0.00%	38.89%
Male	30	30	100.00%	0.00%	33.33%
Female	42	42	100.00%	0.00%	42.86%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	64	64	100.00%	0.00%	39.06%
Native Hawaiian or Pacific Islander					
White	–	–	–	–	–
Two or More Races					
Socioeconomically Disadvantaged	66	66	100.00%	0.00%	39.39%
English Learners	55	55	100.00%	0.00%	40.00%
Students with Disabilities	–	–	–	–	–
Students Receiving Migrant Education Services	19	19	100.00%	0.00%	26.32%
Foster Youth					
Homeless	–	–	–	–	–

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

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	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 area 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	11.80%	11.80%	23.50%
7			
9			

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)

The School Site Council (SSC) is the governance council for the school. Voting members are elected each Fall. Half of the committee is composed of parents and community members and the other half is composed of school employees. Meetings are held quarterly from 3:30- 4:30 pm in the school's conference room. All parents and community members are welcome to attend. The meeting agenda and minutes are posted 72 hours in advance of the meeting at the school; hard copies are available in the school office.

In addition to the SCC, we have an association and a committee where parents are invited to attend and may be a part of:
Parent Teacher Association (PTA)
English Learner Advisory Committee (ELAC)

Parents are also encouraged to attend the monthly Coffee with the Principal. This provides parents with an informal opportunity to be engaged and aware of the different school events happening at the school site as well as to informational presentations scheduled upon parent requests.

If you are interested in attending any of these meetings, please contact the school principal. In addition to attending meetings, parents and community members may also volunteer in the classroom. In addition, parents and community members may also participate in Thursday Work Days, which help teachers prepare for future lessons. The principal can also assist with directing potential volunteers to a place that matches their interests and the school's needs.

Parents and community are encouraged to attend school activities such as STEM Parent Academic Nights, Monthly Sing Along, assemblies, field trips, coffee with the principal and school-wide activities such as Dr. Seuss's Day and PTA organized events and fundraisers. If parents have any questions about the school or their child's education, please call the school office, speak to our bilingual office manager. She will put the parent in contact with the appropriate person to address their question.

In addition, Bates Elementary in collaboration with California State University, Sacramento High School Equivalency Program (HEP) provides the parents the opportunity to complete their General Educational Diploma in the evenings. The parents attend class four nights a week and take their exams at an off campus on weekends. In the 2018-2019, a total of four completed this program and received their diploma in the summer. The program currently has a total of fifteen additional parents enrolled in the program. We work towards preparing everyone in our students' lives college and career ready.

If you would like to help the school by making a donation, please call our office manager for a list of teacher requests for classroom supplies or if you would like to donate a children-sized, college-logo t-shirt for our College Week celebration, please send it to the office. Thank you in advance for your support of your community school.

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			District			State		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	3.8	2.0	1.4	5.9	4.2	4.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Bates Elementary has an established safety team that collaborates with local law enforcement, fire, and emergency management agencies. We meet with the team during our staff meetings to develop or revised the safety plan to ensure effectiveness. After the plan is revised, students and staff is trained how to use the plan. Exercises and drills are then conducted to test the plans effectiveness and revisions are done depending on the turn out of the exercises and drills. A school safety plan consists of three components, Prevention, Response and Recovery. Each component is vital to the effectiveness of the overall plan.

The plan also provides a climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution. We provide disciplinary policies and procedures that contain prevention strategies as well as behavioral expectations and consequences for violation. We provide a curriculum that emphasizes prevention and alternatives to violence. This includes multicultural education, character/value education, and conflict resolution. We implement parental involvement strategies that ensure parental support and reinforcement of the school's rules. Students and parents are informed of the school rules and discipline strategies upon entering and are held to those standards while attending. We provide an assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campus to outsiders, securing the campus perimeter, and protecting buildings against vandalism.

Procedures are in place for site to follow in the event of a disaster, which include student supervision, facility monitoring using surveillance cameras and parental notification.

The following conditions provide Bates Elementary students with a safe school environment before, during and after school:

Before school supervision begins at 7:30 AM.

Recesses and cafeteria supervision provided support staff depending on the number of students and the lunch schedule.

Visitors and parents are required to check-in at office prior to accessing the classrooms.

All classrooms have access to a schoolwide all-call system.

All teachers and staff have a working walkie talkie in their classroom.

We have monthly fire drills.

A lock down procedure is in place and practiced periodically.

The school's emergency plan was updated by a district committee and approved by School Site Council on October 7, 2019.

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	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	22		1	
1				
2	22		1	
3	18	1		
4	17	1		
5	20	1		
6	33			1
Other**	21		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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	17	1		
1	19	1		
2	19	1		
3	24		1	
4	19	1		
5	15	1		
6	20	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

* * “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
K	13	1		
1	14	1		
2	22		1	
3	18	1		
4	22		1	
5	17	1		
6	15	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

* * “Other” category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.28
Social Worker	.11
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	

* 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	\$10,747	\$2,188	\$8,559	\$64,027
District	N/A	N/A	\$7,755	\$61,590
Percent Difference – School Site and District	N/A	N/A	9.86%	3.88%
State	N/A	N/A	\$7506.64	\$72949
Percent Difference – School Site and State	N/A	N/A	13.11%	13.03%

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

Types of Services Funded (Fiscal Year 2018-19)

The After School Education and Safety (ASES) grant provides extended-day activities for students. All students are provided the opportunity to attend our free-of-cost Beyond the Bell after school program. This program provides for homework help, tutoring, enrichment activities, and intramural sporting events. It runs from the end of each school day until 6:00 pm each day.

LCFF funding is allocated to the site to support instructional programming needs as determined by the local School Site Council.

In addition, we have a part-time counselor who provides social and emotional support to all students. Some examples of the support include: one-on-one and group counseling for identified students, peer mediation for all students and parent night workshops.

California Mini-Corp tutor from California State University Sacramento provides services to Migrant Education students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45601	\$46208
Mid-Range Teacher Salary	\$61431	\$72218
Highest Teacher Salary	\$81218	\$92742
Average Principal Salary (Elementary)	\$106906	\$134864
Average Principal Salary (Middle)	\$104012	\$118220
Average Principal Salary (High)	\$121662	\$127356
Superintendent Salary	\$165187	\$186823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at

<http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	1.5