

Arthur S. Dudley Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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.

2023-24 School 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	Brett Homesley
Email Address	bhomes@centerusd.org
School Website	dudley.centerusd.org
County-District-School (CDS) Code	34739736032908

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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.

Dudley is a TK-6 school. We have about 600 students. Along with our general education program, we offer support through Title I, ELD, SDC RSP, SLP, OT, as well as having 2 full-time counselor on campus. We are a PBIS school with consistent school-wide expectations, a multi-faceted acknowledgement system, and tiered supports to promote student success.

As a staff, we are proud of our diverse community. As a team, we look to take advantage of the strengths of our individual students as we identify ways that we can support them through their challenges.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	77
Grade 2	66
Grade 3	83
Grade 4	96
Grade 5	95
Grade 6	93
Total Enrollment	606

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.9%
Male	52.1%
American Indian or Alaska Native	1.2%
Asian	11.4%
Black or African American	20.6%
Filipino	1.8%
Hispanic or Latino	30.4%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	3%
White	31%
English Learners	16.2%
Foster Youth	0.3%
Homeless	8.4%
Socioeconomically Disadvantaged	70.5%
Students with Disabilities	14.9%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.00	96.55	184.50	91.57	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.45	14.10	7.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.90	0.98	12115.80	4.41
Unknown	0.00	0.00	0.80	0.43	18854.30	6.86
Total Teaching Positions	29.00	100.00	201.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.20	96.58	187.60	88.64	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.42	14.70	6.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.10	2.89	11953.10	4.28
Unknown	0.00	0.00	3.10	1.50	15831.90	5.67
Total Teaching Positions	29.20	100.00	211.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district certified to the governing board on 10/18/2023 that the district has a sufficient supply of textbooks and instructional materials in the core academic areas. Sufficient textbooks and instructional materials include each pupil, including English learners, having a textbook or instructional materials, or both, to use in the classroom or take home.

Year and month in which the data were collected

November 2023

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 Amplify Science 2019 (6th Grade Only)	Yes	0
History-Social Science	Studies Weekly . 2019	Yes	0

School Facility Conditions and Planned Improvements

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: Good.

Year and month of the most recent FIT report

10/09/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room T4: Room Dusty Room T5: Room Dusty
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cafeteria/MP: Floors dirty, tables dirty
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Administration: Restroom floor dirty, sink dirty
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	25		40		47	
Mathematics (grades 3-8 and 11)	16		25		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.09		23.76		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	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
Grade 5	76.09%	96.74%	96.74%	94.57%	93.48%

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.

2023-24 Opportunities for Parental Involvement

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 text messages, emails, 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.

School Site Council provides parents an opportunity to learn more about our school programs, especially those funded through Title I funds. Along with Back-toSchool Night and Open House, each grade level hosts on Family Night with various activities showcasing student work or curricular content from that grade level.

Our hope is that Dudley is a place where parents can easily be aware of what is going on and know that they can reach out to us with any questions or requests for support.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				

Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		

English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

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 CJUSD Board of Education in the Spring of 2023. This plan will be reviewed and updated in the Fall of 2024.

The Safety Plan has two goals related to School Climate: Goal #2: A school environment that has in place supports for students' social-emotional needs will be provided.

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 Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	3	
1	24		3	
2	24		4	
3	21	1	3	
4	25		3	
5	29		3	
6	31		3	
Other	14	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	21	1	2	
2	21	1	2	
3	16	4	1	
4	24		3	
5	24		3	
6	25		3	
Other	15	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8592	2578	6014	79714
District	N/A	N/A	9176	\$77,784
Percent Difference - School Site and District	N/A	N/A	-41.6	3.6
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-9.2	0.7

Fiscal Year 2022-23 Types of Services Funded

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 Workshops, or small groups 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 experiencing difficulty meeting 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. Dudley participates in an anti-bullying strategy, Safe School Ambassadors. In this program, students who are from a wide

Fiscal Year 2022-23 Types of Services Funded

cross-section of our student population are trained in specific language and strategies they can use to intervene and minimize student mistreatment as well as support the student who received such behavior and strategies for making adults aware of student mistreatment. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,684	\$50,875
Mid-Range Teacher Salary	\$71,341	\$79,761
Highest Teacher Salary	\$100,542	\$103,045
Average Principal Salary (Elementary)	\$115,715	\$128,154
Average Principal Salary (Middle)	\$121,695	\$131,774
Average Principal Salary (High)	\$129,188	\$142,676
Superintendent Salary	\$224,277	\$211,462
Percent of Budget for Teacher Salaries	32.03%	30.11%
Percent of Budget for Administrative Salaries	4.26%	5.49%

Professional Development

23-24 Professional Development
Site PD

Our staff is completing a two-year commitment to Wonders ELA training. This is a deep dive into teaching Wonders with fidelity, our trainer comes and observes our teaching staff and then identifies areas of the curriculum that we need to utilize better. We are using our iReady data and screeners to guide our instruction. We also have our math and ELA coaches who can support or guide staff through the curriculum.

We are also engaging in a CAL-ISP grant. This grant is a two-year commitment and we are in year one. There are six modules that our staff will participate. The modules are Implicit Bias, Vulnerable Decisions, Cultural Awareness, WISE Praise, Community Circles, and Greetings at the door. This grant utilizes PBIS strategies but focuses specifically on the skill and self-evaluate how we are implementing these skills.

District-level Professional Development

- Wonders ELA training
- My Math
- How to teach reading
-

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3