

Center Joint Unified School District Dudley Elementary School

Grades K through 5
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2009-10 School Accountability Report Card *Published January 2011*

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Principal's Message

I'd like to welcome you to Dudley Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Dudley Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Dudley Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well rounded education, and being active citizens of our diverse community.

School Profile

Dudley Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through five following a modified traditional calendar. At the beginning of the 2009-10 school year, 664 students were enrolled, including 12% in special education, 13% qualifying for English Language Learner support, and 59% qualifying for free or reduced price lunch. Dudley Elementary School achieved a 2010 Academic Performance Index (API) score of 842.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	13.55 %	Kindergarten	118
Amer. Indian or Alaskan Native	1.20 %	Grade 1	114
Asian	9.64 %	Grade 2	104
Filipino	1.66 %	Grade 3	109
Hisp. or Latino	21.54 %	Grade 4	110
Pacific Islander	1.05 %	Grade 5	109
Caucasian	49.10 %		
Multi-Racial	2.26 %		
Total Enrollment			664

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Dudley Elementary School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	51	63	61	48	52	55	46	50	52
Math	56	66	67	47	49	48	43	46	48
Science	36	37	55	48	48	60	46	50	54
Social Science	0	0		36	41	45	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Dudley Elementary School							
	African- Amer.	Alaskan Native	Asian	Cauca- sian	Filipino	Hisp. or Latino	Multi- Racial	Pacific Islander
Language Arts	53	*	83	63	*	56	*	*
Math	59	*	74	72	*	66	*	*
Science	*	*	67	51	*	58	*	*
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	CJUSD	Dudley Elementary School						
	All	All	Male	Female	English Learners	Econo- mically Dis- advan- tagged	Students with Dis- abilities	Migrant Educ.
Lang. Arts	55		54	69	34	56	*	
Math	48		66	69	60	63	*	
Science	60		54	56	*	54	*	
Social Science	45							

Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness test results were not available at the time of production of this report.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth			

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2007	2008	2009
Statewide Rank	7	6	7
Similar Schools Rank	7	3	8

Results generated from 2007, 2008, and 2009 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	-17	47	9
Ethnic Subgroups			
African-Amer.	*	20	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	20
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	-33	55	4
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	4	42	32
English Learners	*	*	-2

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino	826	760	715
Pacific Islander			754
Caucasian	852	801	838
Multi-Racial		781	807
Economically Disadvantaged	824	760	610
English Learners	825	749	691
Students with Disabilities		600	580
All Students	842	786	767

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for English/Language Arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	DES	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, Dudley Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	DES	CJUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

Parent 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 email, progress reports, the school marquee, school newsletters, the school website, and an automated telephone message system. Contact the school office at (916) 338-6470 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
 Classroom Helper
 Fundraising Activities
 School Projects
 Dudley Dollar Store
 Santa Shop
 Book Fairs

Committees

English Learner Advisory Council
 Parent Teacher Association
 School Site Council

School Activities

Back to School Night
 Fall Festival
 Family Nights
 Movie Night
 Open House
 Student Performances
 Spaghetti Feed

School Facilities & Maintenance

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. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 2 years, the following improvements have been completed:

- Exterior painting projects
- Interior painting projects
- Complete modernization
- Installation of new fire alarm system
- Installation of new intercom system
- Installation of new clocks and bells

Every morning before school begins, the custodian and the principal inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Dudley Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1959
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	18
Portable Classrooms	17
Restrooms (sets)	4
Multipurpose Room/Cafeteria	1
Library	1
Computer Labs	2
Outdoor Covered Patio	1
Playgrounds	2
Staff Lounge / Workroom	1

Deferred Maintenance

Dudley Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Dudley Elementary School received \$14,816 in deferred maintenance funds for the repair and/or maintenance of:

- Heating/Air Conditioning Systems

Facilities Inspection

The district's maintenance department inspects Dudley Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Dudley Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, October 18, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Monday, October 18, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds		✓	
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Administration office window has bb hole; cafeteria upper window has bb hole; Rm 10 window has bb holes; Rm A6 cracked window; Rm 8 hole in window over door; Rm C3 upper 2 windows have bb holes; Rm C4 upper 2 windows have bb holes.
(4)	Rm C3 ceiling tiles broken; Rm C4 ceiling tiles broken.
(6)	Cafeteria plaster broken under sink; Rm T3 new siding needs paint; playground & fields asphalt has cracks.
(13)	Plywood on playground wall deteriorating.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	▼		

Rating Description
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the teachers, administrators, and teachers aides are strategically assigned to designated entrance areas and the playground. During recess, administrators, teachers, and teacher aides supervise playground activity. Administrators and noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, teachers, and teacher aides monitor student behavior to ensure a safe and orderly departure.

Dudley Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Dudley Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2010.

Classroom Environment

Discipline & Climate for Learning

Dudley Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	DES		
	07-08	08-09	09-10
Suspensions (#)	125	90	39
Suspensions (%)	17.36 %	13.12 %	5.87 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	227	179	116
Suspensions (%)	9.80 %	7.97 %	5.20 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.8	6		
1	19.3	6		
2	19.3	6		
3	19.8	6		
4	28.5		4	
5	32.3		3	1
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.5	6		
1	18.5	6		
2	19.7	6		
3	19.0	6		
4	31.7		3	
5	32.0		3	
Combo 4-8	30.0		1	
2009-10				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.5	6		
1	18.5	6		
2	19.7	6		
3	19.0	6		
4	31.7		3	
5	32.0		3	
6			1	
Combo 4-8	30.0			

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Dudley Elementary School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Dudley Elementary School held three staff development days devoted to:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies
- Safety

Decisions concerning selection of staff development activities are performed by the principal and school parent group using tools such as teacher input, state assessment results, 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 on early release days. Teachers met in both grade level and department 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. During the 2009-10 school year, Dudley Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS-Early Literacy Skills
- Games Using MS Office-Technology
- Amazing Openings-Opening Activities for Classrooms
- United Streaming-Technology
- Multimedia-Technology

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.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Dudley Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, August 18, 2010, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 3/2010-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a

textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
Language Arts		
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
Math		
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Counseling & Support Staff

Dudley Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Dudley Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	1	0.8
Child Aides	2	0.6
Librarian	1	1.0
Nurse	1	0.6
Psychologist	1	1.0
Speech Therapist	1	0.5

FTE = Full-Time Equivalent

Teacher Assignment

During the 2009-10 school year, Dudley Elementary School had 32 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act

requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Dudley Elementary School	100.0 %	0.0 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	DES			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	35	34	32	249
Teachers with full credentials	35	34	32	249
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	5
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	DES	CJUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	DES	CJUSD
Doctorate	0.0 %	1.2 %
Master's degree plus 30 or more semester hours	12.5 %	12.0 %
Master's degree	6.3 %	14.9 %
Bachelor's degree plus 30 or more semester hours	81.3 %	69.5 %
Bachelor's degree	0.0 %	2.4 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
Average Principal Salaries:		
Elementary School	\$95,167	\$103,189
Percentage of General Fund Expenditures for:		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%

Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
	DES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	659	5098	N/A	N/A	N/A
Total**	\$5,835	\$6,253	93.32	N/A	N/A
Restr.†	\$720	\$1,314	54.75	N/A	N/A
Unrestr.††	\$5,116	\$4,938	103.59	\$5,681	90.05
Avg. Teacher Salary	\$69,810	\$66,508	104.96	\$57,352	121.72

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Dudley Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Dudley Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Dudley Elementary School is North Highlands-Antelope Library, a branch of Sacramento Public Library.

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

WebSite: <http://www.saclibrary.org>

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2010. Those to prepare the school facilities section were acquired in November 2010.