

Arthur S. Dudley Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 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	Melissa Oliver
Email Address	mltoliver@centerusd.org
School Website	dudley.centerusd.org
Grade Span	K-6
County-District-School (CDS) Code	34739736032908

2025-26 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

2025-26 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 serving approximately 550 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 counselors on campus. We are a PBIS school with consistent school-wide expectations, a multi-faceted acknowledgement system, and tiered supports to promote student

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	69
Grade 2	72
Grade 3	73
Grade 4	68
Grade 5	74
Grade 6	83
Total Enrollment	521

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	1.5
Asian	14.4
Black or African American	21.5
Filipino	3.3
Hispanic or Latino	28
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.3
White	29.6
English Learners	20
Foster Youth	0.2
Homeless	6.5
Socioeconomically Disadvantaged	72.7
Students with Disabilities	12.7

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.

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)	28.2	96.58	187.6	88.64	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.42	14.7	6.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.1	2.89	11953.1	4.28
Unknown/Incomplete/NA	0	0	3.1	1.5	15831.9	5.67
Total Teaching Positions	29.2	100	211.7	100	279044.8	100

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.

2022-23 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)	27.9	90.3	184	85.96	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.8	1.33	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.23	8.7	4.07	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.6	2.65	11746.9	4.23
Unknown/Incomplete/NA	2	6.46	12.7	5.96	14303.8	5.15
Total Teaching Positions	30.9	100	214	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	25.5	89.47	182.1	79.47	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5	2.19	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.02	21.9	9.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.5	2.85	12112.8	4.34
Unknown/Incomplete/NA	1	3.51	13.5	5.92	13705.8	4.91
Total Teaching Positions	28.5	100	229.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	1.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	0	0
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district certified to the governing board on 8/20/2025 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders Reading 2016	0
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	0
Science	FOSS NGSS 2022 Amplify Science 2019 (6th Grade Only)	0
History-Social Science	Studies Weekly . 2019	0

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

School Facility Conditions and Planned Improvements

All sites undergo daily cleaning, and during breaks, a more thorough cleaning of the floors is performed. Custodial staff follow a daily, weekly, and monthly checklist for their standard cleaning duties. 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 10/07/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

<p>Interior: Interior Surfaces</p>		X	<p>Room T3: Walls dirty, vinyl baseboard peeling Room T4: Walls dirty, drywall damaged, carpet dirty Room T5: Carpet dirty, walls dirty, wallpaper damaged Room M3: Carpet stained and dirty, vinyl wall coverings torn and damaged, wire mould for data is damaged Room M4: Carpet stained and dirty, HVAC return air grill dirty Room M5: Carpet stained and dirty Room M6: Vinyl tackboard is damaged, coverplate missing on electrical box. Room M7: Carpet stained and dirty Room M8: Carpet stained and dirty, walls dirty, thermostat covered in dust, return air grill for HVAC dirty Room M9: Carpet stained and dirty, thermostat and walls dusty, ceiling tiles need to be replaced Room M10: Carpet stained and dirty, walls and thermostat dusty Room M11: Carpet stained and dirty, vinyl wall covering has been marked on, HVAC return air grill dirty, thermostat is dusty. Restrooms: Partitions dirty and dusty. porcelain dirty</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>Room A1: Countertops and desks are dusty, carpet needs to be vacuumed Room A2: Countertops and desks are dusty, carpet needs to be vacuumed Room A3: Countertops and desks are dusty, carpet needs to be vacuumed Room A4: Countertops and desks are dusty, carpet needs to be vacuumed, door to classroom is dirty Room A5: Carpet needs to be vacuumed, sink needs to be cleaned Room A6: Carpet needs to be vacuumed Room A7: Countertops and desks are dusty, carpet needs to be vacuumed, return grill for HVAC dirty Room B1: Countertops and desks are dusty, thermostat dusty, VCT floor needs to be cleaned Room B2: Countertops and desks are dusty, carpet needs to be vacuumed, thermostat is dusty Room B3: Countertops and desks are dusty, carpet stained, sidewalk outside of room with food spillage, VCT floor dirty Room B4: Countertops and desks are dusty, carpet needs to be vacuumed, papertowel dispenser and thermostat are dusty, door to room dirty Room B5: Countertops and desks are dusty, carpet needs to be vacuumed, door to room is dirty Room B6: Countertops and desks are dusty, carpet needs to be vacuumed, door to room dirty Room C1: Countertops and desks dusty, carpet needs to be vacuumed Room C2: Countertops, papertowel dispenser, data conduit and thermostat dusty Room C3: Countertops, papertowel dispenser, and thermostat dusty Room C4: Countertops, thermostat, papertowel dispenser dusty. VCT floor needs to be cleaned</p>

School Facility Conditions and Planned Improvements

				Room C5: Countertops, desks, thermostat and papertowel dispenser dusty. Sink dirty Room C7: Carpet stained Restrooms: Partitions dirty and dusty. porcelin dirty
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Administration: Restroom floor dirty, sink dirty Room A5: Carpet needs to be vacuumed, sink needs to be cleaned
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	25	35	38	47	48
Mathematics (grades 3-8 and 11)	16	19	24	25	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	307	242	78.83	21.17	24.90
Female	158	124	78.48	21.52	25.81
Male	149	118	79.19	20.81	23.93
American Indian or Alaska Native	--	--	--	--	--
Asian	47	35	74.47	25.53	22.86
Black or African American	66	55	83.33	16.67	14.55
Filipino	--	--	--	--	--
Hispanic or Latino	77	58	75.32	24.68	29.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	94	78	82.98	17.02	25.64
English Learners	61	47	77.05	22.95	6.52
Foster Youth	0	0	0	0	0
Homeless	22	15	68.18	31.82	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	187	78.57	21.43	19.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	35	66.04	33.96	8.57

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	307	234	76.22	23.78	18.80
Female	158	117	74.05	25.95	17.09
Male	149	117	78.52	21.48	20.51
American Indian or Alaska Native	--	--	--	--	--
Asian	47	35	74.47	25.53	22.86
Black or African American	66	52	78.79	21.21	5.77
Filipino	--	--	--	--	--
Hispanic or Latino	77	55	71.43	28.57	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	94	75	79.79	20.21	22.67
English Learners	61	48	78.69	21.31	10.42
Foster Youth	0	0	0	0	0
Homeless	22	15	68.18	31.82	6.67
Military	0	0	0	0	0

Socioeconomically Disadvantaged	238	177	74.37	25.63	14.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	30	56.60	43.40	13.33

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.64	11.36	22.16	27.66	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	44	56.41	43.59	11.36
Female	42	22	52.38	47.62	13.64
Male	36	22	61.11	38.89	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	13	6	46.15	53.85	--
Black or African American	17	9	52.94	47.06	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	12	60.00	40.00	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	14	63.64	36.36	28.57
English Learners	16	10	62.50	37.50	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	33	55.93	44.07	6.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	2	15.38	84.62	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	86%	88%	92%	62%	62%

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.

2025-26 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. School Site Council provides parents an opportunity to learn more about our school programs, especially those funded through Title I funds. Our staff hosts several events throughout the school year where we welcome students and their families onto campus to engage in family friendly and fun activities which include topics such as literacy, art, science or math. Parents stay informed on upcoming events and school activities through automated text messages, emails, progress reports, and the school website.

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.

Contact the school office at (916) 338-6470 for more information on how to become involved in your child's learning environment.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	640	612	182	29.7
Female	322	309	91	29.4
Male	318	303	91	30.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	100	95	11	11.6
Black or African American	146	138	50	36.2
Filipino	18	18	7	38.9
Hispanic or Latino	172	165	62	37.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	4	36.4
White	183	175	42	24.0
English Learners	142	135	22	16.3
Foster Youth	--	--	--	--
Homeless	47	46	23	50.0
Socioeconomically Disadvantaged	493	470	157	33.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	92	36	39.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6	3.79	7.03	6.87	5.59	5.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.13	0.14	0.1	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.03	0.00
Female	4.35	0.00
Male	9.75	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.00	0.00
Black or African American	11.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	18.18	0.00
White	3.83	0.00
English Learners	2.82	0.00
Foster Youth	0.00	0.00
Homeless	8.51	0.00
Socioeconomically Disadvantaged	7.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.38	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 primary objective to keep students and staff safe and to develop effective strategies for responding to emergencies. The current plan was approved by the CJUSD School Board in Spring 2025. It will be reviewed and updated in Spring of 2026.

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.

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
K	23	0	4	0
1	24	0	3	0
2	21	0	3	0
3	25	0	3	0
4	30	0	3	0
5	29	0	3	0
6	28	0	3	0
Other	11	4	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	0	3	0
1	22	0	3	0
2	26	0	3	0
3	21	2	1	0
4	25	0	3	0
5	26	0	3	0
6	26	0	3	0
Other	15	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22		3	
1	23		3	
2	24		3	
3	18	1	3	
4	33		1	
5	23		3	
6	26		3	
Other	11	1		

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 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	552

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9628	3136	6492	86401
District	N/A	N/A	10098	\$86,905
Percent Difference - School Site and District	N/A	N/A	-43.5	5.7
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-49.6	-1.4

Fiscal Year 2024-25 Types of Services Funded

Dudley Elementary School is committed to ensuring services funded align with the district and school goals and priorities as outlined in the Local Control Accountability Plan (LCAP) and the Site Plan for Student Achievement (SPSA). Funding focuses on providing students and staff with materials, tools, professional development and experiences to support their academic and social-emotional learning.

Dudley Elementary's certificated and classified staff participate in professional learning specific to the needs of our site and their positions including SEL training, PBIS, Science of Reading and literacy strategies. In addition, the staff is able to request professional development that aligns with the school's goals.

The following programs/supports/initiatives are available:

1. Literacy Specialist - 5 days per week
2. Title 1 Intervention Teacher - 5 days per week
3. Literacy Leaders for school coaches and administrators

Fiscal Year 2024-25 Types of Services Funded

4. Literacy Partnership with Sacramento County Office of Education
5. Mental Health Clinician - 5 days per week
6. Counselor - 5 days per week
7. Collaboration Time
8. Before/After School Clubs
9. PBIS
10. Music Teacher - 2.5 days per week

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,170	\$57,978
Mid-Range Teacher Salary	\$79,158	\$89,612
Highest Teacher Salary	\$110,185	\$117,194
Average Principal Salary (Elementary)	\$121,310	\$143,632
Average Principal Salary (Middle)	\$130,674	\$149,447
Average Principal Salary (High)	\$154,263	\$162,334
Superintendent Salary	\$280,900	\$234,076
Percent of Budget for Teacher Salaries	28.49%	27.81%
Percent of Budget for Administrative Salaries	4.17%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Dudley Elementary School provides a wide array of professional learning opportunities for staff.

- All Certificated Staff is participating in literacy training through a partnership with Sacramento County Office of Education (SCOE) to strengthen Tier 1 instructional practices. Teachers will receive 5 days of targeted training with their grade level teams throughout the school year. They also receiving ongoing support through modeling and meetings with site based literacy coaches throughout the year.
- Certificated staff are also participating in 5 meetings focused on Trauma Informed Practices in partnership with CJUSD's Student and Family Support Services Team.
- Classified Instructional Specialist staff receive bi-monthly training administered through our site behaviorist focused on behavior management strategies, data collection and relevant special education training needs.
- 3 Certificated staff members will attend an SBAC Interim Assessment training focused on strategies to support students taking CAASPP.

All staff, certificated and classified, receive Positive Behavioral Interventions and Supports (PBIS) training throughout the school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	25	10