William G. Paden Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	William G. Paden Elementary School
Street	444 Central Ave.
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4014
Principal	Juan Flores
Email Address	jflores@alamedaunified.org
School Website	https://paden-alamedausd-ca.schoolloop.com/
County-District-School (CDS) Code	01611196090120

2022-23 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

2022-23 School Overview

School Description Paden Elementary School is a fabulous neighborhood school that looks out onto San Francisco Bay. The school community, families, staff and community partners, work together to ensure the success of every child. Numerous school-wide programs are routinely used to create a warm and nurturing learning environment with high expectations for all. At Paden we use the toolbox social emotional curriculum to help support our vision to teach the whole child. Paden School has a highly experienced staff, committed parent volunteers, and effective support staff working together to educate well-rounded citizens of the future. During the 2015-16 school year, we created an Innovative Program called Learn and Play by the Bay. This research-backed plan will provide students with additional time and resources for play during the school day and put an emphasis on science and community service related to the San Francisco Bay. We have also continued small group instruction in English language arts, focusing on providing English Language Development to all English Learners along with literacy support to students who were below grade level. This strategy also provides enrichment to students who are working at or above grade level. The small group concept also applies to our implementation of the upgraded Eureka Squared Math updated adoption. This year we are implementing "Paden Pods" a new school-wide program that encourages community throughout all grade levels . We have created 44 Pods which contain at least one student from each grade level - 5th, 4th, 3rd, 2nd, 1st, and a kindergartner. These Pods have been designed to encourage friendships across the grade levels. It gives our students an opportunity for leadership, sharing, caring, community, comradery, and compassion for other students in all grades. Like other California schools, we face budget challenges on how to support the needs of all students with fewer and fewer resources.

Our Mission Statement: The Paden School community provides students with the opportunities to learn in ways that support their individual learning styles, helping them realize their strengths, work with their challenges, and fulfill their potential.

Our 2 Goals for the 2022-23 school year are

1. I have a relationship with every student and their family. Relationship is defined as: I know their sense of identity, values, interests, and strengths. I build on their strengths as a way to promote student voice and agency. I can identify their areas of growth (social emotional and academic), and I have strategies and/or intervention plans to support progress in those areas.

2. Through frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level priority standards we will use the SGP and essential standard progress reports to ensure 75% of our unduplicated students will make more than average progress (.51) In ELA.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	69
Grade 2	59
Grade 3	60
Grade 4	56
Grade 5	43
Total Enrollment	328

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.3
American Indian or Alaska Native	0.3
Asian	20.4
Black or African American	4.3
Filipino	6.4
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	9.5
White	32.3
English Learners	19.2
Foster Youth	0.0
Homeless	1.5
Migrant	0.0
Socioeconomically Disadvantaged	33.2
Students with Disabilities	11.9

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)	17.40	83.17	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.78	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.78	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.49	17.80	3.32	12115.80	4.41
Unknown	1.00	4.78	14.20	2.64	18854.30	6.86
Total Teaching Positions	20.90	100.00	539.20	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.50	
Total Out-of-Field Teachers	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	Yes	0
Mathematics	Eureka Math Squared (2022) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds	Yes	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program.	Yes	0
Foreign Language	N/A		0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	9/3/2022

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	62	N/A	65	N/A	47
Mathematics (grades 3-8 and 11)	N/A	61	N/A	53	N/A	33

2021-22 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	166	162	97.59	2.41	61.73
Female	84	81	96.43	3.57	74.07
Male	82	81	98.78	1.22	49.38
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	33	31	93.94	6.06	61.29
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	78.57
Hispanic or Latino	37	36	97.30	2.70	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	68.18
White	53	52	98.11	1.89	67.31
English Learners	33	31	93.94	6.06	38.71
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	62	96.88	3.12	46.77
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	21	95.45	4.55	23.81

2021-22 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	166	161	96.99	3.01	60.87
Female	84	80	95.24	4.76	68.75
Male	82	81	98.78	1.22	53.09
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	33	31	93.94	6.06	70.97
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	64.29
Hispanic or Latino	37	36	97.30	2.70	36.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	57.14
White	53	52	98.11	1.89	73.08
English Learners	33	31	93.94	6.06	45.16
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	61	95.31	4.69	42.62
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	21	95.45	4.55	28.57

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	46.51	NT	50.32	28.5	29.47

2021-22 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	43	43	100	0	46.51
Female	22	22	100	0	50
Male	21	21	100	0	42.86
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100	0	45.45
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100	0	58.33
English Learners	11	11	100	0	18.18
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100	0	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	97.7%	100.0%	100.0%	100.0%	100.0%

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.

2022-23 Opportunities for Parental Involvement

Paden Elementary greatly benefits from its supportive parents who participate in PTA and on the English Language Advisory Committee, begin to volunteer in the classrooms (post COVID), and sit on School Site Council. There is also a multi-cultural committee as well as other planning committees and teams to support the school. The school has a strong base of parent volunteers who organize monthly Family Fun Nights, an art docent program, a garden docent program, classroom reps and a variety of fundraising events. Parents are returning to volunteer in the classroom on a regular basis as covid restrictions are being lifted. The school also benefits from community partnerships, including Girls, Inc which provides literacy support to 1st and 2nd grade girls and opportunities to explore science topics for 4th and 5th grade girls, Alameda Family Services, Alameda Arts, California PTA's School Smarts program has become an integral part of parent education at our school. Parents are the first teachers of their children and we strive for active collaboration with all families in their child's education. Our family resource team works tirelessly to help families with anything we can to support them in other areas so they can keep education as a priority.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	363	350	82	23.4
Female	189	183	42	23.0
Male	173	166	40	24.1
American Indian or Alaska Native	2	2	1	50.0
Asian	74	70	5	7.1
Black or African American	22	17	7	41.2
Filipino	21	21	3	14.3
Hispanic or Latino	76	75	35	46.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	34	33	9	27.3
White	115	113	18	15.9
English Learners	73	71	8	11.3
Foster Youth	0	0	0	0.0
Homeless	7	5	3	60.0
Socioeconomically Disadvantaged	137	130	55	42.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	51	16	31.4

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.68	1.63	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.38	0.09	1.76	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.38	0.00
Female	0.00	0.00
Male	2.89	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.35	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.87	0.00
English Learners	1.37	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	0.00

2022-23 School Safety Plan

Safety of students and staff is a primary concern at Paden Elementary. Staff members monitor the school grounds before and after school, at recesses, and at lunch time. We implemented Positive Behavior Intervention Systems 5 years ago; schoolwide behavioral expectations and reward systems support the character education already in place. The toolbox curriculum forms the foundation of all interactions. These concepts are taught and modeled at Opening Ceremony, a daily gathering of families, students and staff, here we gather, dance together, celebrate successes and go over life skills. Teachers use classroom meetings to address issues related to rules and to support students to use the toolbox skills that are posted in every classroom. Parents are an integral part of our community and support us by knowing the rules and ensuring that students follow the rules. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in October of 2022 by the School Safety Committee, and school site council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held 2x a year. In addition, we participate in ALICE safety drills coordinated with the school district. Students are supervised for ten minutes before school by certificated staff. Trained noon supervisors, the principal, and classified staff help with supervision during lunch. There is a designated area for student drop off and pick up. Visitors must sign in with the office staff and wear a visitor's badge at all times during their stay on campus. Implementation and the use of Share911 provides immediate access to emergency staff when needed.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	19	2	3	
1	31		2	1
2	25		3	
3	24		2	
4	23		3	
5	31		2	

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	14	5		
1	18	4		1
2	15	3	2	
3	13	5		
4	12	2	2	
5	18	2	2	
Other	8	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	21	1	1	
1	23		3	
2	20	2	1	
3	27	2		1
4	28		2	
5	22		2	

2021-22 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	0

2021-22 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	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$14,445.42	$5,810.16	$8,635.26	$83,703.49
District	N/A	N/A	$8,294.39	$88,572
Percent Difference - School Site and District	N/A	N/A	4.0	-5.7
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	26.8	0.7

2021-22 Types of Services Funded

All Alameda Unified School District (AUSD) schools are centrally funded for core services including general education, special education, and English Language Development and other English Learner services.

Additionally, sites receive discretionary funding in the form of Local Control Funding Formula (LCFF) Base funding to serve ALL students and LCFF Supplemental funding to serve unduplicated students. Unduplicated students include English Learners and students who are socio-economically disadvantaged.

Sites utilize their discretionary funding in a range of ways and detail their specific activities and services in their School Plan for Student Achievement (SPSA). AUSD's SPSAs can be found at the following link:

https://alameda.novusagenda.com/agendapublic/CoverSheet.aspx?ItemID=11785&MeetingID=610

Services funded centrally via LCFF Supplemental Funds include components of the ELD program (including ELD/Literacy coaches), restoration of afterschool programming to schools with high unduplicated percentages, components of the Multi-tiered System of Supports (MTSS) program, and innovative program funds for schools with high unduplicated populations.

Schools identified as Title 1 such as Paden receive additional funding for Professional Development and Parent Involvement. Schools in Program Improvement Status also receive Alternative Supports funding for additional academic intervention.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$58,975	$52,478
Mid-Range Teacher Salary	$82,694	$80,810
Highest Teacher Salary	$107,969	$101,276
Average Principal Salary (Elementary)	$132,773	$127,080
Average Principal Salary (Middle)	$148,389	$134,264
Average Principal Salary (High)	$150,371	$147,200
Superintendent Salary	$240,000	$242,351
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Staff members build teaching skills and knowledge by participating in a variety of experiences throughout the year. The district typically dedicates three days to staff development annually. Topics for staff development during the 2022-23 school year were site based and district wide, and included PBIS, implementation of CCC, Eureka Squared Math and Tier 2 COST referral and systems for Tier 2 support. They also focused on moving all of our instruction into the digital world. The district provides support for PBIS with professional development and coaching. Staff attended workshops and the designated Teacher Leaders offer professional development during staff meetings. Our intervention lead focuses on training staff in tier 2 support methods in the class and out of the class. This activity had allowed us to calibrate across the site for expectations at each grade level. The district also supports all curriculum with an instructions coach who models lessons and support teachers to implement the district's curriculum. At the site, teachers share their expertise with the whole staff and grade level teams collaborate on implementation of agreed upon strategies. During school wide collaboration time this year, we have built a plan to have each teacher identify focus students and create long term plans and smart goals to help lead towards the success of these students and the class. We are continuing our work with the Common Core standards building understanding across grade levels of expected student outcomes and the instruction needed to support students to meet them. This has renewed focus with our district priority standards. Paden School supports teachers in pursuing their own specialized professional development as well, through a robust coaching model utilizing the principal, Intervention lead and Instruction Coach.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	6