

# Bates Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

## 2023-24 School Contact Information

<b>School Name</b>	Bates Elementary
<b>Street</b>	180 Primasing Ave. Courtland
<b>City, State, Zip</b>	CA 95615-0308
<b>Phone Number</b>	(916) 775-1771
<b>Principal</b>	Dr. MJ Kiwan Gomez
<b>Email Address</b>	mjkiwangomez@rdusd.org
<b>School Website</b>	<a href="https://www.rdusd.org/schools/bates-elementary-school">https://www.rdusd.org/schools/bates-elementary-school</a>
<b>County-District-School (CDS) Code</b>	34674136033641

## 2023-24 District Contact Information

<b>District Name</b>	River Delta Joint Unified
<b>Phone Number</b>	(707) 374-1700
<b>Superintendent</b>	Katherine Wright
<b>Email Address</b>	kwright@rdusd.org
<b>District Website</b>	<a href="http://www.riverdelta.org/">http://www.riverdelta.org/</a>

## 2023-24 School Description and Mission Statement

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

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

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

The critical objectives of Bates School are:

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

Bates Elementary is dedicated to the implementation of the Advancement Via Individual Determination (AVID) as well as in the RTI and ELD classroom. We strive to provide our students with a suite of resources, and ongoing support to ensure a lasting impact that maximizes their potential. The work we do at Bates Elementary aligns with AVID's goals to accelerate and enhance the work that is already happening. AVID provides scaffolding support that educators and students need to encourage college and career readiness and success for all. It is a long-term goal for Bates Elementary.

In 2020-2021, Bates Elementary implemented a Dual Immersion program in Spanish in the Transitional Kinder and Kinder

## 2023-24 School Description and Mission Statement

levels. In 2022-2023, the leadership with parental support started the 50/50 dual language immersion model in all of the grades, TK- 6th.

Title I and other categorical program services are being provided for the students. The school has seven certificated staff members. These certificated staff members include a part-time band teacher, a part-time Special Education Resource teacher, and a part-time counselor. The remaining four certificated staff members serve students in grades TK-6. The classified staff members include two full-time staff members and eight part-time.

In addition to the teaching staff, Bates School has one full-time administrator, one full-time and one half-time custodian, and one full-time secretary. All of these staff members support the school's program daily. Part-time health, speech, and psychological services are provided for the children. Bates Elementary offers the Catalyst program and the staff consists of six part-time classified staff members with various responsibilities.

The TK/Kindergarten through Sixth-grade programs stress basics and the core courses. Each teacher provides sheltered or differentiated instruction in English and Spanish. TK-3 classrooms is 19. The overall average number of students in K-6 classrooms is 16 students. Bates will continue to serve students in transitional kinder through sixth grade.

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	9
Grade 2	10
Grade 3	9
Grade 4	16
Grade 5	12
Grade 6	13
<b>Total Enrollment</b>	<b>83</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.4%
Male	44.6%
Filipino	1.2%
Hispanic or Latino	95.2%
Native Hawaiian or Pacific Islander	1.2%
White	2.4%
English Learners	54.2%
Migrant	44.6%
Socioeconomically Disadvantaged	86.7%
Students with Disabilities	4.8%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.40	84.38	105.00	84.84	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.90	3.17	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	15.63	8.50	6.86	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	6.30	5.11	18854.30	6.86
<b>Total Teaching Positions</b>	6.40	100.00	123.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.40	100.00	97.00	82.28	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.00	4.31	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.80	7.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.70	0.59	11953.10	4.28
<b>Unknown</b>	0.00	0.00	6.20	5.30	15831.90	5.67
<b>Total Teaching Positions</b>	6.40	100.00	117.80	100.00	279044.80	100.00

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

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

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

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

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

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

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

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

## Class Assignments

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

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

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

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

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6 Adopted in 2016. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0%

	<p>Dual Immersion Program uses the district's McGraw-Hill Maravillas. There is sufficient amount of textbooks for all students in transitional kindergarten and kindergarten students. Each year we will be adding a grade level to this program.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021</p>		
<b>Mathematics</b>	<p>Houghton Mifflin Math Expressions K-5 Adopted 2015; Big Ideas Learning Larson Big Ideas Math 6th grade Adopted in 2015; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>Dual Immersion Program uses the Houghton Mifflin Math Expressions in Spanish for Transitional Kindergarten and kindergarten students. Each year we will be adding another grade to this program.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
<b>Science</b>	<p>Grades K-5, Twig Science (English and Spanish versions) by Twig Education adopted 2019; Grade 6 Elevate Science by Pearson Education adopted 2019. There is a sufficient amount of textbooks available for in-class and take-home use for all students, including English Learners.</p>	Yes	0%
<b>History-Social Science</b>	<p>Pearson My World Interactive K-5 in English and Spanish Adopted 2018. Grade 6 Ancient World History in English and Spanish by Savvas adapted 2018. There is a sufficient amount of textbooks available for in-class and take-home use for all students, including English Learners.</p>	Yes	0%
<b>Foreign Language</b>	n/a		n/a
<b>Health</b>	Puberty Talk Elementary, 2022 Edition by Health Connected	Yes	0
<b>Visual and Performing Arts</b>	n/a		n/a
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	n/a



## School Facility Conditions and Planned Improvements

The safety of our students and staff is a top priority at Bates Elementary School. The school is enclosed by fencing in front of the campus with an updated locking entrance/gate for visitors to be "buzzed in" during instructional time. All visitors must sign in and are provided with a visitor's badge. All grounds and buildings are properly supervised during student hours, as evidenced by the school's duty schedule. Planned supervision programs and special drills are designed to protect students and staff. The total existing building area at Bates is 35,512 square feet. The school campus is a composite of two older wings built in 1934 and 1957. In 1975, these wings were covered with one roof, merging them into a single building. The site is generally rectangular except for a narrow "dog leg" on the east end of the property, which encompasses the classroom wing and primary play area. The parking lot was resurfaced in 2003.

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

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

### Maintenance and Repair Process:

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

### Cleaning Process

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

### Deferred Maintenance:

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

### Year and month of the most recent FIT report

1/11/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues. E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues. G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are



## School Facility Conditions and Planned Improvements

			<p>old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues. Multi Purpose room / Kitchen: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>
<p><b>Interior:</b> Interior Surfaces</p>		X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues. Multi Purpose room / Kitchen: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p><b>Electrical</b></p>		X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire</p>

## School Facility Conditions and Planned Improvements

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<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>		X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>Multi Purpose room / Kitchen: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p> <p>Multi Purpose room / Kitchen: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>

## School Facility Conditions and Planned Improvements

<p><b>Structural:</b> Structural Damage, Roofs</p>			X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>
<p><b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences</p>			X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p> <p>Multi Purpose room / Kitchen: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	22	43	34	47	46
<b>Mathematics</b> (grades 3-8 and 11)	27	14	27	23	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	50	50	100.00	0.00	22.00
Female	27	27	100.00	0.00	22.22
Male	23	23	100.00	0.00	21.74
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	22.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	23	23	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	49	100.00	0.00	22.45
Students Receiving Migrant Education Services	24	24	100.00	0.00	16.67
Students with Disabilities	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	50	50	100.00	0.00	14.00
<b>Female</b>	27	27	100.00	0.00	11.11
<b>Male</b>	23	23	100.00	0.00	17.39
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	49	49	100.00	0.00	12.24
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	23	23	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	49	49	100.00	0.00	14.29
<b>Students Receiving Migrant Education Services</b>	24	24	100.00	0.00	12.50
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	8.33	24.88	18.69	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	12	100.00	0.00	8.33
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	9.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	0	0	0	0	0



## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parent involvement is a high priority at Bates Elementary. We encourage families and community members to get involved in various ways. Parents can participate in the Bates Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and the School Site Council (SSC). The ELAC parents meet monthly to focus on advising ways to improve and implement effective strategies and/or procedures for our English Language Learners and the school as a whole. The School Site Council (SSC) members are important in the decision-making and goal-setting process for our school. The SSC parent members are encouraged to help improve student achievement and the overall well-being of the students. SSC is the governance council for the school. Voting members are elected each Fall. Half of the committee is composed of parents and community members and the other half is composed of school employees. Meetings are held quarterly from 3:30- 4:30 pm in the school's conference room or via Zoom. All parents and community members are welcome to attend. The meeting agenda and minutes are posted 72 hours in advance of the meeting at the school; hard copies are available in the school office.

Parents are also encouraged to attend all parent meetings and events to give them the opportunity to be engaged and aware of the different school events happening at the school site as well as to informational presentations scheduled upon parent requests.

If anyone is interested in attending any of these meetings, please contact the school principal. In addition to attending meetings, parents and community members may also volunteer in the classroom. The principal can also assist with directing potential volunteers to a place that matches their interests and the school's needs.

Parents and the community are encouraged to attend school activities such as Monthly Student Recognition Assemblies, field trips, and family potlucks, along with other PTA-organized events. If parents have any questions about the school or their child's education, they are encouraged to call the school office and speak to our bilingual office manager.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	85	84	11	13.1
Female	47	47	3	6.4
Male	38	37	8	21.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	81	80	11	13.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	0	0.0
English Learners	46	45	7	15.6
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	79	78	11	14.1
Students Receiving Migrant Education Services	37	37	3	8.1
Students with Disabilities	4	4	0	0.0

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.11	5.88	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.21	0.13	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.88	0
Female	2.13	0
Male	10.53	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	8.7	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.33	0
Students Receiving Migrant Education Services	2.7	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

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

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

Procedures are in place for the site to follow in the event of a disaster, which include student supervision, facility monitoring using surveillance cameras, and parental notification. The following conditions provide Bates Elementary students with a safe school environment before, during, and after school. Before school supervision begins at 6:30 AM. Recesses and cafeteria supervision provided support staff depending on the number of students and the lunch schedule. All visitors and parents are required to check in at the office before accessing the classrooms. All classrooms have access to a schoolwide all-call system. All teachers and staff have a working walkie-talkie in their classroom. We have monthly fire drills. A lockdown procedure is in place and practiced periodically.

## 2023-24 School Safety Plan

The school's emergency plan was updated by a district committee and approved by the School Site Council on September 29, 2023.

### D. Other SARC Information Information Required in the SARC

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

#### 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	21		1	
Other	20	2	2	

#### 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	14	1		
Other	19	4		

#### 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	14	1	0	0
1	9	1	0	0
2	0	0	0	0
3	0	0	0	0
4	16	1	0	0
5	12	1	0	0
6	13	1	0	0
Other	19	1	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.2
<b>Social Worker</b>	0.1
<b>Nurse</b>	0.1
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	10390	2875	7515	64254
<b>District</b>	N/A	N/A	6827	\$60,719
<b>Percent Difference - School Site and District</b>	N/A	N/A	9.6	6.9
<b>State</b>	N/A	N/A	\$7,607	\$81,984
<b>Percent Difference - School Site and State</b>	N/A	N/A	13.1	-20.8

## Fiscal Year 2022-23 Types of Services Funded

The After School Education and Safety (ASES) grant provides extended-day activities for students. All students are provided the opportunity to attend our free-of-cost Catalyst after school program. This program provides for homework help, tutoring, enrichment activities, and intramural sporting events. It runs from 6:30 am to 8:30 am and from the end of each school day until 6:00 pm.

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

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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,482	\$50,875
<b>Mid-Range Teacher Salary</b>	\$65,313	\$79,761
<b>Highest Teacher Salary</b>	\$86,350	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$120,312	\$128,154
<b>Average Principal Salary (Middle)</b>	\$91,308	\$131,774
<b>Average Principal Salary (High)</b>	\$125,654	\$142,676
<b>Superintendent Salary</b>	\$169,987	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	30.76%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	5.85%	5.49%

## Professional Development

The District provides professional development training each year. The primary areas of focus of staff development have focused on raising student achievement and teaching to Common Core State Standards. Professional development is delivered primarily through attendance at workshops, attendance at conferences, or virtual conferences. Our teachers are also supported and mentored during implementation through peer coaching and teacher-administration meetings. Teachers are provided with additional ongoing training/coaching to enhance their daily lessons. Additional training is provided when needed or per teacher request.

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

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

Subject	2021-22	2022-23	2023-24
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1.5	1.5	1.5
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