

# William G. Paden 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	William G. Paden Elementary School
<b>Street</b>	444 Central Ave.
<b>City, State, Zip</b>	Alameda, CA 94501
<b>Phone Number</b>	510-748-4014
<b>Principal</b>	Tri Nguyen, Ed.D
<b>Email Address</b>	tringuyen@alamedaunified.org
<b>School Website</b>	<a href="https://paden.alamedaunified.org/">https://paden.alamedaunified.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	01 61119 6090120

### 2025-26 District Contact Information

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

### 2025-26 School Description and Mission Statement

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them. Alameda Unified School District is committed to upholding our community's core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for college, career, and community participation.

Paden Elementary School, located near the scenic San Francisco Bay, is a vibrant neighborhood school dedicated to the success of every child. Through the collaborative efforts of families, staff, and community partners, Paden fosters a warm and

## 2025-26 School Description and Mission Statement

nurturing learning environment with high expectations for all students. The school embraces a variety of programs designed to support the whole child, including the Toolbox Social Emotional Curriculum.

With a highly experienced staff, dedicated parent volunteers, and effective support teams, Paden is committed to preparing well-rounded citizens for the future. Since the 2015-16 school year, the innovative "Learn and Play by the Bay" program has been a cornerstone of the school's approach. This research-based initiative integrates additional playtime with activities focused on science and community service connected to the San Francisco Bay.

Paden places a strong emphasis on small group instruction in English Language Arts, providing targeted support for English Learners through English Language Development, literacy intervention for students performing below grade level, and enrichment opportunities for those working at or above grade level. This personalized approach is also applied to mathematics with the implementation of the updated Eureka Squared Math curriculum.

Additionally, Paden offers an after-school tutoring program designed to help students performing below grade level work toward achieving grade-level proficiency, further supporting their academic growth.

By offering a variety of opportunities tailored to individual learning styles, Paden Elementary empowers students to recognize their strengths, overcome challenges, and reach their full potential.

### Mission Statement for a Paden Student:

At Paden, we believe in being curious, kind, and open to new ideas. We love to learn, play, and grow together in a safe and welcoming place where everyone's voice matters. We work as a team, help each other out, and make friends of all backgrounds. We try new things, ask questions, and are not afraid to make mistakes because that's how we learn! We respect different opinions, stay strong when things get tough, and always support our community. At Paden, we're all about having fun while becoming smart, caring, and confident students

### Instructional Goals (SPSA 25/26)

If we prioritize math foundational skills/essential standards at all grade levels and alignment of targeted goals through grade level articulation, PLC collaboration strategies, and identification of intervention services then 80% of all students will demonstrate progress toward grade level proficiency through screener and benchmark data.

If we intentionally identify and support focal students through personalized learning, progress monitoring, and culturally relevant teaching, then our students will make at least 5% growth from school baseline data.

If we teach and model play planning through playful learning and classroom community meetings then we will improve the sense of belonging to school community with 85% of students agreeing to "yes all" and "most of the time" as measured by schoolwide club/climate survey and California Healthy Kids survey.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	44
Kindergarten	50
Grade 1	48
Grade 2	48
Grade 3	59
Grade 4	69
Grade 5	54
<b>Total Enrollment</b>	<b>372</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.2
Non-Binary	0.3
American Indian or Alaska Native	0.5
Asian	21
Black or African American	6.7
Filipino	4.3
Hispanic or Latino	21
Native Hawaiian or Pacific Islander	0.8
Two or More Races	14.5
White	27.7
English Learners	13.4
Homeless	1.6
Socioeconomically Disadvantaged	46
Students with Disabilities	13.4

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.1	83.68	432.2	83.39	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	4.89	9.9	1.93	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.3	11.39	37.1	7.17	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	12.8	2.48	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	26	5.03	15831.9	5.67
<b>Total Teaching Positions</b>	20.4	100	518.4	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.6	91.62	398.8	82.08	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	8.2	1.69	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.5	8.38	29.8	6.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	15.5	3.2	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	33.4	6.89	14303.8	5.15
<b>Total Teaching Positions</b>	18.1	100	485.8	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.1	70.28	385.6	77.72	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	10	2.03	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.3	11.84	55.6	11.21	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	9.3	1.88	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3.6	17.83	35.5	7.16	13705.8	4.91
<b>Total Teaching Positions</b>	20.1	100	496.1	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
<b>Permits and Waivers</b>	0.00	1	2.3
<b>Misassignments</b>	2.30	0.5	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.30	1.5	2.3

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

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

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.2	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)	4.3	0	8.6

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

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	0
<b>Mathematics</b>	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	0
<b>Science</b>	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	0
<b>History-Social Science</b>	Elementary Social Studies, InquirED, Digital (2023) (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	0
<b>Foreign Language</b>	N/A	0
<b>Health</b>	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.	0
<b>Visual and Performing Arts</b>	We use the VAPA standards to guide our arts programming.	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	

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

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report 10/21/2025

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Library: 4 - stained ceiling tile WO#15698 Room 10: 4 - stained ceiling tiles WO#15698 Room 11: 4 - stained ceiling tile WO#15698 Room 13: 4 - stained ceiling tile WO#15698. 7 - 1 set of lights is out. WO#15697 Room 8: 4 - stained ceiling tiles WO#15698 Room 9: 4 - stained ceiling tile WO#15698
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			Room 12: 7 - 1 set of lights out. WO#15697 Room 13: 4 - stained ceiling tile WO#15698. 7 - 1 set of lights is out. WO#15697 Room 5 Storage Room: 7 - missing light diffuser WO#15701 Storage Room Across from Room 8: 7 - missing light diffuser WO#15701 Storage Room near Girls RR: 7 - missing light diffuser WO#15701
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys RR across from Room 2: 9 - second sink is loose WO#15700 Girls RR across from Room 2: 9 - first and second sinks are loose WO#15700
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	57	51	64	65	47	48
<b>Mathematics</b> (grades 3-8 and 11)	56	53	54	57	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	190	190	100.00	0.00	51.05
Female	92	92	100.00	0.00	54.35
Male	97	97	100.00	0.00	47.42
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	54.35
Black or African American	14	14	100.00	0.00	35.71
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	34.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	64.29
White	50	50	100.00	0.00	60.00
English Learners	24	24	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	0.00	30.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	16.00

## 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
<b>All Students</b>	190	189	99.47	0.53	53.44
<b>Female</b>	92	92	100.00	0.00	50.00
<b>Male</b>	97	96	98.97	1.03	56.25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	46	46	100.00	0.00	67.39
<b>Black or African American</b>	14	13	92.86	7.14	30.77
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	43	43	100.00	0.00	37.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	28	100.00	0.00	53.57
<b>White</b>	50	50	100.00	0.00	58.00
<b>English Learners</b>	24	24	100.00	0.00	20.83
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	62	61	98.39	1.61	37.70
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	25	24	96.00	4.00	12.50

## 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
<b>Science</b> (grades 5, 8 and high school)	39.34	38.89	53.22	54.86	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	54	54	100.00	0.00	38.89
Female	24	24	100.00	0.00	41.67
Male	30	30	100.00	0.00	36.67
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	27.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.00	0.00	33.33
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.

## 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	98.1%	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.

#### 2025-26 Opportunities for Parental Involvement

AUSD Schools greatly benefit from supportive parents, guardians and community members who get involved in a variety of activities. We believe in partnering with our families to create the best school for our students. Families have many opportunities to partner with the school based on parents' schedules and interests. We also partner with our local Community Based Organization and especially our school's Parent Teacher Association (PTA).

We encourage participation in all aspects of the school's program. Here are activities that parents, guardians and community members can engage in throughout the year:

- Volunteering as a Room Parent
- Field Trip Chaperones
- Noon Supervisors

All parent input in decision-making is welcome through the following committees at a school site:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

Parent input at a district level can happen at, but not limited to:

- Equity Round Tables
- Alameda Mosaic
- Latino Achievement Round Table
- Asian and Pacific Islander Round Table
- LGBTQ Round Table
- District English Language Advisory Committee

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	403	391	62	15.9
Female	208	200	36	18.0
Male	194	190	26	13.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	82	81	10	12.3
Black or African American	32	29	10	34.5
Filipino	17	17	2	11.8
Hispanic or Latino	86	84	23	27.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	58	56	2	3.6
White	108	106	9	8.5
English Learners	64	63	9	14.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	193	189	49	25.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	60	13	21.7

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
2.42	2.12	1.74	2.71	2.42	2.57	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	0.01	0	0.01	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	1.74	0.00
Female	0.48	0.00
Male	3.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.45	0.00
White	0.93	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.17	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

To prioritize the well-being of students and staff, a Comprehensive School Safety Plan is developed annually and approved by the School Site Council and the Board of Education. Each year, the school sets improvement goals in three key areas: **School Climate** (focusing on students, parents, and programs), **Emergency Preparedness** (addressing disasters and crises), and **School Environment** (enhancing facilities and campus safety).

The plan addresses a range of safety concerns, including establishing procedures to identify and mitigate social-emotional challenges, ensuring proper campus supervision, maintaining disaster kits, and regularly updating emergency protocols. At the beginning of each school year, staff members review the plan in detail. Regular safety drills are conducted, including monthly fire drills, semiannual earthquake drills, and annual intruder/lockdown drills. Additionally, staff receive disaster training each year to enhance preparedness.

To ensure student safety, teachers, staff, and administrators provide supervision on campus throughout the school day. As a closed campus, students are required to have permission to leave school grounds at any time. Visitors must check in at the school's main office and wear a proper identification badge or volunteer lanyard while on campus.

## 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	24	0	2	0
1	23	0	2	0
2	23	0	3	0
3	38	0	1	1
4	30	0	2	0
5	29	0	2	0
6	0	0	0	0
Other	0	0	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	26	0	2	0
1	25	0	2	0
2	25	0	2	0
3	23	0	3	0
4	27	0	2	0
5	30	0	2	0
6	0	0	0	0
Other	0	0	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
TK	23		2	
K	25		2	
1	24		2	
2	24		2	
3	20	3		
4	31		2	
5	32		1	
Other	29		1	

## 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	0

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	.70
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	2
<b>Other</b>	.3

## 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
<b>School Site</b>	\$20,491.29	\$8,870.41	\$11,620.87	\$91,116.29
<b>District</b>	N/A	N/A	\$11,200.53	\$100,848
<b>Percent Difference - School Site and District</b>	N/A	N/A	3.7	-3.0
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	7.6	-3.9

## Fiscal Year 2024-25 Types of Services Funded

AUSD Schools are primarily funded by the Local Control Funding Formula (LCFF). These funds are applied toward the cost of salaries, benefits, energy, supplies, technology, training, and all other aspects of school operations. The Alameda Unified School District also receives federal, special education, and other state funding. Our school utilizes funding to provide:

- Response To Intervention (RTI) Universal Blocking
- 1:1 Devices (1st – 12th)
- Targeted supports for servicing students
- Continuous Staff Development
- Social Emotional Supports for all students
- Coordination of Services (COST)
- Positive Behavior Intervention Systems
- Music and Library at the Elementary level
- Electives at the Secondary level

## Fiscal Year 2024-25 Types of Services Funded

The school also receives additional support from local community partners including the Parent Teacher Association (PTA), Alameda Educational Foundation, and various organizations, businesses, and community groups.

## 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
<b>Beginning Teacher Salary</b>	\$68,272	\$62,145
<b>Mid-Range Teacher Salary</b>	\$95,730	\$97,088
<b>Highest Teacher Salary</b>	\$124,990	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$163,400	\$151,343
<b>Average Principal Salary (Middle)</b>	\$176,220	\$159,514
<b>Average Principal Salary (High)</b>	\$179,091	\$177,261
<b>Superintendent Salary</b>	\$313,771	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	32.46%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	6.67%	5.4%

## Professional Development

Staff members continuously enhance their teaching skills and knowledge through diverse professional development opportunities throughout the year. The district designates three days annually for focused staff development. For the 2025-2026 school year, these professional development sessions covered both site-based and district-wide initiatives, including PBIS, InquirED Social Studies Curriculum, Eureka Squared Math, and Tier 2 COST referral and support systems. The goal of these sessions is to equip teachers with effective strategies and deep insights to support all students successfully. New to this school year, all certificated staff attended the Culturally responsive teaching professional development series. The sessions validate home language and culture through instruction, including classroom management, academic vocabulary, and literacy.

PBIS is reinforced through professional development sessions, coaching, and workshops attended by staff. Teacher Leaders, assigned specific roles, contribute to professional development during staff meetings, while the intervention lead trains staff in Tier 2 support strategies for use inside and outside the classroom. This ensures standardized expectations across the site and grade levels.

An instructional coach supports district-aligned curriculum implementation by modeling lessons and assisting teachers. At the site level, teachers share their expertise with colleagues, while grade-level teams collaborate on agreed-upon strategies, such as response to intervention (RTI). During school-wide collaboration time, teachers identify focus students, create long-term plans, and set SMART goals to support individual and class-wide success.

The school remains committed to the Common Core standards, fostering a shared understanding of expected student outcomes and the instructional approaches needed to achieve them. This work aligns with district priority standards. Paden Elementary also actively encourages teachers to pursue specialized professional development through a collaborative coaching model involving the principal, intervention lead, and instructional coach.

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

Subject	2023-24	2024-25	2025-26
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4
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