

Eugene Padan Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Cicely Rodda, Principal

Principal, Eugene Padan Elementary

About Our School

It is an honor to serve Eugene Padan School and its community. It is my goal to continue to provide our students, staff and parents with an environment that is conducive to learning. We firmly believe that together we can create an exceptional educational experience for all. We recognize that without your help and support we cannot make our vision a reality. We welcome your active involvement and encourage you to bring your questions, concerns, and ideas to our attention. We continue to build assets in our students through a multitude of programs. We are deeply committed to "The Leader In Me" Program and utilizing the seven habits of highly successful people to bring leadership opportunities for all of our students and staff. Our current goal is to become a 'Lighthouse School', where students and staff will exhibit the seven habits in all facets of life. The goal is to bring out the leader in each one of us, which builds character, and as a result, empowers all to reach their maximum potential. Three years ago we began implementing the PBIS program (Positive Behavior and Intervention Support). We've been working on a goal to develop a coalition between PBIS and Leader In Me to allow our students to grow and build a deeper understanding of the power of leadership and education. We believe in the power of recognition for the outstanding work our students exhibit. Students are recognized for their personal and academic growth at our monthly assemblies. All students and families are invited to participate in our Family Volunteer days, Coffee with the Principal, ELAC, Booster's Club, Back to School Night, Leader In me Parent Academies, Math Night, Science Night, School Site Council, and as classroom volunteers. Students are motivated to attend school and are developing an intrinsic interest in their academic and personal development. Our staff is deeply committed in providing the best academic research based instruction. As educators, we believe it is our duty to empower and prepare our students to be college and career ready. I look forward to the opportunity of continuing to serve Padan School and its community. WE are leading the way!!!

Proud Padan Principal,
Cicely Rodda

Contact

Eugene Padan Elementary
200 Padan School Rd.
Vacaville, CA 95687-5444

Phone: 707-453-6235
E-mail: cicelyr@vacavilleusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
E-mail Address	janes@vusd.solanocoe.k12.ca.us
Web Site	http://www.vacavilleusd.org

School Contact Information (School Year 2018—19)	
School Name	Eugene Padan Elementary
Street	200 Padan School Rd.
City, State, Zip	Vacaville, Ca, 95687-5444
Phone Number	707-453-6235
Principal	Cicely Rodda, Principal
E-mail Address	cicelyr@vacavilleusd.org
Web Site	http://padan.schoolloop.com/
County-District-School (CDS) Code	48705736051320

Last updated: 1/4/2019

School Description and Mission Statement (School Year 2018—19)

Padan School was named for Mr. Eugene Padan, a former principal of Vacaville Elementary School. The school opened with nine classes in September 1966. Construction continued throughout the year and all buildings were completed by June, 1967. It was dedicated in 1968. Eugene Padan Elementary School is a school wide Title I school located in Vacaville, CA, a fast growing bedroom community situated between San Francisco and Sacramento in Solano County.

Our vision embraces the premise that all Padan students will be:

- Respectful, confident leaders
- Lifelong learners
- Prepared to meet the challenges of the 21st Century
- Positive contributors to their community

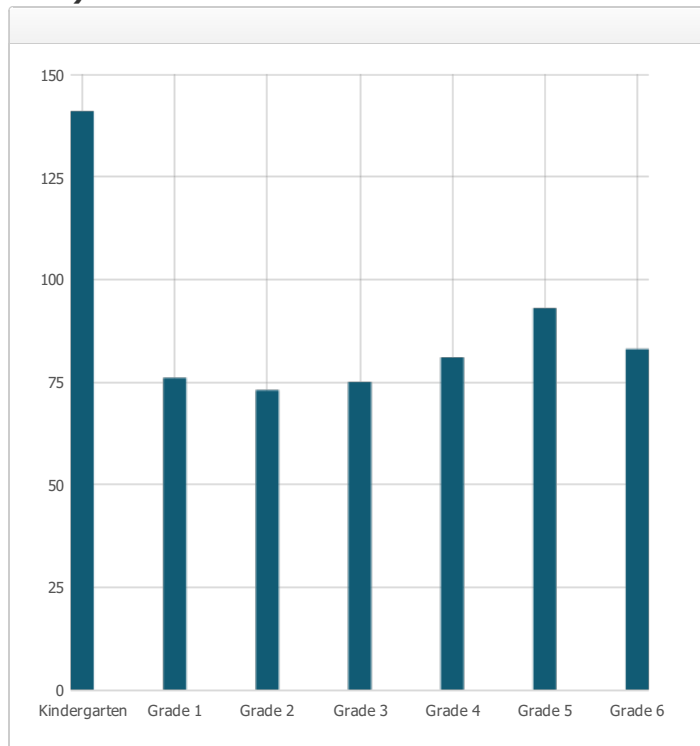
Eugene Padan offers a variety of extra-curricular activities for our student body to help them develop as responsible citizens and people of good character. Some of the activities such as the Padan Knights, Student Council, Novel Knowledge and The Leader In Me, encourage students to become leaders and positive change agents at Padan.

It is the mission of Padan Elementary to ensure academic and personal success for all students through rigor, high expectations and perseverance.

Last updated: 1/16/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	141
Grade 1	76
Grade 2	73
Grade 3	75
Grade 4	81
Grade 5	93
Grade 6	83
Total Enrollment	622



Last updated: 1/16/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	6.3 %
American Indian or Alaska Native	0.2 %
Asian	1.9 %
Filipino	2.4 %
Hispanic or Latino	55.0 %
Native Hawaiian or Pacific Islander	0.3 %
White	25.2 %
Two or More Races	8.4 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.4 %
English Learners	24.1 %
Students with Disabilities	14.0 %
Foster Youth	%

A. Conditions of Learning

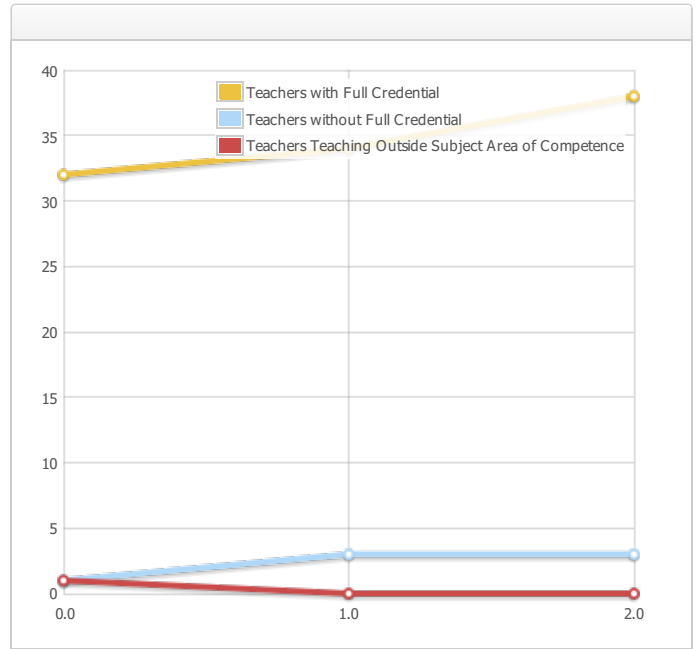
State Priority: Basic

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

Teacher Credentials

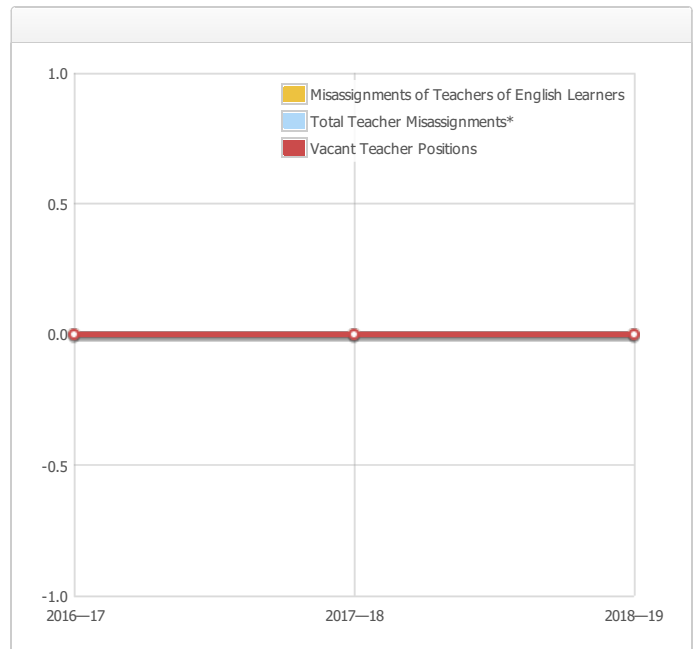
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	32	34	38	593
Without Full Credential	1	3	3	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	14



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill) Gr K-5 Springboard (College Board) Gr. 6	Yes	0.0 %
Mathematics	Math in Focus, Gr. K (Houghton Mifflin) Go Math! CA, Gr. 1-6 (Houghton Mifflin)	Yes	0.0 %
Science	California Science (MacMillan/McGraw -Hill)	Yes	0.0 %
History-Social Science	History/Social Science, Gr. K-5 (Houghton Mifflin) Ancient Civilizations CA Edition, Gr. 6 (Glencoe)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2019

School Facility Conditions and Planned Improvements

This school is in good repair. There are a number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated. There are no major facility improvements planned at this time. The bulk of the deficiencies are related to ceiling tiles, flow issues at faucets, paint issues and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

Last updated: 1/4/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	All damaged ceiling tiles will be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	All unsecured items will be either secured or removed.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All faucet and drinking repairs will be made as soon as possible.
Safety: Fire Safety, Hazardous Materials	Good	All candle warmers, air plug ins and diffusers will be removed immediately. All classrooms will have fire evacuation maps.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 1/4/2019

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	39.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	18.0%	24.0%	38.0%	39.0%	37.0%	38.0%

Note: 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.

Note: 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.

Last updated: 1/16/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	346	99.43%	39.02%
Male	162	161	99.38%	34.16%
Female	186	185	99.46%	43.24%
Black or African American	24	23	95.83%	43.48%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	194	194	100.00%	34.02%
Native Hawaiian or Pacific Islander	--	--	--	
White	79	78	98.73%	48.72%
Two or More Races	27	27	100.00%	40.74%
Socioeconomically Disadvantaged	273	272	99.63%	35.66%
English Learners	106	106	100.00%	29.25%
Students with Disabilities	64	63	98.44%	11.11%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

Note: 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.

Note: 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.

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.

Last updated: 1/16/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	346	99.43%	24.28%
Male	162	161	99.38%	20.50%
Female	186	185	99.46%	27.57%
Black or African American	24	23	95.83%	13.04%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	194	194	100.00%	22.68%
Native Hawaiian or Pacific Islander	--	--	--	
White	79	78	98.73%	26.92%
Two or More Races	27	27	100.00%	33.33%
Socioeconomically Disadvantaged	273	272	99.63%	20.96%
English Learners	106	106	100.00%	16.98%
Students with Disabilities	64	63	98.44%	9.52%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

Note: 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.

Note: 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.

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.

Last updated: 1/16/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 1/16/2019

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.8%	18.1%	42.6%

Note: 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.

Last updated: 1/16/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

The Padan School community is robust in seeking support from all stakeholders. Parents are a crucial part of Padan's success. A high priority is placed upon academic success and fruitful education for all learners. Our parent community works in partnership with the staff to provide positive and productive learning experiences.

Parents can be involved in a number of ways at Padan Elementary. We have opportunities for parents to serve on the School Site Council, ELAC, PBIS (Positive Behavior Intervention and Supports) and Booster Club. A multitude of parents are present at school and Booster Club functions and are a large part of the success. We have our Harvest Festival, Family Math Night, Book Fairs, Bike Rodeo, Walk to School Day, Red Ribbon Week and Leadership Day in which parents assist the school.

Our Booster Club is comprised of both parents and teachers on staff and supports Padan in several ways on campus. They collect box tops as a fundraiser and supply teachers with supplies when working on special projects. The Booster Club also runs a successful SCRIP program where funds that are earned go directly to support our students.

Parents are always welcome on campus to volunteer in classrooms, chaperone on field trips and be present for all school sponsored activities.

State Priority: Pupil Engagement

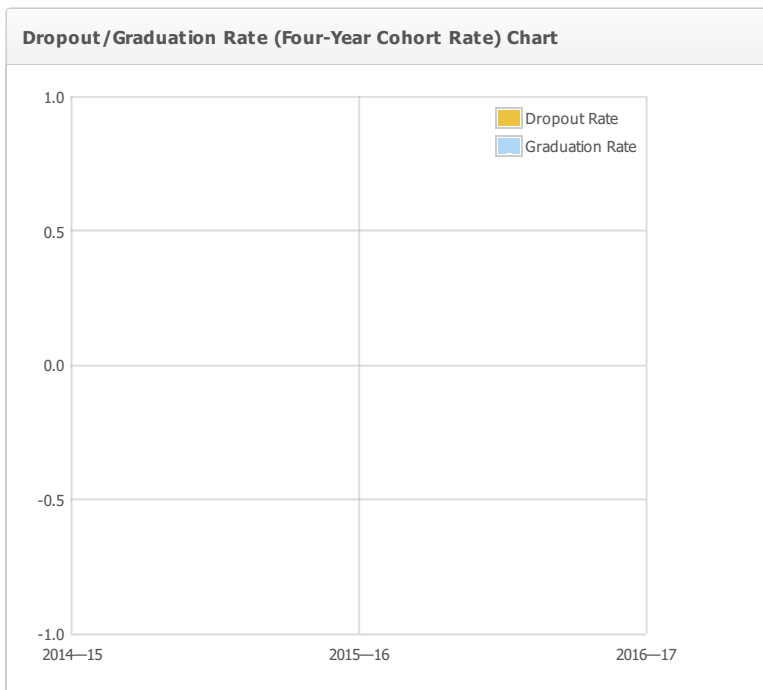
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	5.8%	5.4%	10.7%	9.7%
Graduation Rate	--	--	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.3%	9.1%
Graduation Rate	--	87.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/16/2019

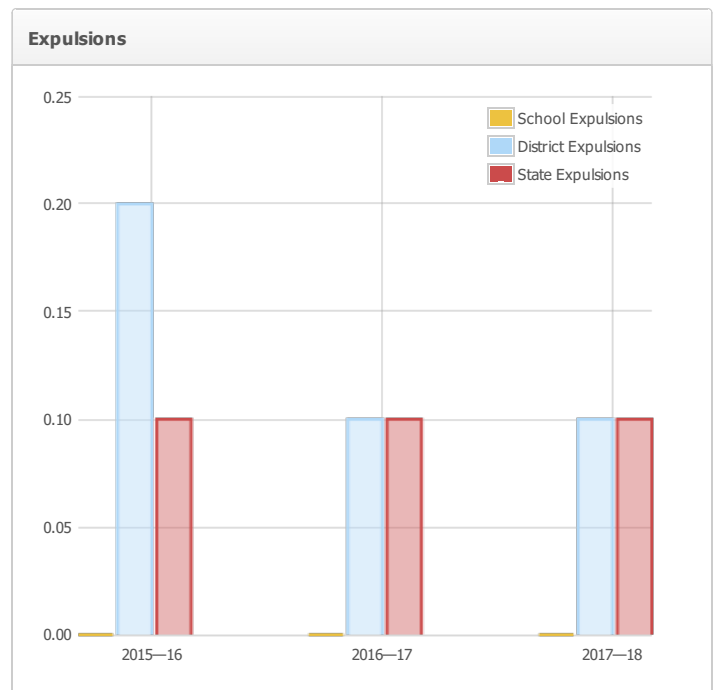
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.4%	4.5%	2.9%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

School Safety Plan (School Year 2018—19)

CAMPUS SAFETY AND SECURITY

Emergency Drill Planning - Collaboration occurs with the City of Vacaville Police Department in development of emergency evacuations protocol and locations. There is a comprehensive plan with staff on campus in case of emergency and a routine is followed with specific staff taking on roles such as incident command, first aid team, search and rescue and student supervision.

Safety to and From School - VUSD provides crossing guards at key intersections to allow students to get to and from school safely.

Campus Security - Padan has a campus security plan that includes 8 student monitors. This plan is supported by diligence for student safety by all staff members. North Bay Schools Insurance Authority trains student monitors on the safety regulations and protocol for campus security. In addition, student monitors have regular meetings with the AP to review student safety and discuss any issues.

Stakeholder Meetings - Students, staff, parents and community work collectively to continually improve safety at Padan school throughout the year. Meetings were conducted with staff and parents, a safety survey was administered to students, and data was shared with School Site Council. The meetings allowed the opportunity for discussions regarding the means of ensuring that school safety is a priority at Padan. All parents, including Pre-School speech parents must sign in at the front office when arriving on campus.

PHYSICAL ENVIRONMENT

Padan is enclosed by a 6 foot fence to provide for more adequate student safety. Gates are locked after school begins and all visitors to campus must come through the front office to gain access to the campus.

A controlled access gate was installed in the fall of 2018 to monitor who is coming on campus near the MP room.

Facility Inspections - Padan facilities have been updated to code based on all expectations set forth by the Williams Act Visit on Sept. 4, 2018.

SOCIAL EMOITIONAL SUPPORTS AND STUDENT WELLNESS

The Leader in Me - Instruction on the 7 Habits related to the Leader in Me school-wide focus in every classroom ensures a common language and understanding of behavior and character expectations among staff, students, and parents.

Multi-Tiered Systems of Support - Our PBIS implementation of the 5 B's (Be Safe, Be Polite, Be Responsible, Be Respectful and Be a Leader). Classroom teachers communicate classroom expectations and procedures with students and parents. In addition, Padan has a full-time Mental Health Therapist, one mental health intern and a school psychologist that work with administration and staff to align supports for students in need as well as work with staff to develop effective schoolwide systems. Our mental health therapist is also working with first grade and fourth grade to provide Zones of Regulations instruction with those classes. Additionally, our mental health therapist also holds different 6 week groups to meet the social emotional needs of our students.

School-Wide Climate - The school discipline committee reviews school rules and discipline policies as well as behavioral trends and makes suggestions for preventive actions. The discipline procedures are reviewed by the PBIS committee.

Master Scheduling - Recess and lunch schedules are designed to minimize the numbers of students on the playground at any given time and maintain a safe ratio of supervising staff to students.

Supervision - Student monitors meet with administration to receive training and to improve support of students during unstructured time such as before and after school, recesses and lunch times.

Conflict Resolution - Prevention of peer violence/Conflict Resolution/Mediation - Administration implements conflict resolution techniques to resolve all peer-to-peer conflicts.

Last updated: 1/16/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		5	
1	21.0	1	2	
2	28.0		3	
3	22.0	1	3	
4	28.0		3	
5	27.0		3	
6	23.0	1	3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		5	
1	22.0		3	
2	21.0		3	
3	23.0	1	3	
4	28.0		3	
5	27.0		3	
6	22.0	1	3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	2	4	
1	24.0		3	
2	23.0		3	
3	21.0	1	3	
4	26.0		3	
5	28.0		3	
6	24.0	1	3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/16/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

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

*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.

Last updated: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7957.7	\$1841.5	\$6116.2	\$69751.5
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	-9.9%	1.5%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-7.2%	-14.2%

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

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

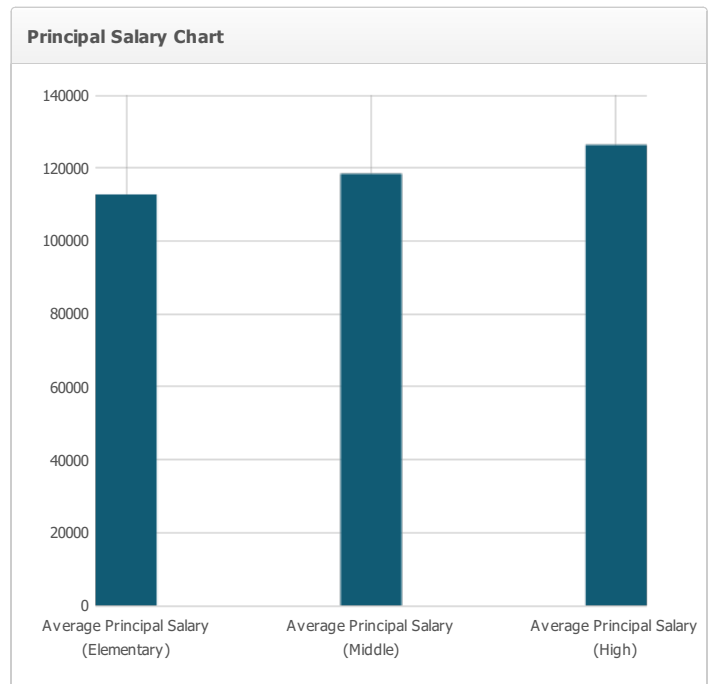
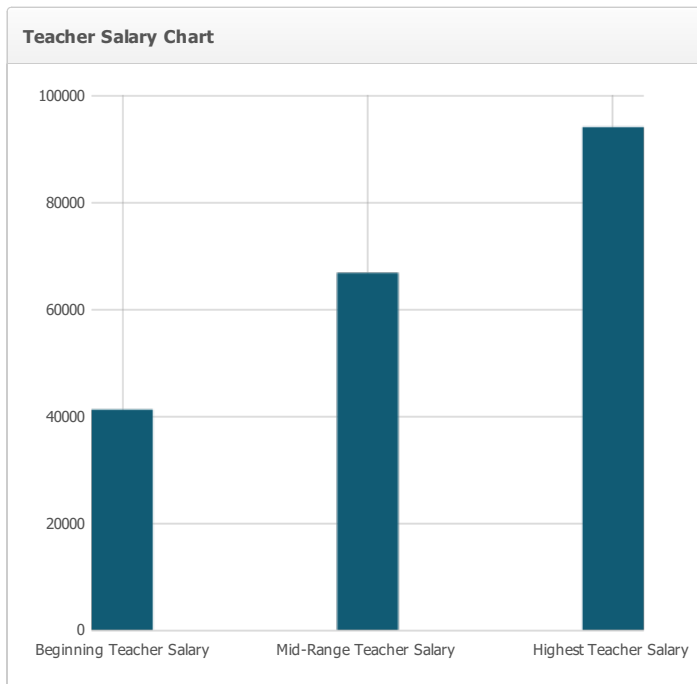
	Unrestricted	Restricted
1000 Certificated Salaries	2,154,622.87	600,714.45
2000 Classified Salaries	317,614.16	140,256.42
3000 Benefits	769,339.11	243,722.31
4000 Materials & Supplies	19,951.55	7,457.79
5000 Operating Expenses & Services	115,168.57	24,529.16
Less Object 3701-3702	(79,231.64)	(23,836.04)
Total:	3,297,464.62	992,844.09

Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/16/2019

Professional Development

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Professional Development is an essential component in our professional growth as educators and equally important, the growth of our students. At Eugene Padan Elementary school, Administrators, Academic Coaches, and Teachers collaborate and plan for the selection and implementation of professional development opportunities that occur on site.

The way in which Professional Development is selected is through the use of data analysis. Via the use of current adopted data analysis programs and Common assessments like Renaissance STAR enterprises, SBAC, ESGI, we are able to strategically identify needs and properly attend to those by strategically implementing the appropriate interventions and professional growth opportunities. Our district office also provides the necessary training that is required to build capacity within our educators.

With the adoption and implementation of new curriculums and the current introduction of our Common Core State Standards, our staff of educators is responsible for attending professional development training at the District Office multiple times throughout the school year. These training opportunities are provided before and after school, during school hours and for some, during the summer time while students are off school.

The support of our educators is critical in order to build their full capacity as professionals. Thus, it requires the support of the administration team and on-site Academic Coaches to support our teachers via the use of collaboration, planning, implementing and effective feedback. Data analysis and the implementation of academic goal setting through the use of grade level academic conferencing is also another effective way our teachers are maintaining and expanding on their own capacity. At Eugene Padan, we are responsible to report tri-annual data that is used to create and develop goals and structures that successfully provide the necessary steps and implementations that guarantee student success.

We practice the 7 Habits of Highly Effective Students through our Leader In Me Program. Our staff is well versed and trained in the program to make it an effectively run system within our campus.

Last updated: 1/16/2019