

# Bagby Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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> .

2024-25 School Contact Information	
<b>School Name</b>	Bagby Elementary School
<b>Street</b>	1840 Harris Ave.
<b>City, State, Zip</b>	San Jose, CA 95124-1125
<b>Phone Number</b>	(408) 377-3882
<b>Principal</b>	Mr. Michael Kretsch
<b>Email Address</b>	kretschm@cambriansd.com
<b>School Website</b>	<a href="https://www.cambriansd.org/Bagby">https://www.cambriansd.org/Bagby</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	43 69385 6046411

2024-25 District Contact Information	
<b>District Name</b>	Cambrian School District
<b>Phone Number</b>	(408) 377-2103
<b>Superintendent</b>	Kristi Schwiebert
<b>Email Address</b>	schwiebertk@cambriansd.com
<b>District Website</b>	<a href="http://www.cambriansd.org">www.cambriansd.org</a>

2024-25 School Description and Mission Statement
<p>Bagby Elementary is an award winning school that values academic excellence and embraces the whole child by supporting social and emotional development, celebrating diversity, and instilling not only the joy of learning, but also the exploration of talents through art and music. Bagby Elementary School serves approximately 550 students in grades TK - 5. Our safe, warm learning environment is evident as one enters the beautifully landscaped campus. We enjoy being the home to numerous programs, whose students and staff, add to the diversity of and are an integral part of our school community. Our students are encouraged to be Upstanders and are given opportunities to be responsible, respectful, safe citizens who "Choose Kind." 21st century skills drive our instructional practices to provide students opportunities to grow and become critical thinkers,</p>

2024-25 School Description and Mission Statement

collaborative teammates, and creative problem solvers. Bagby Elementary School fosters a growth mindset in each student supporting the belief that mistakes are essential and an opportunity to learn both behaviorally and academically. It is our goal to prepare students for their academic future and to become engaged, caring members of society.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	78
Grade 2	88
Grade 3	72
Grade 4	72
Grade 5	75
Total Enrollment	500

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.2
Asian	18
Black or African American	3
Filipino	2.2
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	0.8
Two or More Races	14.4
White	32
English Learners	13.2
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	13.2
Students with Disabilities	12.4

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.

## 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>	17.50	94.62	134.50	90.28	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	1.34	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.10	1.41	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.30	0.91	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	5.38	9.00	6.05	18854.30	6.86
<b>Total Teaching Positions</b>	18.50	100.00	148.90	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>	19.90	90.90	129.30	90.13	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.55	2.60	1.85	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.10	0.81	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.10	1.51	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	4.55	8.10	5.69	15831.90	5.67
<b>Total Teaching Positions</b>	21.90	100.00	143.40	100.00	279044.80	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.

## 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>	20.70	91.21	122.60	91.16	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.90	1.48	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.40	1.00	0.74	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.10	1.61	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	4.40	6.70	4.99	14303.80	5.15
<b>Total Teaching Positions</b>	22.70	100.00	134.50	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	1
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2019	Yes	0
Mathematics	Eureka/2017	Yes	0
Science	FOSS	Yes	0
History-Social Science	Houghton Mifflin	Yes	0
Health	Health Connected (5th Grade)	Yes	0

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

## School Facility Conditions and Planned Improvements

The school is situated on about 10 acres, with an average classroom size of 960 square feet. The school has a separate staff room with adult restrooms and kitchenette facilities. Play areas have been replaced and upgraded to code over the past years at our school site. Previous bond measures passed with overwhelming community support, the first providing funds for enrichment programs and the second funding a multimillion-dollar facility update.

These upgrades have included electrical upgrades, air conditioning, painting, and refurbishing the bathrooms. All classrooms were refurbished and updated with new flooring, cabinetry, teaching surfaces and an expanded student services area. Our facilities are monitored on a constant basis by the principal and district office staff. In 2015, new perimeter fencing was installed. Solar arrays were added in 2015 to meet 85% of the school's electrical needs. The main playground was updated in 2015 to enhance the play experience.

Safety and health concerns are a top priority. Our beautifully remodeled school enjoys a park-like campus, with large grassy areas, towering trees, and safe playgrounds. Our Community Garden is being regrown with the support of our Home & School Club. Bagby continues to partner with Our City Forest to plant more trees on and around campus. Further building and infrastructure upgrades, replacement of some portable classrooms, and additional expenditures will continue during the summer of 2024, under Measure R modernization.

Cambrian is extremely proud of the technology infrastructure. There is one iPad or Chromebook for nearly every student and available in classrooms. Computers are networked and linked to the internet. There is a district-wide technology specialist available to the schools and additional support from teacher representatives at each site who assist fellow teachers with any problems or questions that might occur. The district-wide technology plan is in place and continues to be updated to enhance computer use in the learning process.

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

01/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Summer 2022 Measure R modernization projects completed. Replaced gas lines and classroom HVAC systems. Additional HVAC replacements in common areas on track to commence summer 2023. Centralized control of all site HVAC systems is expected by end of summer 2024
<b>Interior:</b> Interior Surfaces	X			As part of the Measure R funded HVAC upgrades, new counter tops, wall cabinets and floor cabinets have been installed throughout the sites. New sinks & faucets will be installed summer 2024
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			We have implemented new cleaning schedules, methods and documentation. All custodial staff participate in ENVIROX computer and live training courses. Department holds monthly safety training & regular email communication is used to keep staff up to date on any issues. We have implemented our centralized supply ordering system. Any pest/vermin sightings are immediately reported to District Office, addressed by Clark Pest Control, and documented. Grounds staff maintain trees 5' away from building roofs/walls & shrub branches 2' off of soil & 2' away from building walls.
<b>Electrical</b>			X	Most subpanels and classroom wiring scheduled for evaluation leading to replacement/upgrading as necessary, Solar system requires evaluation leading to possible further additional installations to offset increasing energy costs; many due to new regulations and regional climate challenges. Measure R funding will be used to increase energy efficiency at each site.



## School Facility Conditions and Planned Improvements

			Elimination of fluorescent lighting in all interior and exterior areas, dimming switches, motion sensor lighting, and centralized lighting controls for each site are currently in process and scheduled to be completed June, 2024, as part of Measure R.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		All toilets/sinks have been placed on a preventative maintenance schedule, whereby seals are regularly replaced to avoid leaking toilets/faucets. Further ADA upgrades completed through Measure R. Future upgrades including increasing the number of touchless toilets/faucets are scheduled to begin summer of 2024, Ongoing replacement of older backflow preventers and standardizing all fixtures.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Fire safety has been vastly improved as part of the Measure R. funded upgrades. Voice command upgrades have been installed in all five sites lacking voice command features. All District properties recently passed annual Fire Marshall inspections. All combustible fuel is stored in fireproof cabinets. The District will begin properly disposing of old paint by turning it in to a certified paint collection center during summer of 2024.
<b>Structural:</b> Structural Damage, Roofs	X		There exist no known structural damages. Roofs are in overall good shape with few minor leaks. Substantial roofing replacement will possibly need to occur over the next three to five years.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Beginning summer of 2024, Measure R funding will provide upgraded field irrigation monitoring systems for early leak detection, moisture sensors for automatic pre and post rain shutoff of sprinklers, and the placement of the most water efficient sprinkler heads. There is an ongoing effort to eliminate unused lawn space at each site. In April 2023, the District replaced most gas powered grounds and custodial equipment with battery operated equipment. In this effort, the District contracted with American Green Zone Alliance (AGZA) for an independent assessment of the District's environmental impact with regards to gas powered grounds and custodial equipment, prior to switching over to battery powered grounds and custodial hand tools.</p> <p>Many playground repairs have been completed to ensure the safety of all site playgrounds, and playground inspections are ongoing. Playground upgrade designs have been completed by Northern California Play Works and District staff. All designs include ADA playground upgrades; pour-in-place (PIP) surfaces and ADA play features. District staff is planning the commencement of these new playground upgrades at all sites as soon as the feasible elements recommended by site staff and community stakeholders has been incorporated into the design, and the District, the site staff and the community stakeholders have agreed, as much as possible.</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.

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	62	68	67	65	46	47
<b>Mathematics</b> (grades 3-8 and 11)	67	69	61	61	34	35

## 2023-24 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	219	213	97.26	2.74	68.08
Female	123	119	96.75	3.25	72.27
Male	96	94	97.92	2.08	62.77
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	84.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	52	92.86	7.14	40.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	78.38
White	67	66	98.51	1.49	74.24
English Learners	13	12	92.31	7.69	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	28	96.55	3.45	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	33.33

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	220	214	97.27	2.73	69.16
Female	124	120	96.77	3.23	65.83
Male	96	94	97.92	2.08	73.40
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	91.30
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	52	92.86	7.14	36.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	83.78
White	67	66	98.51	1.49	75.76
English Learners	14	13	92.86	7.14	30.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	28	96.55	3.45	32.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	29.63

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	56.45	50.68	63.74	67.19	30.29	30.73

2023-24 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	74	73	98.65	1.35	50.68
Female	45	44	97.78	2.22	50.00
Male	29	29	100.00	0.00	51.72
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	20	95.24	4.76	15.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	78.57
White	19	19	100.00	0.00	47.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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.

2023-24 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 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	89%	98.6%	98.6%	95.9%	98.6%

**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.

2024-25 Opportunities for Parental Involvement
Families are welcome daily to be part of the school through multiple volunteer opportunities. Bagby's parent volunteers and our Home and School Club share the commitment to high academic expectations and the overall development of every child. Our parent community is highly organized and operates much like an extended family to support the social, emotional and physical domains for all students. Parents are well acquainted with the rigor of our curriculum and work to provide and plan enrichment opportunities for all students. The Home and School Club has helped to fund assemblies, field trip experiences, access to visual and performing arts as well as standards based enrichment opportunities in collaboration with school staff. The Bagby Home and School Club strives to provide families, students, and our community with occasions to come together for a variety of fun and educational activities including Halloween Fun Night, STEAM Fair, Ice Cream Social & Book Fair, Art Show, Field Day, our Runathon, and family dinner nights to name a few. Families have a variety of ways to help in our classes as classroom volunteers, Project Cornerstone ABC Readers, Makers Space guides, and Field Trip chaperones.
Bagby also has an active and engaged School Site Council and English Learner Advisory Committee with members who give input on the school's LCAP (Local Control Accountability Plan), initiatives and priorities.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	519	511	40	7.8
Female	254	248	16	6.5
Male	265	263	24	9.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	93	91	5	5.5
Black or African American	15	15	2	13.3
Filipino	11	11	1	9.1
Hispanic or Latino	158	153	20	13.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	73	73	3	4.1
White	164	163	8	4.9
English Learners	75	74	8	10.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	81	77	13	16.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	74	7	9.5

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.81	1.35	1.68	2.56	2.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.35	0.00
Female	1.57	0.00
Male	1.13	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	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.16	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.61	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.41	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.

2024-25 School Safety Plan

Safety of students and staff is a primary concern of Bagby Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, Earthquake, and lockdown drills are conducted on a

2024-25 School Safety Plan

monthly basis throughout the school year. Monitoring of school grounds is performed by noon supervisors and assigned staff before, during, and after school. All visitors must sign in at the office, obtain a visitor's pass, and sign out upon leaving.

The Comprehensive School Safety Plan is developed and reviewed with participation from staff, the school site council and local law enforcement representatives at the beginning of every school year. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, disaster response procedures, procedures for safe ingress and egress from school. We constantly work to ensure the safety of our students and have established emergency procedures that we have developed with public safety agencies in the preparation, review, and annual adoption of school safety plans. We review suspension and expulsion policies and procedures; policy prohibiting discrimination, harassment, hate crimes, intimidation, and bullying aligned to district guidelines and procedures. All staff members complete annual child abuse reporting and harassment training along with school discipline policies and procedures.

We support:

- Building a sense of community and belonging where every child feels included and valued.
- Teaching children positive social skills and attitudes including resolving conflicts without physical aggression.
- Responding appropriately to emergencies and disasters to keep children safe.
- An environment that is free of physical and verbal harassment of any kind, including teasing and bullying.
- A focus on fostering a growth mindset and willing to take risks in learning.

The 24-25 Comprehensive Safety Plan was updated, reviewed, and approved at Bagby School Site Council and ELAC meeting.

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.

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	23	1	3	
1	19	1	3	
2	22	1	2	
3	23		3	
4	20	1	2	
5	23	1	2	
Other	6	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	20	1	4	
1	21	1	3	
2	24		3	
3	25		3	
4	25	1	2	
5	21	1	2	
Other	6	2		

### 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	22		3	
1	19	1	3	
2	22	1	3	
3	23		3	
4	24	1	2	
5	25	1	2	
Other	6	2		

### 2023-24 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

## 2023-24 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>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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>	\$6142	\$44	\$6,186	\$86,363
<b>District</b>	N/A	N/A	\$4,448	\$101,078
<b>Percent Difference - School Site and District</b>	N/A	N/A	32.7	-15.7
<b>State</b>	N/A	N/A	\$10,771	\$79,413
<b>Percent Difference - School Site and State</b>	N/A	N/A	-54.1	8.4

## Fiscal Year 2023-24 Types of Services Funded

District funding through the Local Control Funding Formula (LCFF), included a base grant, and a supplemental allocation. The Base Grant funded the services that are provided to all students, such as regular classroom teachers, custodians, office staff, electricity, music, PE, Library, and most of the basic operational costs. The supplemental allocations supported targeted services to students who may have been designated as low-income, English Learners, and/or Foster Youth.

State and federal funding also supported the following special programs districtwide.

- Title I, Part A: Basic Grant for High-Needs Students
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: English Learner and Immigrant Programs
- Title IV, Part A: Student Support and Academic Enrichment

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$69,157	\$51,352
Mid-Range Teacher Salary	\$96,928	\$80,424
Highest Teacher Salary	\$121,190	\$103,442
Average Principal Salary (Elementary)	\$147,459	\$124,852
Average Principal Salary (Middle)	\$155,095	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$249,750	\$145,237
Percent of Budget for Teacher Salaries	34%	26%
Percent of Budget for Administrative Salaries	7%	6%

## Professional Development

District-wide staff professional development is reflective of students, staff, school, and district's goals and needs. Professional learning activities are designed to engage teachers in learning and implementing best practices that benefit student learning in alignment with district goals. These opportunities for professional learning include the following:

- Release Grade level planning days for looking at data and best practices to support English Language Learners and struggling students.
- K-8 Articulation Days (Teacher Inservice Days)
- Adopted curriculum professional development
- District/Side/Grade Level Collaboration Time (Early Release Days)
- Professional Learning Communities (PLCs) multiple times during the 23-24 school to evaluate student progress and collaborate with grade-level teams, instructional specialists, and intervention teams on the next steps of support.

Staff development is designed in our primary areas of focus: Common Core shift, English Learner instruction, questioning for critical thinking, and mathematical understanding. Using CCSS assessments, professional development is aligned with district, school, and/or individual professional needs to ensure teachers have the adequate background, skills, and materials they need to support student learning. When new programs are introduced (e.g. math, science, or language arts), specific time is dedicated to staff development to ensure the even and effective implementation of the program.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	