



Bay Farm School

200 Aughinbaugh Way • Alameda, CA 94502 • (510) 748-4010 • Grades K-8

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<https://bayfarm-alamedaunified-ca.schoolloop.com/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Alameda Unified School District

2060 Challenger Drive
Alameda, CA 94501
(510) 337-7000

<http://www.alameda.k12.ca.us>

District Governing Board

Mialisa Bonta
President

Jennifer Williams
Vice President

Gary Lym
Trustee

Megan Sweet
Trustee

Heather Little
Trustee

District Administration

Pasquale Scuderi
Superintendent

Sara Stone
Chief Academic Officer

Shariq Khan
Chief Business Officer

Timothy Erwin
Chief Human Resources Officer

Kirsten Zazo
Chief Student Support Officer

School Description

Bay Farm is committed to being the heart of our community bridging home and school. We provide a collaborative and inclusive environment where everyone values cultural and learning differences.

Students enjoy the pursuit of personal and academic excellence as they become confident and compassionate citizens of our local and global communities.

Bay Farm School is fully committed to being the heart of our community, bridging home and school. Between our knowledge-thirsty students, hardworking teachers, and involved PTA, we have truly created a community that honors learning. Differences are valued and students are challenged to do their personal best as they strive for academic excellence and community involvement. As we moved forward with our 21st Century learning plan this year, we are in the constant process of updating our technology by adding more one-to-one devices and training our teachers in ways to use them. These upgrades enable teachers to apply the latest instructional strategies in their classroom. Additionally, we are creating project-based lessons and implementing strategies to empower our students with inquiry skills. Together these changes will enable our students to meet and exceed the expectations of the Common Core Standards and 21st Century skills. Additionally, Bay Farm School was recognized as a National Green Ribbon School in 2016 for its continued excellence in providing recycling and outdoor education programs. Bay Farm School was also recognized in 2018 as a California Distinguished School. Through its ongoing partnerships with organizations like Stopwaste.org it continues to be on the home front of creating sustainable systems and environmental education. When Bay Farm School opened its doors in the 1992–1993 school year, it adopted the motto “that it takes a whole village to raise a child.” Today, 25 years later, that hasn’t changed. This tight-knit community rallies around the needs of its children even in tough economic times. The success of our students is our number-one concern. We support the success of the whole child through our dynamic PBIS (Positive Behavior Intervention and Support) program for which we received a State of California Silver Award in 2019. We also have a well functioning COST (Coordination of Services Team) that meets weekly to plan supports for students who are struggling academically or emotionally.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 73 |
| Grade 1 | 72 |
| Grade 2 | 75 |
| Grade 3 | 75 |
| Grade 4 | 81 |
| Grade 5 | 74 |
| Grade 6 | 58 |
| Grade 7 | 50 |
| Grade 8 | 48 |
| Total Enrollment | 606 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 3.1 |
| American Indian or Alaska Native | 0.2 |
| Asian | 34 |
| Filipino | 3.1 |
| Hispanic or Latino | 9.9 |
| White | 27.9 |
| Two or More Races | 19.8 |
| Socioeconomically Disadvantaged | 9.9 |
| English Learners | 7.4 |
| Students with Disabilities | 7.6 |

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 for Bay Farm School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 32 | 31 | 26 |
| Without Full Credential | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 1 |

| Teacher Credentials for Alameda Unified | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 409 |
| Without Full Credential | ♦ | ♦ | 18 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 8 |

Teacher Misassignments and Vacant Teacher Positions at Bay Farm School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 2 | 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: 5.23.17

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-----------------------------------|--|
| Reading/Language Arts | Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs Prentice Hall, 2002 Timeless Voices, Timeless Themes (Copper, Bronze, and Silver editions) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds Grades 6-8: McGraw-Hill/Glencoe - California Math Courses 1-3 (2015) - Math 6-8 Big Ideas Learning LLC Big Ideas Math (2015) Algebra I, Geometry, Algebra II The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | K-5 Full Option Science System (FOSS) Adopted in 2007 and updated in 2014 6-8 Prentice Hall Earth Science, Physical Science, Life Science Adopted in 2008 Full Option Science System Full Option Science System (FOSS) 2013 Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Grades 6-8 Glencoe-McGraw Hill (2006) Discovering Our Past (CA Editions): Ancient Civilizations, Medieval and Early Modern Times, The American Journey to WWI The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Foreign Language | Spanish 1-4: Houghton, Mifflin, Harcourt: Avancemos! (2018) French 1-3: Houghton, Mifflin, Harcourt: Bien Dit! (2018) Mandarin 1-4: Cheng & Tsui series (2011) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Health | Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Visual and Performing Arts | We use the VAPA standards to guide our arts programming. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/4/2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Admin Office: Gopher and squirrel holes need to be filled. |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Fair | Admin Office: Gopher and squirrel holes need to be filled. Media Center: Storage door needs to be replaced PC1-PC5: Asphalt yard needs crack filling. PC6-PC8: Asphalt yard needs crack filling. |
| Overall Rating | Good | |

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 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 81 | N/A | 66 | N/A | 50 | N/A |
| Math | 77 | N/A | 58 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 67 | N/A | 48 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

During the 2020-21 school year our wonderful PTSA has provided online events for families to come together and stay connected. Parents have organized virtual art nights, family story time as well as bike safety classes and the Golden Sneaker contest. Bay Farm School benefits greatly from its supportive parents. The school has a strong base of parent volunteers who actively participate in the classrooms, as art docents, and in our outdoor learning center. Parents are encouraged to join the PTSA and are elected to the School Site Council. Parents of English Learners are vital to our English Language Advisory Committee and to our outreach efforts on behalf of new families. In addition, parents volunteer daily to help with supervision in the lunchroom and on the yard. If you would like to become a volunteer at Bay Farm School, please call the office at (510) 748-4010.

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.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Bay Farm Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school Site Safety Plan was last reviewed and updated in November 2019 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. During the 2012-13 school year a School Safety Task Force was assembled and met over the course of several months. Their task was to give a critical look to the school and offer short term and longer term goals that could be implemented to improve overall safety. Findings were discussed at community, staff, and PTA meetings to determine where to best look for support. In the Spring and summer of 2015, the district began safety upgrades to Bay Farm with some of the money that was received from the bond that was passed in November of 2014. Certificated staff supervise students before, during, and after school. The principal and noon supervisors oversee students during lunch and parent volunteers help with lunch supervision every day. There is a designated student drop-off and pick-up spot at the front of the school. Additionally, all visitors are required to sign in at the office and get a visitor's badge upon arrival.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.6 | 1.1 | 2.9 | 2.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.3 | 1.3 | |
| Expulsions | 0.0 | 0.0 | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 606 |

*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.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.4 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 25 | | 3 | | 24 | | 3 | | 24 | | 3 | |
| 1 | 25 | | 3 | | 25 | | 3 | | 24 | | 3 | |
| 2 | 25 | | 3 | | 25 | | 3 | | 25 | | 3 | |
| 3 | 25 | | 3 | | 25 | | 3 | | 25 | | 3 | |
| 4 | 32 | | 2 | | 32 | | 2 | | 32 | | 2 | |
| 5 | 30 | | 4 | | 32 | | 1 | 2 | 47 | | 1 | 1 |
| 6 | 27 | 1 | 14 | | 40 | | 8 | 3 | 20 | 7 | 10 | |
| Other** | | | | | | | | | 29 | | 1 | |

*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.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | |

Site Professional Development in the start of the 2019-20 academic year focused on Social Emotional Learning (SEL) and differentiation in the classroom using the newly designed master schedule which allowed for grade level small groups and targeted instruction. Data used for developing the Multi-tiered Systems of Support plan was the district adopted STAR assessment. Teachers were trained in utilizing the assessment results to monitor student growth (SGP) and plan appropriate student supports. When we learned we would be teaching remotely as a result of Covid-19, professional development shifted to building proficiency with online platforms, Google classroom and the flipped classroom. In addition, we deepened our work focused on diversity, inclusion and systemic racism.

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$51,966 | \$49,782 |
| Mid-Range Teacher Salary | \$72,867 | \$76,851 |
| Highest Teacher Salary | \$95,138 | \$97,722 |
| Average Principal Salary (ES) | \$106,679 | \$121,304 |
| Average Principal Salary (MS) | \$129,891 | \$128,629 |
| Average Principal Salary (HS) | \$133,136 | \$141,235 |
| Superintendent Salary | \$230,000 | \$233,396 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 34.0 | 33.0 |
| Administrative Salaries | 6.0 | 6.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------------|------------|--------------|------------------------|
| School Site | \$12,002.23 | \$3,412.71 | 8,589.51 | \$79,120.63 |
| District | N/A | N/A | \$8,905.50 | \$77,156 |
| State | N/A | N/A | \$7,750 | \$79,209 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -3.6 | 2.5 |
| School Site/ State | 10.3 | -0.1 |

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

Types of Services Funded

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

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

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

<https://alameda.novusagenda.com/agendapublic/CoverSheet.aspx?ItemID=7109&MeetingID=362>

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

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

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.