

Bay Farm School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Bay Farm School
Street	200 Aughinbaugh Way
City, State, Zip	Alameda, CA 94502
Phone Number	(510) 748-4010
Principal	Katherine Crawford
Email Address	krcrawford@alamedaunified.org
School Website	https://bayfarm.alamedaunified.org/
County-District-School (CDS) Code	01611196110779

2022-23 District Contact Information

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

2022-23 School Overview

Bay Farm is committed to being the heart of our community bridging home and school. We provide a collaborative and inclusive environment where we value 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. Between our knowledge-thirsty students, hardworking teachers, and involved PTSA, we have truly created a community that honors learning. We are utilizing Positive Behavior Intervention and Support (PBIS) aligned with restorative practices to create a safe and positive school climate. We have a thriving Coordination and Services Team (COST) and partnership with a community based mental health organization to support students' social and emotional well being.. Bay Farm has a thriving outdoor learning garden program promoting health and sustainability. Through collaboration with Green Schoolyards of America, we have 3 outdoor classrooms.

We are in the constant process of updating our technology by adding more one-to-one devices and training our teachers in instructional technology. These upgrades enable teachers to apply the latest instructional strategies in their classroom. Additionally, we are developing and improving our culturally and linguistically responsive practices to provide a learning community where everyone feels valued and able to thrive. These practices will enable our students to meet and exceed the expectations of the Common Core Standards and 21st Century skills. 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 Gold Award in 2022. 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, 29 years later, that hasn’t changed. This tight-knit community rallies around the needs of its children even in tough times. The success of our students is our number-one concern.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	68
Grade 2	70
Grade 3	69
Grade 4	74
Grade 5	69
Grade 6	49
Grade 7	43
Grade 8	54
Total Enrollment	552

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.0
Asian	35.3
Black or African American	2.5
Filipino	3.3
Hispanic or Latino	9.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	20.7
White	26.4
English Learners	3.6
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	10.1
Students with Disabilities	9.2



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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.80	86.55	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.35	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.71	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.39	17.80	3.32	12115.80	4.41
Unknown	0.00	0.00	14.20	2.64	18854.30	6.86
Total Teaching Positions	29.80	100.00	539.20	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.70	89.79	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.85	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.36	12.80	2.48	11953.10	4.28
Unknown	0.00	0.00	26.00	5.03	15831.90	5.67
Total Teaching Positions	29.70	100.00	518.40	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	1.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	2.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	1.00
Local Assignment Options	0.20	0.00
Total Out-of-Field Teachers	1.00	1.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.40	18.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.70	1.50

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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)	Yes	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) - Carnegie Learning 6-8, 2022 Adopted 6.14.2022, Implemented Fall 2022 Big Ideas Math (2015) Algebra I, Geometry, Algebra II	Yes	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	Yes	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	Yes	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)	Yes	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.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

8/3/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boys Restroom Pod K-1: Strong odor, needs a deep cleaning of the floor
Electrical	X			201: Missing outlet cover 301: 3 lights are not working. Window needs glazing, sign indicated water intrusion. 302: 2 lights are not working 312: 3 lights are not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			205: Signs of water intrusion
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			301: 3 lights are not working. Window needs glazing, sign indicated water intrusion.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	72	N/A	65	N/A	47
Mathematics (grades 3-8 and 11)	N/A	70	N/A	53	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	373	367	98.39	1.61	72.48
Female	187	185	98.93	1.07	76.76
Male	186	182	97.85	2.15	68.13
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	126	126	100.00	0.00	75.40
Black or African American	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	68.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	82	81	98.78	1.22	71.60
White	108	103	95.37	4.63	73.79
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	42	95.45	4.55	54.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	42	95.45	4.55	42.86

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	373	367	98.39	1.61	70.30
Female	187	185	98.93	1.07	63.78
Male	186	182	97.85	2.15	76.92
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	126	126	100.00	0.00	76.98
Black or African American	11	11	100.00	0.00	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	82	81	98.78	1.22	70.37
White	108	103	95.37	4.63	69.90
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	42	95.45	4.55	47.62
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	42	95.45	4.55	47.62

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	61.29	NT	50.32	28.5	29.47

2021-22 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	126	124	98.41	1.59	61.29
Female	69	68	98.55	1.45	54.41
Male	57	56	98.25	1.75	69.64
American Indian or Alaska Native	0	0	0	0	0
Asian	43	43	100	0	60.47
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100	0	58.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	71.43
White	37	36	97.3	2.7	61.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	14	100	0	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	45.45

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.1%	97.1%	97.1%	97.1%	97.1%
Grade 7	100.0%	100.0%	100.0%	100.0%	100.0%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Bay Farm School benefits greatly from its supportive parents. The school has a strong base of parent volunteers who actively participate supporting small groups, 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 (ELAC) and to our outreach efforts on behalf of new families. During the 2022-23 school year parents have facilitated a robotics club, several academic clubs and opportunities for parents and students to volunteer in our beautiful outdoor learning gardens. In addition, parents volunteer daily to help with supervision at lunchtime and on the yard. If you would like to become a volunteer at Bay Farm School, please call the office at (510) 748-4010.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	597	579	34	5.9
Female	307	297	23	7.7
Male	290	282	11	3.9
American Indian or Alaska Native	0	0	0	0.0
Asian	207	204	9	4.4
Black or African American	17	15	2	13.3
Filipino	18	18	1	5.6
Hispanic or Latino	58	55	5	9.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	123	120	6	5.0
White	160	153	9	5.9
English Learners	34	34	1	2.9
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	68	68	8	11.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	68	4	5.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.31	1.63	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.67	0.09	1.76	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.67	0.00
Female	0.33	0.00
Male	1.03	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.97	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.45	0.00

2022-23 School Safety Plan

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 September 2022 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. We have increased our training of staff and students to know how to respond to emergencies.

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 PTSA 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 which included the installation of a fence around the entire campus. 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.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		3	
2	25		3	
3	25		3	
4	32		2	
5	47		1	1
6	20	7	10	
Other	29		1	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	5		
1	13	4	2	
2	17	4		
3	15	4	1	
4	20	2	2	
5	27	2	1	1
6	18	3	6	

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	19	3		
1	23		3	
2	31		2	1
3	23		3	
4	30		2	
5	27		2	
6	23	2	12	
Other	27		2	

2021-22 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	1840

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	14,048.24	5,528.04	8,520.21	\$71,990.00
District	N/A	N/A	\$8,294.39	\$88,572
Percent Difference - School Site and District	N/A	N/A	2.7	-20.7
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	25.5	-14.3

2021-22 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=11785&MeetingID=610>

Bay Farm utilizes LCFF funding to support reading intervention in the lower primary grades.

Services funded centrally via LCFF Supplemental Funds include components of the ELD program 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$58,975	\$52,478
Mid-Range Teacher Salary	\$82,694	\$80,810
Highest Teacher Salary	\$107,969	\$101,276
Average Principal Salary (Elementary)	\$132,773	\$127,080
Average Principal Salary (Middle)	\$148,389	\$134,264
Average Principal Salary (High)	\$150,371	\$147,200
Superintendent Salary	\$240,000	\$242,351
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Site Professional Development (PD) in the start of the 2021-2022 academic year focused on culturally responsive practices in the classroom and Universal Design for Learning. All K-5 grade teachers were trained in Toolbox which is a SEL program to help students manage behavior and emotions. A focus this year has been cultivating opportunities for academic discourse in the classroom and this is a foundation of every staff meeting and PD session. In addition, we deepened our work focused on diversity, inclusion and systemic racism. We continued to refine our Positive Behavior Intervention and Support (PBIS) practices and building more Social Emotional Learning support strategies into the classroom.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4