

# Bagby Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

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

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 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>County-District-School (CDS) Code</b>	43 69385 6046411

## 2021-22 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 Address</b>	www.cambriansd.org

## 2021-22 School Overview

Bagby Elementary is an award winning school that values academic excellence and embraces the whole child by supporting social and emotional development, honoring diversity, and instilling not only the joy of learning, but also the exploration of talents through art and music. Bagby Elementary School serves approximately 460 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 and safe citizens. 21st century skills drive our instructional practices to provide students opportunities to grow and become critical thinkers, collaborative teammates, and creative problem solvers. Bagby Elementary School fosters a growth mindset in each student to believe that mistakes are essential and an opportunity to learn. It is our goal to prepare students for their academic future and to become engaged, caring members of society.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	56
Grade 2	60
Grade 3	58
Grade 4	68
Grade 5	60
<b>Total Enrollment</b>	<b>376</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
American Indian or Alaska Native	0.3
Asian	18.1
Black or African American	2.9
Filipino	1.9
Hispanic or Latino	22.3
Native Hawaiian or Pacific Islander	0.8
Two or More Races	14.6
White	38.6
English Learners	12
Homeless	0.3
Socioeconomically Disadvantaged	12.5
Students with Disabilities	14.1

### 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

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

## 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>	17.5	94.6	134.5	90.3	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	2.0	1.3	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	2.1	1.4	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	1.3	0.9	12115.8	4.4
<b>Unknown</b>	1.0	5.4	9.0	6.0	18854.3	6.9
<b>Total Teaching Positions</b>	18.5	100.0	148.9	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

January 2021

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

## 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 projects exist but have been placed on hold due to COVID-related precautionary restrictions. Bagby continues to cooperate with Our City Forest to plant more trees around the perimeter. Further building and infrastructure upgrades, replacement of some portable classrooms, and 1 MIL in district-wide technology expenditures begin summer of 2022, under Measure R modernization.

Cambrian is extremely proud of the technology infrastructure. There is one computer to every 2.8 students 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

1/31/2022

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 will commence replacement & upgrading of gas lines and classroom HVAC systems
<b>Interior:</b> Interior Surfaces	X			

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X	Overall Cleanliness, Pest,/Vermin infestation – FAIR, We are actively updating and improving our cleaning schedules, methods and documentation. All custodial staff are now participating in computer training courses in order to access monthly custodial training, safety training, improve communication, and our coming centralized supply ordering system No known pest/vermin issues.
<b>Electrical</b>		X	Most subpanels and classroom wiring requires replacement/upgrading, Solar system requires further additional installations to offset increasing energy costs; many due to new regulations and increased hot weather.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X Most toilets/sinks require further water-saving controls or replacement with waterless fixtures. These upgrades and replacements are possible as part of the Measure R modernization projects.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Playground/School Grounds, Windows/Doors/Gates/Fences – FAIR, Measure R projects will include up to 1 MIL in district-wide water saving irrigation systems for grounds, possible elimination of classroom curtain walls, and additional fencing as needed. We are always seeking ways to improve playground safety for our students and community.

## 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	184	5	2.72	97.28	--
<b>Female</b>	96	2	2.08	97.92	--
<b>Male</b>	88	3	3.41	96.59	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	26	2	7.69	92.31	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	50	0	0	100	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	1	3.7	96.3	--
<b>White</b>	71	2	2.82	97.18	--
<b>English Learners</b>	27	1	3.7	96.3	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	33	0	0	100	--



<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	5	16.67	83.33	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	184	5	2.72	97.28	--
<b>Female</b>	96	2	2.08	97.92	--
<b>Male</b>	88	3	3.41	96.59	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	26	2	7.69	92.31	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	50	0	0.00	100.00	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	1	3.70	96.30	--
<b>White</b>	71	2	2.82	97.18	--
<b>English Learners</b>	27	1	3.70	96.30	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	33	0	0.00	100.00	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	5	16.67	83.33	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FasTBridge aReading/aMath Student Groups	FasTBridge aReading/a Math Total Enrollment	FasTBridge aReading/a Math Number Tested	FasTBridge aReading/a Math Percent Tested	FasTBridge aReading/a Math Percent Not Tested	FasTBridge aReading/a Math Percent At or Above Grade Level
All Students	175	160	91	9	75
Female	92	81	88	12	78
Male	83	79	95	5	72
Asian	24	21	88	13	90
Hispanic or Latino	49	38	78	22	50
Two or More Races	25	25	100	0	88
White	67	67	100	0	82
English Learners	24	17	71	29	12
Socioeconomically Disadvantaged	29	24	83	17	42
Students with Disabilities	31	19	61	39	53

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FasTBridge aReading/aMath Student Groups	FasTBridge aReading/a Math Total Enrollment	FasTBridge aReading/a Math Number Tested	FasTBridge aReading/a Math Percent Tested	FasTBridge aReading/a Math Percent Not Tested	FasTBridge aReading/a Math Percent At or Above Grade Level
All Students	175	162	93	7	75
Female	91	83	91	9	72
Male	84	79	94	6	78
Asian	27	21	78	22	95
Hispanic or Latino	41	39	95	5	54
Two or More Races	26	25	96	4	88
White	72	68	94	6	79
English Learners	18	17	94	6	35
Socioeconomically Disadvantaged	25	24	96	4	33
Students with Disabilities	28	19	68	32	53

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	57	NT	NT	NT	NT
<b>Female</b>	30	NT	NT	NT	NT
<b>Male</b>	27	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	17	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	26	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	13	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Parents are welcome everyday 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 parents, students, and our community occasions to come together for a variety of fun and educational activities including Halloween Fun Night, STEAM Fair, Ice Cream Social, Art Show, Field Day, and family dinner nights to name a few. Parents have a variety of ways to help in our classes as Bagby's Art program instructors, Reading/Math 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	412	393	9	2.3
Female	217	210	6	2.9
Male	195	183	3	1.6
American Indian or Alaska Native	1	1	0	0.0
Asian	77	73	1	1.4
Black or African American	11	11	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	96	91	6	6.6
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	59	56	0	0.0
White	156	149	2	1.3
English Learners	56	54	3	5.6
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	58	56	6	10.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	62	3	4.8

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	1.52	0.40	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.19	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 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 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

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	2	3	
1	23		3	
2	24		4	
3	23		3	
4	23		3	
5	22	1	4	
6				

## 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	22	1	3	
1	24		3	
2	25		3	
3	25		3	
4	23	1	2	
5	22	1	2	
6				
Other	8	2		

## 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	14	4	1	
1	17	2	1	
2	20	1	2	
3	18	1	2	
4	21	1	2	
5	30		2	
6				
Other	9	2		

## 2020-21 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	



## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.5
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	
<b>Percent Difference - School Site and District</b>	N/A	N/A	32.7	0.8
<b>State</b>			\$8,444	\$72,352
<b>Percent Difference - School Site and State</b>	N/A	N/A	-30.9	17.7

## 2020-21 Types of Services Funded

In 2019-20, district funding through the Local Control Funding Formula (LCFF), included a base grant, a supplemental allocation, and a concentration 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 and concentration 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
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: Limited English Proficiency (LEP)
- Federal Free/Reduced meals

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$47,265
<b>Mid-Range Teacher Salary</b>		\$69,813
<b>Highest Teacher Salary</b>		\$91,237
<b>Average Principal Salary (Elementary)</b>		\$113,466
<b>Average Principal Salary (Middle)</b>		\$115,186
<b>Average Principal Salary (High)</b>		\$0
<b>Superintendent Salary</b>		\$131,359
<b>Percent of Budget for Teacher Salaries</b>	37%	30%
<b>Percent of Budget for Administrative Salaries</b>	7%	7%

## Professional Development

District-wide staff professional development are reflective of students, staff, school and district's goals and needs. Professional learning activities are design 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)

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	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5

# Cambrian School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 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>	<a href="mailto:schwiebertk@cambriansd.com">schwiebertk@cambriansd.com</a>
<b>District Website Address</b>	<a href="http://www.cambriansd.org">www.cambriansd.org</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	508	9	1.77	98.23	--
Female	254	2	0.79	99.21	--
Male	254	7	2.76	97.24	--
American Indian or Alaska Native	--	--	--	--	--
Asian	120	2	1.67	98.33	--
Black or African American	11	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	1	1.04	98.96	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	3	4.62	95.38	--
White	204	3	1.47	98.53	--
English Learners	36	1	2.78	97.22	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	48	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	9	15.52	84.48	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	508	9	1.77	98.23	--
<b>Female</b>	254	2	0.79	99.21	--
<b>Male</b>	254	7	2.76	97.24	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	120	2	1.67	98.33	--
<b>Black or African American</b>	11	0	0.00	100.00	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	96	1	1.04	98.96	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	65	3	4.62	95.38	--
<b>White</b>	204	3	1.47		--
<b>English Learners</b>	36	1	2.78	97.22	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	48	0	0.00	100.00	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	9	15.52	84.48	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
<b>All Students</b>	2109	2046	97	3	78
<b>Female</b>	1039	1034	100	0	79
<b>Male</b>	1070	1058	99	1	73
<b>Asian</b>	428	424	99	1	90
<b>Black or African American</b>	44	44	100	0	68
<b>Filipino</b>	37	34	92	8	76
<b>Hispanic or Latino</b>	538	511	95	5	57
<b>Two or More Races</b>	232	221	95	5	86
<b>White</b>	794	773	97	3	85
<b>English Learners</b>	219	206	94	6	29
<b>Socioeconomically Disadvantaged</b>	314	296	94	6	49
<b>Students with Disabilities</b>	276	233	84	16	36

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
<b>All Students</b>	2109	2048	97	3	76
<b>Female</b>	1039	1014	98	2	75
<b>Male</b>	1070	1034	97	3	78
<b>Asian</b>	428	427	99	1	94
<b>Black or African American</b>	44	44	100	0	61
<b>Filipino</b>	37	36	97	3	81
<b>Hispanic or Latino</b>	538	512	95	5	52
<b>Two or More Races</b>	232	218	94	6	84
<b>White</b>	794	776	98	2	82
<b>English Learners</b>	219	210	96	4	40
<b>Socioeconomically Disadvantaged</b>	314	296	94	6	45
<b>Students with Disabilities</b>	276	237	86	14	37

\*At or above the grade-level standard in the context of the local assessment administered.