

Bagby Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

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

2025-26 District Contact Information

District Name	Cambrian School District
Phone Number	(408) 377-2103
Superintendent	Kristi Schwiebert
Email Address	schwiebertk@cambriansd.com
District Website	www.cambriansd.org

2025-26 School Description and Mission Statement

Bagby Elementary is an award winning school that values academic excellence and embraces the whole child by supporting social and emotional development, celebrating diversity, and instilling not only the joy of learning, but also the exploration of talents through art, music, and physical education. Bagby Elementary School serves approximately 577 students in grades TK - 5. Our safe, warm learning environment is evident as one enters the beautifully landscaped campus. We enjoy being the home to numerous programs, whose students and staff, add to the diversity of and are an integral part of our school community. Our students are encouraged to be Upstanders and are given opportunities to be responsible, respectful, safe citizens who "Choose Kind." 21st century skills drive our instructional practices to provide students opportunities to grow and become critical thinkers, collaborative teammates, and creative problem solvers. Bagby Elementary School fosters a growth mindset in each student supporting the belief that mistakes are essential and an opportunity to learn both behaviorally and academically. It is our goal to prepare students for their academic future and to become engaged, caring members of society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	75
Grade 2	86
Grade 3	93
Grade 4	71
Grade 5	75
Total Enrollment	529

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
Asian	17.4
Black or African American	3
Filipino	1.3
Hispanic or Latino	29.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	14
White	34
English Learners	12.1
Foster Youth	0.4
Homeless	0.2
Socioeconomically Disadvantaged	15.3
Students with Disabilities	12.5

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.

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)	19.9	90.9	129.3	90.13	234405.2	84
Intern Credential Holders Properly Assigned	1	4.55	2.6	1.85	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.1	0.81	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	1.51	11953.1	4.28
Unknown/Incomplete/NA	1	4.55	8.1	5.69	15831.9	5.67
Total Teaching Positions	21.9	100	143.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	20.7	91.21	122.6	91.16	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.9	1.48	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.4	1	0.74	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	1.61	11746.9	4.23
Unknown/Incomplete/NA	1	4.4	6.7	4.99	14303.8	5.15
Total Teaching Positions	22.7	100	134.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	22.1	91.7	129.2	90.69	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.5	0.35	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.15	6	4.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.3	0.93	12112.8	4.34
Unknown/Incomplete/NA	1	4.15	5.4	3.81	13705.8	4.91
Total Teaching Positions	24.1	100	142.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	4.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2019	0
Mathematics	Eureka/2017	0
Science	FOSS-Pathways	0
History-Social Science	Houghton Mifflin	0
Health	Health Connected (5th Grade)	0

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

School Facility Conditions and Planned Improvements

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

These upgrades have included electrical upgrades, air conditioning, painting, and refurbishing the bathrooms. All classrooms were refurbished and updated with new flooring, cabinetry, teaching surfaces and an expanded student services area. Our facilities are monitored on a constant basis by the principal and district office staff. In 2015, new perimeter fencing was installed. Solar arrays were added in 2015 to meet 85% of the school's electrical needs. The main playground was updated in 2025 to enhance the play experience.

Safety and health concerns are a top priority. Our beautifully remodeled school enjoys a park-like campus, with large grassy areas, towering trees, and safe playgrounds. Our community garden is being regrown and outdoor learning spaces are being created with the support of our Home & School Club. Bagby continues to partner with Our City Forest to plant more trees on and around campus. Further building and infrastructure upgrades, and additional expenditures were completed during the summer of 2025, under Measure R modernization.

Cambrian is extremely proud of the technology infrastructure. There is one iPad or Chromebook for nearly every student and available in classrooms. Computers are networked and linked to the internet. There is a district-wide technology specialist

School Facility Conditions and Planned Improvements

available to the schools and additional support from teacher representatives at each site who assist fellow teachers with any problems or questions that might occur. The district-wide technology plan is in place and continues to be updated to enhance computer use in the learning process.

Year and month of the most recent FIT report

01/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Summer 2022 Measure R modernization projects completed. Replaced gas lines and classroom HVAC systems. Additional HVAC replacements in common areas on track to commence summer 2023. Centralized control of all site HVAC systems is expected by end of summer 2024
Interior: Interior Surfaces	X			As part of the Measure R funded HVAC upgrades, new counter tops, wall cabinets and floor cabinets have been installed throughout the sites. New sinks & faucets will be installed summer 2024. Some sections of campus received new tinted windows/frames
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			We have implemented new cleaning schedules, methods and documentation. All custodial staff participate in ENVIROX computer and live training courses. Department holds monthly safety training & regular email communication is used to keep staff up to date on any issues. We have implemented our centralized supply ordering system. Any pest/vermin sightings are immediately reported to District Office, addressed by Clark Pest Control, and documented. Grounds staff maintain trees 5' away from building roofs/walls & shrub branches 2' off of soil & 2' away from building walls.
Electrical	X			Most subpanels and classroom wiring scheduled for evaluation leading to replacement/upgrading as necessary, Solar panel system to receive further additional installations to offset increasing energy costs; many due to new regulations and regional climate challenges. Measure R funding will be used to increase energy efficiency at each site. Elimination of fluorescent lighting in all interior and exterior areas, dimming switches, motion sensor lighting, and centralized lighting controls for each site are were completed June, 2024, as part of Measure R.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All toilets/sinks have been placed on a preventative maintenance schedule, whereby seals are regularly replaced to avoid leaking toilets/faucets. Further ADA upgrades completed through Measure R. Upgrades including increasing the number of touchless toilets/faucets are scheduled to begin summer of 2024, Ongoing replacement of older backflow preventers and standardizing all fixtures. Many restrooms floors are new epoxy flooring
Safety: Fire Safety, Hazardous Materials	X			Fire safety has been vastly improved as part of the Measure R. funded upgrades. Voice command upgrades have been installed in all five sites lacking voice command features. All District properties recently passed annual Fire Marshall inspections. All combustible fuel is stored in fireproof cabinets. The

School Facility Conditions and Planned Improvements

			District properly disposes of old paint by turning it in to a certified paint collection centers
Structural: Structural Damage, Roofs	X		There exist no known structural damages. Roofs are in overall good shape with few minor leaks. Substantial roofing replacement in two sections of campus buildings will be completed during 2025-26 school year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Beginning summer of 2024, Measure R funding upgraded field irrigation monitoring systems for early leak detection, moisture sensors for automatic pre and post rain shutoff of sprinklers, and the placement of the most water efficient sprinkler heads. There is an ongoing effort to eliminate unused lawn space at each site. In April 2023, the District replaced all gas powered grounds and custodial equipment with battery operated equipment. In this effort, the District contracted with American Green Zone Alliance (AGZA) for an independent assessment of the District's environmental impact with regards to gas powered grounds and custodial equipment, prior to switching over to battery powered grounds and custodial hand tools.</p> <p>Many playground repairs have been completed to ensure the safety of all site playgrounds, and playground inspections are ongoing. Playground upgrade designs have been completed by Northern California Play Works and District staff. All designs include ADA playground upgrades; pour-in-place (PIP) surfaces and ADA play features. District staff is installing at least one new playground per site. Elements recommended by site staff and community stakeholders has been incorporated into the design, and the District, the site staff and the community stakeholders have agreed, as much as possible.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	68	71	65	68	47	48
Mathematics (grades 3-8 and 11)	69	73	61	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	238	228	95.80	4.20	71.05
Female	121	113	93.39	6.61	76.11
Male	117	115	98.29	1.71	66.09
American Indian or Alaska Native	0	0	0	0	0
Asian	46	44	95.65	4.35	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	63	92.65	7.35	46.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	40	97.56	2.44	80.00
White	71	69	97.18	2.82	81.16
English Learners	21	14	66.67	33.33	14.29
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	37	92.50	7.50	40.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	29	90.63	9.37	31.03

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	238	235	98.74	1.26	73.19
Female	121	119	98.35	1.65	74.79
Male	117	116	99.15	0.85	71.55
American Indian or Alaska Native	0	0	0	0	0
Asian	46	45	97.83	2.17	91.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	68	100.00	0.00	42.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	40	97.56	2.44	90.00
White	71	70	98.59	1.41	85.71
English Learners	21	21	100.00	0.00	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	39	97.50	2.50	43.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	29	90.63	9.37	37.93

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	50.68	73.61	67.19	75.52	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	73	100.00	0.00	72.60
Female	43	43	100.00	0.00	72.09
Male	30	30	100.00	0.00	73.33
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	92.86
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	90.91
White	27	27	100.00	0.00	81.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	96	89	92	95

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.

2025-26 Opportunities for Parental Involvement

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

Bagby also has an active and engaged School Site Council and English Learner Advisory Committee with members who give input on the school's LCAP (Local Control Accountability Plan), initiatives and priorities.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	559	545	49	9.0
Female	267	262	18	6.9
Male	292	283	31	11.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	98	96	9	9.4
Black or African American	17	17	3	17.6
Filipino	--	--	--	--
Hispanic or Latino	170	164	23	14.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	75	74	4	5.4
White	188	184	9	4.9
English Learners	75	70	14	20.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	109	104	22	21.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	84	15	17.9

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.81	1.35	0.18	2.56	2.06	1.93	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0.00
Female	0.00	0.00
Male	0.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.59	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	1.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.16	0.00

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

2025-26 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.

The 25-26 Comprehensive Safety Plan was updated, reviewed, and approved at Bagby School Site Council and ELAC meeting.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	4	0
1	21	1	3	0
2	24	0	3	0
3	25	0	3	0
4	25	1	2	0
5	21	1	2	0
6	0	0	0	0
Other	6	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	3	0
1	19	1	3	0
2	22	1	3	0
3	23	0	3	0
4	24	1	2	0
5	25	1	2	0
6	0	0	0	0
Other	6	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	18	2	2	
2	21	1	3	
3	23		4	
4	23	1	2	
5	25	1	2	
Other	7	2		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$9,735	\$1,381	\$8,354	\$107,375
District	N/A	N/A	\$9,236	\$106,794
Percent Difference - School Site and District	N/A	N/A	-10.0	6.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-25.3	29.9

Fiscal Year 2024-25 Types of Services Funded

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

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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$74,690	\$55,248
Mid-Range Teacher Salary	\$104,682	\$80,746
Highest Teacher Salary	\$132,498	\$109,655
Average Principal Salary (Elementary)	\$167,797	\$133,828
Average Principal Salary (Middle)	\$183,035	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$277,711	\$155,954
Percent of Budget for Teacher Salaries	34.6%	25.26%
Percent of Budget for Administrative Salaries	7.26%	6.12%

Professional Development

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

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

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5