

Bay Farm 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Bay Farm School
Street	200 Aughinbaugh Way
City, State, Zip	Alameda, CA 94502
Phone Number	(510) 748-4010
Principal	Rahima Abdelhamid
Email Address	rabelhamid@alamedaunified.org
School Website	https://bayfarm.alamedaunified.org/
Grade Span	K-5
County-District-School (CDS) Code	01 61119 6110779

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

At Bay Farm School, every child is nurtured to become compassionate, confident, and academically prepared to make meaningful, positive impacts in their own lives, the lives of others, and the world around them. Alameda Unified School District remains steadfast in its commitment to equity and excellence for every student by providing inclusive, safe, and supportive learning conditions that empower students to be culturally competent and prepared for college, career, and community participation.

Bay Farm is the heart of our community, bridging home and school to create a collaborative and inclusive environment where cultural and learning differences are valued. Here, students thrive in their pursuit of personal and academic excellence as they

2025-26 School Description and Mission Statement

grow into confident and compassionate citizens of both local and global communities.

Our school's success is built on the foundation of our knowledge-thirsty students, dedicated teachers, and an engaged PTSA, creating a community that honors learning. The Culture & Climate team leads our implementation of Positive Behavioral Interventions and Supports (PBIS), aligned with restorative practices, to foster a safe and positive school climate. We are proud to have achieved Platinum level recognition for our comprehensive PBIS program for the past two years. Additionally, we utilize the Toolbox program to support students' social-emotional learning and maintain a thriving Coordination of Services Team (COST) in partnership with a community-based mental health organization to bolster students' social and emotional well-being.

Our outdoor learning garden program continues to flourish, promoting health, sustainability, and hands-on learning. With three outdoor classrooms developed in collaboration with Green Schoolyards of America, students engage in sustainability-focused education. These efforts, along with partnerships with organizations like StopWaste.org, keep Bay Farm at the forefront of creating sustainable systems and environmental education.

As we continually strive for growth, we are enhancing our culturally and linguistically responsive practices to ensure every member of our learning community feels valued and empowered to succeed. These efforts enable our students to meet and exceed the expectations of Common Core Standards and 21st-century skills.

Bay Farm's commitment to excellence has been recognized with numerous accolades, including being named a California Distinguished School in 2018 and 2023 and one of the Best Elementary Schools in America by Niche. We were also honored as a National Green Ribbon School in 2016 and featured on the U.S. Department of Education's Green Strides Tour in 2023 for our sustainability education and practices.

We were thrilled to welcome Transitional Kindergarten (TK) to our campus in Fall 2023, marking another milestone in our service to the community. Since opening our doors in the 1992–1993 school year with the motto, "It takes a whole village to raise a child," this close-knit community has consistently rallied around its students, even in challenging times. Today, 31 years later, that commitment remains unwavering. The success and well-being of our students continue to be our top priority.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	36
Kindergarten	75
Grade 1	75
Grade 2	75
Grade 3	75
Grade 4	78
Grade 5	79
Grade 8	38
Total Enrollment	531

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
Asian	35.4
Black or African American	1.9
Filipino	3
Hispanic or Latino	11.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	20.3
White	23.7
English Learners	4.9
Socioeconomically Disadvantaged	18.5
Students with Disabilities	8.5

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)	26.7	89.79	432.2	83.39	234405.2	84
Intern Credential Holders Properly Assigned	0	0	9.9	1.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	6.85	37.1	7.17	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.36	12.8	2.48	11953.1	4.28
Unknown/Incomplete/NA	0	0	26	5.03	15831.9	5.67
Total Teaching Positions	29.7	100	518.4	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)	27.3	98.91	398.8	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	8.2	1.69	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	29.8	6.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.72	15.5	3.2	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.36	33.4	6.89	14303.8	5.15
Total Teaching Positions	27.6	100	485.8	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)	25.3	91.67	385.6	77.72	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10	2.03	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	4.31	55.6	11.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.3	1.88	12112.8	4.34
Unknown/Incomplete/NA	1.1	3.99	35.5	7.16	13705.8	4.91
Total Teaching Positions	27.6	100	496.1	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	0	0
Misassignments	2.00	0	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	0	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	1.00	0.2	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0.2	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)	18.1	0	6.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	0	2

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 2024
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	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	0
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds	0
Science	K-5 Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	0
History-Social Science	(K-5th) Elementary Social Studies, InquirED, Digital (2023) (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	0
Foreign Language		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.	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

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

10/13/2025

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			Portable 6: 4) Missing a ceiling tile. (WO# 15583)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: Health Office: 6) Restroom has ants. (Baits has been deployed)
Electrical	X			Mens RR in MPR: 8) 1st Urinal flush valve leaks. (WO#15581) 7) Missing light diffuser. (WO#15582) Room 101: 7) 2 sets of lights are out. (WO#15585) 15) Adjust door closer with panic hardware to self close. (WO#15587) Room 202: 7) Set of lights are out. (WO#15585) Room 203: 7) Set of lights are out. (WO#15585) Room 310: 7) Set of lights are out. (WO#15585)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls RR in 200 Bldg.: 8) First toilet flush valve leaks. (WO#15605) Mens RR in MPR: 8) 1st Urinal flush valve leaks. (WO#15581) 7) Missing light diffuser. (WO#15582) Room 312: 9) Faucet leaks at handle. (WO#15607) Womens RR in MPR: 9) Second sink is loose. Please recaulk. (WO#15580)
Safety: Fire Safety, Hazardous Materials	X			Upper Grade Playground: 11) Paint is chipping 14) Playground step is corroded
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Room 101: 7) 2 sets of lights are out. (WO#15585) 15) Adjust door closer with panic hardware to self close. (WO#15587) Room 201: 15) Door Sweep is coming off. (WO# 15586) Upper Grade Playground: 11) Paint is chipping 14) Playground step is corroded

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)	80	80	64	65	47	48
Mathematics (grades 3-8 and 11)	73	80	54	57	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	267	266	99.63	0.37	80.08
Female	134	134	100.00	0.00	82.84
Male	133	132	99.25	0.75	77.27
American Indian or Alaska Native	0	0	0	0	0
Asian	92	92	100.00	0.00	81.52
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	63.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	56	100.00	0.00	89.29
White	65	64	98.46	1.54	81.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00	0.00	38.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	37.93

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	267	266	99.63	0.37	80.08
Female	134	134	100.00	0.00	74.63
Male	133	132	99.25	0.75	85.61
American Indian or Alaska Native	0	0	0	0	0
Asian	92	92	100.00	0.00	80.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	60.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	56	100.00	0.00	89.29
White	65	64	98.46	1.54	85.94
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00	0.00	61.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	48.28

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)	66.09	64.41	53.22	54.86	30.73	32.52

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	118	118	100.00	0.00	64.41
Female	56	56	100.00	0.00	62.50
Male	62	62	100.00	0.00	66.13
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00	44.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	80.00
White	29	29	100.00	0.00	72.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	18.18

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	100.0%	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.

2025-26 Opportunities for Parental Involvement

AUSD Schools greatly benefit from supportive parents, guardians and community members who get involved in a variety of activities. We believe in partnering with our families to create the best school for our students. Families have many opportunities to partner with the school based on parents' schedules and interests. We also partner with our local Community Based Organization and especially our school's Parent Teacher Student Association (PTSA).

We encourage participation in all aspects of the school's program. Here are activities that parents, guardians and community members can engage in throughout the year:

- Volunteering as a Room Parent
- Field Trip Chaperones
- Noon Supervisors

All parent input in decision-making is welcome through the following committees at a school site:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

* Diversity, Equity & Inclusion Committee (DEI)

Parent input at a district level can happen at, but not limited to:

- Equity Round Tables
- Alameda Mosaic
- Alcance/Latino Achievement Round Table
- Asian and Pacific Islander Round Table
- LGBTQ Round Table
- District English Language Advisory Committee

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	543	538	20	3.7
Female	254	251	12	4.8
Male	289	287	8	2.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	190	188	3	1.6
Black or African American	14	14	1	7.1
Filipino	16	16	0	0.0
Hispanic or Latino	67	66	7	10.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	108	108	2	1.9
White	127	125	7	5.6
English Learners	34	33	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	115	114	7	6.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	55	54	2	3.7

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
0.84	0.67	0.37	2.71	2.42	2.57	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	0.01	0	0.01	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	0.37	0.00
Female	0.00	0.00
Male	0.69	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	7.14	0.00
Filipino	6.25	0.00
Hispanic or Latino	0.00	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	2.94	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	1.82	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

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed and yearly approved by School Site Council and the Board of Education. Each year the school sets goals for the school to continually improve in three areas: School Climate (students, parents, and programs), Emergency Preparedness (disasters and crisis), and School Environment (facilities and campus). The plan addresses various safety issues, including creating procedures that detect and prevent social-emotional barriers/challenges, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held two times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training yearly.

To ensure safety of student; Teachers, staff and administrators supervise students on campus from bell to bell. All Our school is a closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must always wear the proper identification badge.

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	22	0	3	0
1	24	0	3	0
2	32	0	2	1
3	24	0	3	0
4	29	0	2	0
5	31	0	2	0
6	18	6	10	0
Other	30	0	1	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	25	0	3	0
1	25	0	3	0
2	25	0	3	0
3	24	0	3	0
4	30	0	2	0
5	27	0	2	0
6	0	0	0	0
Other	28	0	1	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
TK	18		2	
K	25		3	
1	25		3	
2	25		3	
3	25		3	
4	32		2	
5	32		2	
Other	29		1	

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	1893.33

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)	0.3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.7
Resource Specialist (non-teaching)	1.4
Other	1

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	\$20,604.16	\$8,649.12	\$11,955.05	\$82,020.47
District	N/A	N/A	\$11,200.53	\$100,848.00
Percent Difference - School Site and District	N/A	N/A	6.5	-13.5
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	10.4	-14.3

Fiscal Year 2024-25 Types of Services Funded

AUSD Schools are primarily funded by the Local Control Funding Formula (LCFF). These funds are applied toward the cost of salaries, benefits, energy, supplies, technology, training, and all other aspects of school operations. The Alameda Unified School District also receives federal, special education, and other state funding. Our school utilizes funding to provide:

- Response To Intervention (RTI) Universal Blocking
- 1:1 Devices (1st – 12th)
- Targeted supports for servicing students
- Continuous Staff Development
- Social Emotional Supports for all students
- Coordination of Services (COST)
- Positive Behavior Intervention Systems
- Music and Library at the Elementary level
- Electives at the Secondary level

Fiscal Year 2024-25 Types of Services Funded

The school also receives additional support from local community partners including the Parent Teacher Association (PTA), Alameda Educational Foundation, and various organizations, businesses, and community groups.

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	\$68,272	\$62,145
Mid-Range Teacher Salary	\$95,730	\$97,088
Highest Teacher Salary	\$124,990	\$120,436
Average Principal Salary (Elementary)	\$163,400	\$151,343
Average Principal Salary (Middle)	\$176,220	\$159,514
Average Principal Salary (High)	\$179,091	\$177,261
Superintendent Salary	\$313,771	\$294,805
Percent of Budget for Teacher Salaries	32.46%	29.95%
Percent of Budget for Administrative Salaries	6.67%	5.4%

Professional Development

Site Professional Development (PD) at the start of the 2023-2024 academic year focused on fostering culturally responsive practices in the classroom and enhancing quality Tier 1 first instruction to increase student engagement and participation. All K-5 teachers received training in Toolbox, a social-emotional learning (SEL) program designed to help students effectively manage their behavior and emotions.

A key focus this year has been cultivating opportunities for academic discourse in the classroom, which remains a cornerstone of every staff meeting and PD session. Additionally, we deepened our work in diversity, inclusion, and addressing systemic racism, ensuring that these principles are integral to our teaching and community practices.

Our Culture & Climate team continues to refine Positive Behavior Intervention and Support (PBIS) practices while incorporating more Social Emotional Learning (SEL) strategies into classrooms to create a safe and supportive environment for all students.

In literacy, all early primary teachers have been trained in research-based reading strategies, including Orton-Gillingham multi-sensory instruction and SIPPS reading intervention, to ensure effective and inclusive reading instruction.

This multifaceted approach reflects our commitment to fostering a learning environment where all students are engaged, supported, and empowered to succeed.

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	4	4	