

# Bagby Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	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>	kretchm@cambriansd.com
<b>Website</b>	<a href="http://www.cambriansd.org/domain/8">http://www.cambriansd.org/domain/8</a>
<b>County-District-School (CDS) Code</b>	43 69385 6046411

Entity	Contact Information
District Name	Cambrian School District
Phone Number	(408) 377-2103
Superintendent	Dr. Carrie Andrews
Email Address	andrewsc@cambriansd.com
Website	www.cambriansd.org

### School Description and Mission Statement (School Year 2019-20)

Bagby Elementary School is an award winning school that values academic excellence and enjoys parental and community support. Bagby 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 for numerous special programs, which are an integral part of our campus. We embrace the whole child by honoring diversity, instilling not only joy of learning, but also allowing the exploration of talents through art and music. 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 opportunities to grow and become critical thinkers, collaborative workers and creative problem solvers. Bagby School fosters a growth mindset to teach students to believe that mistakes are an opportunity to learn. It is our goal to prepare students for their academic future, and to be cooperative and caring members of society.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	91
Grade 1	81
Grade 2	89
Grade 3	71
Grade 4	71
Grade 5	108
Total Enrollment	511

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.6
Asian	16
Filipino	2.3
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.8
White	39.1
Two or More Races	12.7
Socioeconomically Disadvantaged	20
English Learners	14.3
Students with Disabilities	12.9
Foster Youth	0.4
Homeless	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	27	22	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

Bagby School is well maintained by a staff of custodians. They provide cleanliness and support of the facility in many ways. They are supplemented by district staff who regularly assist in building maintenance. An automated work order system ensures the jobs are completed in a timely manner.

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 4 years at our school site. Recent 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 schools electrical needs. The main play ground 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, safe playgrounds, and parent and student painted murals reflecting our culture. Our Community Garden adds to this lovely setting and students care for their environment by collaborating with Our City Forest to plant trees, picking up trash, and working in the gardens.

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.

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** 1/9/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Wing G: Evidence of rodents found. Exclusion steps taken to close potential opening and traps set.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Wing A and D: fountain showing signs of age. Seeking bid and schedule to replace.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	65	62	67	66	50	50
Mathematics (grades 3-8 and 11)	64	67	63	64	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	244	98.79	1.21	61.89
Male	121	119	98.35	1.65	59.66
Female	126	125	99.21	0.79	64.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	92.86	7.14	80.77
Filipino	--	--	--	--	--
Hispanic or Latino	72	72	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	108	107	99.07	0.93	62.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	23	23	100.00	0.00	82.61
Socioeconomically Disadvantaged	51	50	98.04	1.96	44.00
English Learners	52	49	94.23	5.77	55.10
Students with Disabilities	43	43	100.00	0.00	39.53
Homeless	--	--	--	--	--

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

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

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	247	100.00	0.00	66.80
Male	121	121	100.00	0.00	66.12
Female	126	126	100.00	0.00	67.46
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	85.71
Filipino	--	--	--	--	--
Hispanic or Latino	72	72	100.00	0.00	51.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	108	108	100.00	0.00	71.30
Two or More Races	23	23	100.00	0.00	78.26
Socioeconomically Disadvantaged	51	51	100.00	0.00	47.06
English Learners	52	52	100.00	0.00	57.69
Students with Disabilities	43	43	100.00	0.00	44.19
Homeless	--	--	--	--	--

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

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

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

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
5	25.9	19.4	10.2

Note: 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.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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 and behavioral standards. 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 that move all students toward proficiency. 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, STEM Fun Run, Ice Cream Social, Art Show, Field Day, STEAM Fair, and family dinner nights to name a few. Parents have a variety of ways to help in our classes as Arts Vista instructors, Reading/Math volunteers, Project Cornerstone ABC Readers, Makers Space guides, and Field Trip chaperones.

Bagby also offers parent education nights for parents that focus on reading and math to support their students at home and increase the home and school connection.

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.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.5	0.0	1.4	2.2	1.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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 ensure the safety of our students and have established emergency procedures that we have developed as we work closely with local law enforcement 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 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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	2	3		19	3	3		19	2	3	
1	22		3		23		3		23		3	
2	26		3		22		4		24		4	
3	28		4		26		3		23		3	
4	25		3		24	1	4		23		3	
5	24	1	4		30		3		22	1	4	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5

Title	Number of FTE* Assigned to School
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,729.00	\$36.00	\$5,693.00	\$86,731.00
District	N/A	N/A	\$4,316.00	\$84,472.00
Percent Difference - School Site and District	N/A	N/A	27.5	2.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-27.5	11.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

In 2018-19, 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/After.

State and federal funding also supported the following special programs.

- 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

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,518	\$49,378
Mid-Range Teacher Salary	\$82,018	\$77,190
Highest Teacher Salary	\$102,547	\$96,607
Average Principal Salary (Elementary)	\$119,872	\$122,074

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$141,034	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$203,332	\$189,346
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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.
- Guided Reading training grades K-5 to support reading development and small group instruction.
- PBL training for teachers in K-5
- 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.