Bay View Elementary School

1231 Bay St. • Santa Cruz, CA 95060-4708 • (831) 429-3991 • Grades K-5
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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (831) 429-3991.

Mission Statement

Bay View School is a safe and welcoming community where everyone is respected and learning is valued. Our school is a dynamic learning environment where everyone is engaged and inspired to do their personal best. Our rich academic curriculum includes the arts, field trips, library, Life Lab, nutrition, and music. Diversity is embraced; it enriches our learning community. Students, families, and staff work together as a team to ensure academic success and social responsibility for everyone.
At Bay View School, everybody is somebody.

A Message from the Principal

Our motto embodies our commitment to individual student success. In 2012–2013 we had 552 students. Bay View has an outstanding teaching staff. It continues to offer an excellent primary language (Spanish) program for students in kindergarten through third grade. A rich mixture of languages and backgrounds among our students allows us to build on our diversity.

Major Achievements

Bay View students continue to show good scores on the state standardized tests. Our scores in mathematics improved dramatically last year. We also launched a school-wide Walk to Read program, in which students are grouped with peers for reading instruction four times a week. We are able to offer high quality small group reading instruction to support students who are below grade level and high quality enrichment and extension activities for those who are above.

Bay View is involved in other successful programs. We offer an ASES program, and after school safety and education program serving over 90 students; Playworks, a playground leadership and coaching program; and weekly nutrition education and garden instruction through a state Nutrition Network grant. Our Life Lab is a bountiful garden where children have weekly lessons in science and gardening. We have credentialed art and music teachers, which allows students to receive weekly art and vocal music. Additionally, we offer after school enrichment in a variety of classes including art, music, dance, science, chess, and Spanish.

Focus for Improvements

Improvement goals are based on staff input and data analysis. The 2012–2013 goals include the following:

1. Improve reading comprehension for all first through fifth grade students. Reading comprehension is being measured by CST as well as the Scholastic Reading Inventory (SRI) in grades 2 - 5.
2. Have 80 percent of all first through fifth graders score at grade level in reading, as measured by the district's text reading assessment.
3. Improve math scores for all students, and continue our emphasis on science.
4. Focus staff development on teacher collaboration and data analysis to improve achievement. Teachers continue to collaborate in their Professional Learning Communities.
5. Implement Second Step, a universal social skills curriculum, to be taught in the classroom and supported by our elementary counselor.
6. Improve School Climate and student engagement with the implementation of Playworks, a recess coaching and student leadership program.

Leadership

Principal Mary Anne Robb is finishing her 27th year at Bay View. Twenty-two of those years were as a classroom teacher. She is now serving her fifth year as school principal. Each grade level is a professional learning community that plans collaboratively and regularly compares student data. Our focus for the year is Reading Comprehension. Professional development is led by teacher leaders, who plan and implement monthly staff trainings. We are beginning to investigate Positive Behavior Support, with full implementation for the 2014 - 2015 school year.

Opportunities for Parental Involvement

Bay View has three formal parent groups: the School Site Council, the English Language Advisory Committee, and the Home and School Club. Each group meets monthly and all meetings are open to all parents. We have an involved parent volunteer network. Parents and community members are active in classrooms on a daily basis, and they accompany students on field trips. To get involved, call (831) 429-3991.

Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kinder.	91
Gr. 1	108
Gr. 2	89
Gr. 3	94
Gr. 4	77
Gr. 5	85
Total	544

Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.2
American Indian or Alaska Native	0.6
Asian	0.9
Filipino	1.1
Hispanic or Latino	44.7
Native Hawaiian/Pacific Islander	0.2
White	45.6
Two or More Races	4.8
Socioeconomically Disadvantaged	53.7
English Learners	36.0
Students with Disabilities	11.9

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	**11**	**12**	**13**	**11**	**12**	**13**	**11**	**12**	**13**	**11**	**12**	**13**
Kinder.	23	22.4	23	1	3		3	2	4	0	0	
Gr. 1	19.4	22.3	18	5	2	2	0	2	4	0	0	
Gr. 2	21.6	21.2	22	2	4		3	1	4	0	0	
Gr. 3	21.8	21.5	24	4	4		0	0	4	0	0	
Gr. 4	27.5	28.8	26	0	0		4	4	3	0	0	
Gr. 5	29	27	28	0	0		3	3	3	0	0	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	**10-11**	**11-12**	**12-13**
Suspensions Rate	2.43	0.0	0.9
Expulsions Rate	0	0.0	0.0
Districtwide	**10-11**	**11-12**	**12-13**
Suspensions Rate	1.86	1.47	4.4
Expulsions Rate	0	.08	0.8

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our School Safety Plan is updated annually. Our school and grounds are very safe. We recently replaced all play structures, added new backstops and fencing around the playfield, and renovated our stage. We have completed lockable fencing in two of our four entrances, and those gates are locked during school hours. School Site Council (SSC) and staff update and approve our plan annually. Parents are informed about emergency procedures, and a list of procedures is visible in every classroom. Emergency procedures provide detailed directions and maps for fire, earthquake, and evacuation drills, and stranger-on-campus lockdown procedures.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 10/01/2013

Our school was built in the 1940s and expanded until present. All classrooms are spacious and well lit. In addition to 27 classrooms, we have an art room, a music room, and large library media center. We renovated our garden and enclosed it with a fence, and we planted over 20 fruit trees all around our campus. We painted activities on the blacktop play area. We also restriped parking areas and rearranged school bus pick up and drop off sites to facilitate drop-off and pickup of children and to enhance the access to our campus. In 2012, we installed two gates that are locked during school hours to limit the number of entrances to campus while children are present. We developed plans and raised funds to complete the enclosure of the school during school hours.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	There are many unsecured cabinets and bookcases with items stacked on top.
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	30	31	29
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	132
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	**11-12**	**12-13**	**13-14**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Our monthly staff development focuses on reading comprehension. These meetings take place monthly and involve all elementary teachers in our district. Grade levels continue to develop into Professional Learning Communities, whereby teachers collaborate regularly around student results. They also plan curriculum collaboratively. We invited educational consultants Nancy Fetzer, and Patricia Belvel to work with our staff on writing and school climate, and teachers are incorporating their ideas into our daily practice.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	95.8	4.2
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	97.3	2.7
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Social/Behavioral or Career Development Counselor	.5
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist	2.0
Other	0
Average Number of Students per Staff Member	
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,608	$2,528	$5,080	$51,753
District	♦	♦	$5,085	
State	♦	♦	$5,537	
Percent Difference: School Site/District			-0.1	-12.2
Percent Difference: School Site/ State			-8.3	

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Our population qualifies Bay View for both federal and state funds for underperforming students. In 2012–2013, Bay View funded a reading teacher, learning assistants in our Walk to Read program, classroom learning assistants in kinder and first grades, parent education, and after school intervention classes. We use state funds to purchase software, upgrade hardware, and obtain supplies and instructional materials.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 5, 2013

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Reading: a Legacy of Literacy - Houghton Mifflin Adopted 2001
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	EnVision Mathematics - Pearson Adopted 2008 Investigations- Pearson Adopted 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	FOSS - Delta Education Adopted 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History & Social Science - Pearson Adopted 2006

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	50	50	50	60	62	60	54	56	55
Math	59	58	65	67	68	67	49	50	50
Science	70	66	49	71	72	64	57	60	59
H-SS							48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	60	67	64	
All Student at the School	50	65	49	
Male	47	69	59	
Female	53	60	41	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	22	47	15	
Native Hawaiian/Pacific Islander				
White	73	78	77	
Two or More Races	68	89		
Socioeconomically Disadvantaged	31	52	30	
English Learners	6	40	5	
Students with Disabilities	19	38	7	
Students Receiving Migrant Education Services	6	59		

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.3	20.2	34.5

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-13	-8	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-29	-6	
Native Hawaiian/Pacific Islander			
White	-7	-20	
Two or More Races			
Socioeconomically Disadvantaged	-28	9	
English Learners	-31	4	
Students with Disabilities		-3	

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	6	5	4
Similar Schools	6	2	1

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students		1,436	4,655,989
	API-G		825	790
Black or African American	Students		18	296,463
	API-G		899	708
American Indian or Alaska Native	Students		11	30,394
	API-G		864	743
Asian	Students		51	406,527
	API-G		946	906
Filipino	Students		13	121,054
	API-G		817	867
Hispanic or Latino	Students		544	2,438,951
	API-G		698	744
Native Hawaiian/ Pacific Islander	Students		2	25,351
	API-G			774
White	Students		747	1,200,127
	API-G		901	853
Two or More Races	Students		48	125,025
	API-G		901	824
Socioeconomically Disadvantaged	Students		653	2,774,640
	API-G		720	743
English Learners	Students		421	1,482,316
	API-G		662	721
Students with Disabilities	Students		244	527,476
	API-G		681	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	N/A