

Bay View Elementary School

1231 Bay St. • Santa Cruz, CA 95060-4708 • (831) 429-3991 • Grades K-5

Mary Anne Robb, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Cruz City Schools

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School Description

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 2013–2014 we had 570 students. Bay View has an outstanding teaching staff. We continue 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 schoolwide 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 have a schoolwide Positive Behavior System. We offer an ASES program, an 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 local reading fluency assessments 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 in mathematics. Common Core math continues to roll out. 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.
7. Continue implementation of PBIS, our school wide positive behavior system.

Leadership

Principal Mary Anne Robb is finishing her 28th year at Bay View. Twenty-two of those years were as a classroom teacher. She is now serving her sixth 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 Common Core mathematics. 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.

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (831) 429-3991.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	102
Gr. 1	77
Gr. 2	102
Gr. 3	86
Gr. 4	98
Gr. 5	81
Total	546

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.4
Asian	1.8
Filipino	0.7
Hispanic or Latino	43.6
Native Hawaiian/Pacific Islander	0.4
White	47.1
Two or More Races	3.8
Socioeconomically Disadvantaged	51.5
English Learners	29.9
Students with Disabilities	10.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Bay View Elementary School	12-13	13-14	14-15
Fully Credentialed	29	29	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	12-13	13-14	14-15
Fully Credentialed	♦	♦	27
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Bay View Elementary School	12-13	13-14	14-15
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	96.00	4.00
Districtwide		
All Schools	99.04	0.96
High-Poverty Schools	98.70	1.30
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 2013, we completed the installation of fencing and gates which 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 (Most Recent Year)

Year and month in which data were collected: 10/01/2014

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			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	66	49	55	72	64	66	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	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
HSS							48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	4	
Similar Schools	2	1	

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.0	31.2	36.4

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	55
Male	51
Female	59
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	22
Native Hawaiian/Pacific Islander	
White	82
Two or More Races	
Socioeconomically Disadvantaged	38
English Learners	11
Students with Disabilities	25
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

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	

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Bay View has three formal parent groups: the School Site Council, the English Learner 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.

To become more involved, please call or visit the school office - (831) 429-3991

State Priority: School Climate

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

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

School Safety 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 all 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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.0	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.3	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
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		75.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	.25
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22.4	23	20	3		3	2	4	2	0		
Gr. 1	22.3	18	19	2	2	3	2	4	1	0		
Gr. 2	21.2	22	20	4		3	1	4	2	0		
Gr. 3	21.5	24	22	4		1	0	4	3	0		
Gr. 4	28.8	26	25	0			4	3	4	0		
Gr. 5	27	28	27	0			3	3	3	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 rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,974	\$2,162	\$4,811	\$62,334
District	♦	♦	\$5,085	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			-5.4	-12.2
Percent Difference: School Site/ State			2.6	

Types of Services Funded at Bay View Elementary School

Our population qualifies Bay View for both federal and state funds for underperforming students. 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 used state funds to purchase software, upgrade hardware, and obtain supplies and instructional materials.

Professional Development provided for Teachers at Bay View Elementary School

Our monthly staff development focuses on Common Core mathematics. These meetings take place monthly and involve all elementary teachers in our district. Grade levels continue to develop into Professional Learning Communities, allowing teachers to collaborate regularly around student results. They also plan curriculum collaboratively. We are working with District Curriculum Coach Robert Ellingsen on Common Core math and mathematical thinking, and teachers are incorporating their ideas into our daily practice.