

# Bay View Elementary School

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

Mary Anne Robb, Principal

marobb@sccs.santacruz.k12.ca.us



## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Santa Cruz City Schools

405 Old San Jose Road

Soquel, CA 95073

(831) 429-3410

www.sccs.santacruz.k12.ca.us

### District Governing Board

Sheila Coonerty

Deedee Perez-Granados

Jeremy Shonick

Alisun Thompson

Patricia Threet

Deborah Tracy-Proulx

Claudia Vestal

### District Administration

Kris Munro

**Superintendent**

Angela Meeker

**Assistant Superintendent  
Educational Services**

Jim Monreal

**Assistant Superintendent  
Business Services**

Molly Parks

**Assistant Superintendent  
Human Resources**

### 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 2014–2015 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. We are in our fifth year of implementation of 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 2013–2014 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 continue with Positive Behavior Support to address and improve our school climate, with full implementation during the 2014 - 2015 school year.

## About the SARC

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 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/>.
- 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/guardians and community members should contact the school at (831) 429-3991 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	110
Grade 1	80
Grade 2	75
Grade 3	106
Grade 4	87
Grade 5	108
<b>Total Enrollment</b>	<b>566</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.5
Asian	1.9
Filipino	1.2
Hispanic or Latino	41.5
Native Hawaiian or Pacific Islander	0.5
White	47.7
Two or More Races	4.1
Socioeconomically Disadvantaged	50.9
English Learners	26.3
Students with Disabilities	9.5
Foster Youth	1.1

## 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	13-14	14-15	15-16
With Full Credential	29	27	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	13-14	14-15	15-16
With Full Credential	♦	♦	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	13-14	14-15	15-16
Teachers of English Learners	0	0	
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	

\* "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

2014-15 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
<b>This School</b>	<b>95.8</b>	<b>4.2</b>
Districtwide		
<b>All Schools</b>	<b>98.0</b>	<b>2.0</b>
<b>High-Poverty Schools</b>	<b>98.7</b>	<b>1.4</b>
<b>Low-Poverty Schools</b>	<b>96.0</b>	<b>4.0</b>

\* 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 2015-16)

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	Reading: a Legacy of Literacy - Houghton Mifflin Adopted 2001  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	EnVision Mathematics - Pearson Adopted 2008  Investigations- Pearson Adopted 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	FOSS - Delta Education Adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History & Social Science - Pearson Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes

### 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: 10/14/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials			X	There are many unsecured cabinets and bookcases with items stacked on top. Fire extinguishers have not been inspected.
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/14/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	52	54	44
Math	42	46	33

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	48	55	63	64	66	66	59	60	56

\* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.10	29.50	25.70

\* 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.

2014-15 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	63
Male	63
Female	62
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	25
White	86
Two or More Races	--
Socioeconomically Disadvantaged	30
English Learners	0
Students with Disabilities	37
Students Receiving Migrant Education Services	--
Foster Youth	--

\* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)								
Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	111	106	95.5	25	22	18	36
	4	87	85	97.7	35	19	25	21
	5	107	102	95.3	23	22	31	25
Male	3		44	39.6	30	25	23	23
	4		51	58.6	43	20	22	16
	5		55	51.4	24	22	38	16

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		62	55.9	21	19	15	45
	4		34	39.1	24	18	29	29
	5		47	43.9	21	21	23	34
Black or African American	3		3	2.7	--	--	--	--
	4		2	2.3	--	--	--	--
	5		2	1.9	--	--	--	--
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Asian	3		3	2.7	--	--	--	--
	5		1	0.9	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
	4		2	2.3	--	--	--	--
Hispanic or Latino	3		43	38.7	44	33	12	12
	4		37	42.5	54	27	14	5
	5		38	35.5	50	26	21	3
Native Hawaiian or Pacific Islander	3		2	1.8	--	--	--	--
White	3		49	44.1	14	10	24	51
	4		40	46.0	18	13	35	35
	5		52	48.6	6	21	35	38
Two or More Races	3		4	3.6	--	--	--	--
	4		4	4.6	--	--	--	--
	5		8	7.5	--	--	--	--
Socioeconomically Disadvantaged	3		57	51.4	35	33	16	16
	4		45	51.7	51	24	18	7
	5		51	47.7	43	31	18	8
English Learners	3		27	24.3	56	37	0	7
	4		20	23.0	80	20	0	0
	5		19	17.8	79	16	5	0
Students with Disabilities	3		8	7.2	--	--	--	--
	4		10	11.5	--	--	--	--
	5		20	18.7	50	20	25	5
Students Receiving Migrant Education Services	3		2	1.8	--	--	--	--
	4		4	4.6	--	--	--	--
	5		4	3.7	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	111	108	97.3	23	23	29	25
	4	87	85	97.7	24	41	28	7
	5	107	103	96.3	35	31	17	17
Male	3		47	42.3	21	30	28	21
	4		51	58.6	31	33	24	12
	5		56	52.3	34	30	23	13
Female	3		61	55.0	25	18	30	28
	4		34	39.1	12	53	35	0
	5		47	43.9	36	32	11	21
Black or African American	3		3	2.7	--	--	--	--
	4		2	2.3	--	--	--	--
	5		2	1.9	--	--	--	--
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Asian	3		5	4.5	--	--	--	--
	5		1	0.9	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
	4		2	2.3	--	--	--	--
Hispanic or Latino	3		43	38.7	44	33	16	7
	4		37	42.5	30	51	16	3
	5		39	36.4	64	28	8	0
Native Hawaiian or Pacific Islander	3		2	1.8	--	--	--	--
White	3		49	44.1	8	18	37	37
	4		40	46.0	18	35	35	13
	5		52	48.6	15	37	21	27

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3		4	3.6	--	--	--	--
	4		4	4.6	--	--	--	--
	5		8	7.5	--	--	--	--
Socioeconomically Disadvantaged	3		56	50.5	38	27	21	14
	4		45	51.7	31	53	13	2
	5		52	48.6	60	23	10	8
English Learners	3		27	24.3	59	30	7	4
	4		20	23.0	50	50	0	0
	5		19	17.8	79	21	0	0
Students with Disabilities	3		8	7.2	--	--	--	--
	4		10	11.5	--	--	--	--
	5		20	18.7	60	30	5	5
Students Receiving Migrant Education Services	3		2	1.8	--	--	--	--
	4		4	4.6	--	--	--	--
	5		4	3.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### 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	2012-13	2013-14	2014-15
Suspensions Rate	0.34	0.17	0.34
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.32	0.16	0.41
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2015-2016
Year in Program Improvement	Year 4	Year 1
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	23	20	22		3		4	2	5			
1	21	19	22	1	3		4	1	3			
2	22	20	22		3		4	2	4			
3	24	22	21		1	1	4	3	4			
4	26	25	29				3	4	3			
5	28	27	27				3	3	4			



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)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	.2
Nurse	.25
Speech/Language/Hearing Specialist	1.5
Resource Specialist	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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.

FY 2013-14 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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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., 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.

### Professional Development provided for Teachers

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,135	\$1,791	\$5,344	\$63,413
District	◆	◆	\$5,132	
State	◆	◆	\$5,348	
Percent Difference: School Site/District			4.1	-12.2
Percent Difference: School Site/ State			-0.1	

\* Cells with ◆ do not require data.