

Bay View Elementary School

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

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Santa Cruz City Schools

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Educational Services**

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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

Bay View School's staff are committed to implementing the district's vision of academic excellence. Because we are committed to motivating and challenging each student to reach his or her full potential, we believe in providing our students with a positive, supportive and student-centered learning environment. This environment consists of a rigorous educational program that focuses on student achievement and teacher professional development. This effort includes collaboration among teachers, parents, administration and most importantly our students.

We believe that all children can learn and are capable of being successful students. We hold high standards and expectations for student achievement and behavior while acknowledging individual differences. In our everyday activities, we emphasize learning as a lifelong process. Through our instructional programs aligned to Common Core State Standards, our goal is to ensure that all students are well-prepared for college or career as they become productive members of our global society.

Our motto embodies our commitment to individual student success. In 2015–2016 we had over 600 students. Bay View has a highly qualified teaching staff. We continue to offer an excellent early exit bilingual Spanish/English program, called Puentes, for students in kindergarten through third grade. A rich mixture of languages and backgrounds among our community allows us to build on our diversity.

Significant Achievements

Bay View students continue to show positive reading and math scores on standardized tests, such as SRI (Scholastic Reading Inventory), DRA (Developmental Reading Assessment) and SMI (Scholastic Math Inventory). In 2015-2016 we were in our fifth year of implementation of a school-wide Walk to Read program, in which students were grouped with peers for reading instruction four times a week. We offered high-quality small group reading instruction to support students who were below grade level and high-quality enrichment and extension activities for those who were above. For students who needed extra help, we offered extra reading Walk to Read time. Our school was a recipient of the Golden Ribbon Award for our Walk to Read program in 2015-2016.

Focus on Improvements

Improvement goals based on staff input and data analysis. The 2015–2016 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 Developmental Reading Assessment (DRA) grades 1-2 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. Due to a new math adoption, the new goal is to implement the Eureka Math program with fidelity.
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. Continue to implement Second Step, a universal social skills curriculum, to be taught in the classroom and supported by our elementary counselor and staff.
6. Improve School Climate and Student engagement with the implementation of Playworks, a recess coaching, and student leadership program.
7. Continue implementation of PBIS (Positive Behavior Intervention Support), our school-wide positive behavior system.

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 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 <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	99
Grade 2	81
Grade 3	78
Grade 4	108
Grade 5	90
Total Enrollment	552

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	3.3
Filipino	0.9
Hispanic or Latino	41.5
Native Hawaiian or Pacific Islander	1.3
White	46.9
Two or More Races	3.4
Socioeconomically Disadvantaged	52
English Learners	28.8
Students with Disabilities	10.1
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	14-15	15-16	16-17
With Full Credential	27	27	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Bay View Elementary School	14-15	15-16	16-17
Teachers of English Learners	0		0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2015-16 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	100.0	0.0
Districtwide		
All Schools	96.9	3.1
High-Poverty Schools	95.9	4.1
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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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: November 16, 2016	
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	Eureka Math - Great Minds Adopted 2016 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. Thanks to local voters, we look forward to upcoming major renovations.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/16/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			LIBRARY: NO HEAT/ITEMS STACKED ON SHELVES / FIRE EXTINGUISHER NOT SIGNED AND NOT BY EXIT, EMERGENCY PLAN NOT POSTED OFFICE: NO HEAT / FIRE EXTINGUISHER NOT SIGNED, NEEDS TO BE HUNG RM 18: HEATER IS NOT WORKING / FIRE EXTINGUISHER NOT HUNG OR SIGNED RM 24: HEATER IS NOT WORKING / FIRE EXTINGUISHER NOT HUNG OR SIGNED RM 29: HEATER IS NOT WORKING / ITEMS STACKED ON SHELVES / FIRE EXTINGUISHER NOT SIGNED RM 30: HEAT IS NOT WORKING / 1 LIGHT BULB OUT / FIRE EXTINGUISHER NOT SIGNED
Interior: Interior Surfaces	X			WING 1 GIRLS RESTROOM: PARTITION IS BROKEN / LEAKING TOILET

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/16/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		KKC: ITEMS STACKED ON SHELVES / ANTS IN ROOM COMPUTER RM OFF LIBRARY: BOXES STACKED ON CABINETS / CABINET BOX DOOR NOT ANCHORED / STAINED TILES LIBRARY: NO HEAT/ITEMS STACKED ON SHELVES / FIRE EXTINGUISHER NOT SIGNED AND NOT BY EXIT, EMERGENCY PLAN NOT POSTED PRE-SCHOOL SPEECH RM: TALL CABINET NOT ANCHORED / FIRE EXTINGUISHER NOT MOUNTED BY EXIT DOOR RM 1: BOOK SHELF NOT ANCHORED / FIRE EXTINGUISHER NOT SIGNED RM 20: ITEMS STACKED ON CABINETS / NO FOUNTAIN / FIRE EXTINGUISHER NOT SIGNED RM 23: ITEMS STACKED ON CABINETS / FIRE EXTINGUISHER NOT SIGNED / STAINED CEILING TILES RM 25: ITEMS STACKED ON SHELVES / RIGHT DOOR DOES NOT CLOSE / LEAK IN THE ROOF RM 26: VCR DVR NOT ANCHORED DOWN / FIRE EXTINGUISHER NOT SIGNED RM 29: HEATER IS NOT WORKING / ITEMS STACKED ON SHELVES / FIRE EXTINGUISHER NOT SIGNED RM 3: BOOK CASE NOT ANCHORED DOWN / FIRE EXTINGUISHER NOT SIGNED / LOOSE CEILING TILES RM 31: TALL BOOKCASE NOT ANCHORED DOWN RM 33: TALL METAL SHELF AND CABINET NOT ANCHORED / FIRE EXTINGUISHER NOT SIGNED STAFF RM OFF LIBRARY: ITEMS STACKED ON SHELVES
Electrical: Electrical		X		RM 15: 1 CRACKED DIFFUSER / FIRE EXTINGUISHER TOO HIGH AND NOT SIGNED RM 17: DIFFUSER OUT /NO POLE TO OPEN WINDOWS RM 27: 1 DIFFUSER HANGING RM 30: HEAT IS NOT WORKING / 1 LIGHT BULB OUT / FIRE EXTINGUISHER NOT SIGNED STAFF RM: 1 LIGHT BULB OUT / NO FIRE EXTINGUISHER, NO PHONE
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		RM 20: ITEMS STACKED ON CABINETS / NO FOUNTAIN / FIRE EXTINGUISHER NOT SIGNED RM 21: NO SINK OR FOUNTAIN / FIRE EXTINGUISHER TOO HIGH AND NOT SIGNED WING 1 BOYS RESTROOM: LEAKING TOILET

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/16/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				WING 1 GIRLS RESTROOM: PARTITION IS BROKEN / LEAKING TOILET WING 2 GIRLS RESTROOM: FAUCET SINK IS BROKEN
Safety: Fire Safety, Hazardous Materials			X	COMPUTER RM OFF LIBRARY: BOXES STACKED ON CABINETS / CABINET BOX DOOR NOT ANCHORED / STAINED TILES LIBRARY: NO HEAT/ITEMS STACKED ON SHELVES / FIRE EXTINGUISHER NOT SIGNED AND NOT BY EXIT, EMERGENCY PLAN NOT POSTED OFFICE: NO HEAT / FIRE EXTINGUISHER NOT SIGNED, NEEDS TO BE HUNG PIP RM: FIRE EXTINGUISHER NOT SIGNED PRE-SCHOOL SPEECH RM: TALL CABINET NOT ANCHORED / FIRE EXTINGUISHER NOT MOUNTED BY EXIT DOOR RM 1: BOOK SHELF NOT ANCHORED / FIRE EXTINGUISHER NOT SIGNED RM 1: FIRE EXTINGUISHER NOT SIGNED / NO POLES TO OPEN WINDOW RM 10: ROOM SIGN NOT HUNG / STAINED CEILING TILES RM 11: ROOM SIGN NOT HUNG RM 12: FIRE EXTINGUISHER TOO HIGH AND NOT SIGNED, ROOM SIGN NOT HUNG RM 14: FIRE EXTINGUISHER TOO HIGH AND NOT SIGNED RM 15: 1 CRACKED DIFFUSER / FIRE EXTINGUISHER TOO HIGH AND NOT SIGNED RM 16: FIRE EXTINGUISHER TOO HIGH AND NOT SIGNED / NO POLE TO OPEN WINDOW RM 17: DIFFUSER OUT /NO POLE TO OPEN WINDOWS RM 18: HEATER IS NOT WORKING / FIRE EXTINGUISHER NOT HUNG OR SIGNED RM 2: FIRE EXTINGUISHER NOT HUNG OR SIGNED / MISSING CEILING TILES RM 2: FIRE EXTINGUISHER NOT SIGNED / A SECTION IN THE ROOF HAS FALLEN OFF RM 20: ITEMS STACKED ON CABINETS / NO FOUNTAIN / FIRE EXTINGUISHER NOT SIGNED RM 21: NO SINK OR FOUNTAIN / FIRE EXTINGUISHER TOO HIGH AND NOT SIGNED RM 22: NO FIRE EXTINGUISHER RM 23: ITEMS STACKED ON CABINETS / FIRE EXTINGUISHER NOT SIGNED / STAINED CEILING TILES RM 24: HEATER IS NOT WORKING / FIRE EXTINGUISHER NOT HUNG OR SIGNED RM 25: ITEMS STACKED ON SHELVES / RIGHT DOOR DOES NOT CLOSE / LEAK IN THE ROOF RM 26: VCR DVR NOT ANCHORED DOWN / FIRE EXTINGUISHER NOT SIGNED

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/16/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				RM 27: 1 DIFFUSER HANGING RM 28: FIRE EXTINGUISHER NOT SIGNED RM 29: HEATER IS NOT WORKING / ITEMS STACKED ON SHELVES / FIRE EXTINGUISHER NOT SIGNED RM 3: BOOK CASE NOT ANCHORED DOWN / FIRE EXTINGUISHER NOT SIGNED / LOOSE CEILING TILES RM 30: HEAT IS NOT WORKING / 1 LIGHT BULB OUT / FIRE EXTINGUISHER NOT SIGNED RM 33: TALL METAL SHELF AND CABINET NOT ANCHORED / FIRE EXTINGUISHER NOT SIGNED RM 4: FIRE EXTINGUISHER NOT SIGNED RM 5: FIRE EXTINGUISHER NOT SIGNED RM 6: 1 WINDOW HANDLE NOT SCREWED SHUT RM 9: NO ROOM SIGN / STAINED CEILING TILES SPEECH RM: FIRE EXTINGUISHER TOO HIGH, NOT BY EXIT DOOR STAFF RM: 1 LIGHT BULB OUT / NO FIRE EXTINGUISHER, NO PHONE
Structural: Structural Damage, Roofs	X			COMPUTER RM OFF LIBRARY: BOXES STACKED ON CABINETS / CABINET BOX DOOR NOT ANCHORED / STAINED TILES RM 10: ROOM SIGN NOT HUNG / STAINED CEILING TILES RM 2: FIRE EXTINGUISHER NOT HUNG OR SIGNED / MISSING CEILING TILES RM 2: FIRE EXTINGUISHER NOT SIGNED / A SECTION IN THE ROOF HAS FALLEN OFF RM 23: ITEMS STACKED ON CABINETS / FIRE EXTINGUISHER NOT SIGNED / STAINED CEILING TILES RM 25: ITEMS STACKED ON SHELVES / RIGHT DOOR DOES NOT CLOSE / LEAK IN THE ROOF RM 3: BOOK CASE NOT ANCHORED DOWN / FIRE EXTINGUISHER NOT SIGNED / LOOSE CEILING TILES RM 7: STAINED CEILING TILES RM 9: NO ROOM SIGN / STAINED CEILING TILES
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 1: FIRE EXTINGUISHER NOT SIGNED / NO POLES TO OPEN WINDOW RM 16: FIRE EXTINGUISHER TOO HIGH AND NOT SIGNED / NO POLE TO OPEN WINDOW RM 25: ITEMS STACKED ON SHELVES / RIGHT DOOR DOES NOT CLOSE / LEAK IN THE ROOF WING 2 BOYS RESTROOM: DOOR HANDLE DOESN'T WORK PROPERLY
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	52	51	55	55	44	48
Math	42	42	46	48	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	55	63	64	66	66	69	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.8	27.8	25.6

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	90	87	96.7	64.4
Male	55	52	94.6	53.9
Female	35	35	100.0	80.0
Hispanic or Latino	38	37	97.4	40.5
White	43	42	97.7	78.6
Socioeconomically Disadvantaged	49	48	98.0	47.9
English Learners	14	13	92.9	15.4
Students with Disabilities	14	13	92.9	15.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	3	76	74	97.4	41.9
	4	115	108	93.9	53.7
	5	90	86	95.6	55.8
Male	3	45	44	97.8	31.8
	4	49	44	89.8	43.2
	5	55	51	92.7	43.1
Female	3	31	30	96.8	56.7
	4	66	64	97.0	60.9
	5	35	35	100.0	74.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	4	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	32	32	100.0	18.8
	4	48	46	95.8	19.6
	5	38	37	97.4	29.7
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	40	38	95.0	63.2
	4	48	47	97.9	78.7
	5	43	41	95.3	80.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	42	42	100.0	33.3
	4	58	54	93.1	25.9
	5	49	48	98.0	43.8
English Learners	3	24	24	100.0	12.5
	4	33	29	87.9	3.5
	5	14	13	92.9	7.7

School Year 2015-16 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 Met or Exceeded
Students with Disabilities	3	11	11	100.0	27.3
	4	--	--	--	--
	5	14	12	85.7	8.3
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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.

School Year 2015-16 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 Met or Exceeded
All Students	3	76	74	97.4	50.0
	4	115	108	93.9	39.8
	5	90	86	95.6	38.4
Male	3	45	44	97.8	52.3
	4	49	44	89.8	43.2
	5	55	51	92.7	33.3
Female	3	31	30	96.8	46.7
	4	66	64	97.0	37.5
	5	35	35	100.0	45.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	4	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 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 Met or Exceeded
Hispanic or Latino	3	32	32	100.0	28.1
	4	48	46	95.8	8.7
	5	38	37	97.4	18.9
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	40	38	95.0	68.4
	4	48	47	97.9	63.8
	5	43	41	95.3	51.2
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	42	42	100.0	38.1
	4	58	54	93.1	18.5
	5	49	48	98.0	22.9
English Learners	3	24	24	100.0	25.0
	4	33	29	87.9	3.5
	5	14	13	92.9	
Students with Disabilities	3	11	11	100.0	45.5
	4	--	--	--	--
	5	14	12	85.7	8.3
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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.

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 (School Year 2016-17)

Our parents and community members are active in the classroom on a daily basis and accompany students on field trips. Our School Site Council (SSC) helps make decisions related to our school expenditures and approves the school's annual plan and budget. Parents also have the opportunity to participate in the English Learner Advisory Committee (ELAC) which provides feedback to the school administration in relation to the support of our English Language Learners. Our Parent Teacher Organization (PTO) helps plan fundraising activities and provides funding for different enrichment opportunities for our students. SSC, ELAC and PTO meet monthly. In addition, the principal meets with all three leadership groups to develop agendas and plan for potential guest speakers.

Parents in our community faithfully attend school activities and events (including Family Art Night, Coffee with the Principal, Fiesta del Artes, talent show, school-wide carnival, pancake breakfast, and Green Apple Service Day). All these events are posted on our school website and sent home on fliers.

Given that we are implementing a new math curriculum, our school will provide enrichment activities for parents to support students.

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 has 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.

The staff receives monthly five-minute safety meetings. The staff also received in-depth training in emergency response procedures, mandate reporting, harassment and discrimination, and FERPA (Family Educational Rights and Privacy Act). The school safety team meets regularly to review and update the site safety plan.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.2	0.3	0.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.2	0.4	0.6
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	

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
Resource Specialist	1.5
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	22	22	3			2	5	5			
1	19	22	22	3			1	3	3			
2	20	22	22	3			2	4	4			
3	22	21	21	1	1	1	3	4	4			
4	25	29	29				4	3	3			
5	27	27	27				3	4	4			

Professional Development provided for Teachers

Objective: Improve student achievement in Math number sense, in order to prepare students for Algebra.

Implementation of Eureka with fidelity

Action Steps

All Teachers trained on Eureka Math. 9/7: Kindergarten and RSP. 9/8: 3-5. 9/9 1-2.

Evidence that PLCs are referencing Eureka in their notes. They should be using the pre/post assessments from Eureka as part of their data cycle.

Teachers released half day every 6 weeks to develop common lesson planning and pacing, common assessments (monthly, pre/post) and instructional routines. Teachers will develop anchor dates for the amount of lessons and curriculum to cover before their next release day. Teachers will identify major and supporting clusters, and/or essential standards, to teach.

Instructional Rounds to observe use of Eureka. Elementary Principals will rotate sites and visit classrooms every 2nd Friday of the month starting 10/14 until May. (This is not an evaluative process)

Teacher assessment mid-year and end of year on implementation of Eureka. To be given at the February and May PD sessions. To be written before winter break.

In Winter-Spring all teachers, TK-5 grades, will receive professional development on ELA/ELD Framework.

FY 2014-15 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/.

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 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,135	\$1,647	\$5,556	\$64,975
District	♦	♦	\$5,132	
State	♦	♦	\$5,677	
Percent Difference: School Site/District			8.3	-12.2
Percent Difference: School Site/ State			-2.1	

* Cells with ♦ do not require data.