

Bay View Elementary School

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

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2017-18 School Accountability Report Card Published During the 2018-19 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

At Bay View Elementary School, we provide a safe and nurturing environment that fosters life-long learning. Bay View is dedicated to academic excellence. We value parents and community members as partners in education.

By continually supporting social-emotional learning, through Second Step Curriculum and explicitly teaching Bay View Life Skills, we prepare students to become responsible citizens in our diverse society.

The heart of the school's mission centers on rigorous curriculum, high expectations, skillful staff members, social-emotional development, establishing good study habits, and family/community partnerships. Pride in our school evolves from Bay View's outstanding traditions, K-5 achievements, and accomplishments. 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 staff is committed to monitoring student progress by analyzing and responding to reading and math scores on standardized tests, such as SRI (Scholastic Reading Inventory), Fountas and Pinnell Reading Inventory, NWEA district math and literacy benchmark assessments, and teacher developed formative assessments. In 2017-2018 we were in our seventh 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 2017-2018 goals include the following:

1. Improve reading comprehension for all kinder through fifth-grade students. Reading comprehension is being measured by NWEA district benchmark assessments (K-5) and Fountas and Pinnell Reading Inventory.
2. Have 80 percent of all kinder through fifth graders score at grade-level in reading, as measured by the district's reading assessment.
3. Have 80 percent of all kinder through fifth grade score at grade-level in math, as measured by the district's math assessment.

4. Focus staff development on teacher collaboration and data analysis to improve achievement in English Language Arts and English Language Development. 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	79
Grade 1	70
Grade 2	72
Grade 3	98
Grade 4	79
Grade 5	75
Total Enrollment	473

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.0
Asian	2.7
Filipino	0.8
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	0.6
White	49.5
Socioeconomically Disadvantaged	50.5
English Learners	23.9
Students with Disabilities	13.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Bay View Elementary School	16-17	17-18	18-19
With Full Credential	27	27	21
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	314
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
Bay View Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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, 2018	
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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Bay View Elementary campus sits on a 5 acre lot and is located at the intersection of Bay Street and Mission Street (HWY 1). The 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, a life lab, and a large library media center. The play structure was resurfaced with new soft padding using funds provided by money from bond money. Additional improvements that are expected to be completed using bond money include replacing portable classrooms with permanent buildings, upgrading technological infrastructure, improving the play area, modernizing classrooms, and constructing a new multi-purpose building.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/07/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 4 COMMENTS: TALL CABINET NEEDS TO BE ANCHORED RM 5 COMMENTS: CUBBY BY CABINET NEEDS TO BE ANCHORED RM 11 COMMENTS: BLUE TALL BOOKCASE NEEDS TO BE ANCHORED RM 16 COMMENTS: LOWER CURTAINS TORN RM 22 COMMENTS: DOOR/METAL BOOKCASE NEEDS TO BE ANCHORED RM 23

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/07/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		COMMENTS: TALL METAL CABINET NEEDS TO BE ANCHORED, TALL METAL SHELF NEEDS TO BE ANCHORED RM 10 COMMENTS: VERY CLUTTERED, STACKED HIGH AND ON HEATER VENT
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RM 5 COMMENTS: SINK DRAINS SLOW RM 9 COMMENTS: FAUCET HAMMER ON FULL RM 28 COMMENTS: DRINKING FOUNTAIN DOES NOT WORK AND IS LOOSE
Safety: Fire Safety, Hazardous Materials	Good	RM 20 COMMENTS: FIRE EXTINGUISHER OUT OF DATE, NEEDS TO BE SERVICED RM 22 COMMENTS: FIRE EXTINGUISHER NEEDS TO BE MOVED BY EXIT
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	50.0	45.0	53.0	50.0	48.0	50.0
Math	40.0	38.0	45.0	42.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.3	35.2	25.4

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	249	96.51	44.98
Male	117	112	95.73	38.39
Female	141	137	97.16	50.36
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	97	97	100.00	26.80
White	130	122	93.85	58.20
Two or More Races	13	13	100.00	53.85
Socioeconomically Disadvantaged	131	129	98.47	30.23
English Learners	69	67	97.10	22.39
Students with Disabilities	45	42	93.33	11.90
Students Receiving Migrant Education Services	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	251	97.29	38.25
Male	117	113	96.58	38.94
Female	141	138	97.87	37.68
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	97	97	100	18.56
White	130	123	94.62	51.22
Two or More Races	13	13	100	61.54
Socioeconomically Disadvantaged	131	130	99.24	18.46
English Learners	69	69	100	10.14
Students with Disabilities	45	42	93.33	11.9
Students Receiving Migrant Education Services	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 promote community events, plan fundraising activities, and provides funding for different enrichment opportunities for our students. SSC, ELAC and PTO. The principal meets with all three leadership groups to develop agendas and plan for potential guest speakers. Our school also offers monthly Community Coffees that are co-hosted by the PTO and the Principal to provide an informal opportunity for gathering and sharing of information.

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). All these events are posted on our school website and sent home on fliers.

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 State priority: School Climate (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 resurfaced the floor in the play structure area. We have 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. This year the staff received a Code Red training from the Santa Cruz Police Department.

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	2015-16	2016-17	2017-18
Suspensions Rate	0.7	0.2	1.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.3	0.8
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	1.6
Social Worker	.2
Nurse	.25
Speech/Language/Hearing Specialist	2.2
Resource Specialist (non-teaching)	1.4
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	22	23	1	1		4	3	4			
1	22	23	23				4	3	2			
2	23	22	23				3	4	3			
3	23	22	19			1	4	4	5			
4	27	24	29				4	3	2			
5	30	24	24		1	1	3	4	3			

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

Professional Development provided for Teachers

At Bay View Elementary School, we believe that Professional Learning opportunities are essential to ensure that every student has teachers who are prepared to teach to the rigor and depth required by the CA Common Core Standards. This year our school will focus on closing the opportunity gap for underserved students in English Language Arts (ELA) by concentrating on improving reading comprehension instruction.

Research shows a strong correlation between Collective Teacher Efficacy and Student Success. At Bay View Elementary, we see a pattern of stagnant academic achievement when looking at overall school achievement in ELA. Sadly, in 2017-2018, only 45% of Bay View students in Grades 3-5 tested in the met or exceeded grade level proficiency range on the CAASPP ELA exam. As such, more than half of our students are not reading at grade level. When analyzing student cohort groups over time we see significant decline in student achievement in ELA. We also see a huge disparities between our English Language Learner (ELL) students and English proficient students with almost no ELLs achieving grade level proficiency on our state academic achievement tests.

This year's PD Plan will meet this need by focusing on our site progress monitoring system. We will pay particular attention to the achievement of our ELL students and develop action research plans to address their unique learning needs. Our 2018-2019 PD plan builds upon prior year's work by expanding our existing district-wide Professional Learning Communities (PLC) model and fine tuning our site Response to Intervention (RTI) system.

Our meeting structures are as follows:

We will use the monthly district-wide English Language Development (ELD) Professional development sessions (early release days) to inform our site work by introducing staff to data analysis protocols developed by the National Equity Project and spending time unpacking ELA and ELD standards and determining the implications for instruction.

We will meet three times a year for full day (sub-release) Student Learning Team (SLT) meetings to identify priority ELA and ELD standards and develop student goals. We will refine our progress monitoring system by determining which common summative and formative assessments will be used to evaluate student progress. We will analyze our most current ELA/ELD student achievement data and create a comprehensive action plan to address the needs of students at each proficiency band.

We will meet bi-monthly in grade level PLCs to analyze student work collected using common formative assessments to determine which instructional practices are yielding the best results.

We meet twice a month for staff meetings which include teachers and all certificated support staff. Here we engage in school-wide data analysis and engage in cross-grade level collaboration around grade level action plans. We are striving to build more vertical alignment.

The site principal will share a summary of our professional development progress with our parent community at various community meetings including: School Site Council, ELAC, PTO, and monthly Principal's coffees.

FY 2016-17 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 also used site funds to support professional development, including funding sub-release costs to attend planning meetings and observe exemplary classroom instruction. All teachers and literacy-focused support staff meet three times a year to analyze literacy and English Learner progress, set learning goals, and develop differentiated instructional action plans. We also funded several summer training, including sending five teacher leaders to Columbia Teachers College Summer Reading Institute.

We also 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,982	\$1,809	\$6,173	\$84,448
District	◆	◆	\$6,111	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			1.0	-12.2
Percent Difference: School Site/ State			-6.1	

* Cells with ◆ do not require data.

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