

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	40,500	36,000
1	51,180	50,400
2	51,180	50,400
3	51,180	50,400
4	58,200	54,000
5	58,200	54,000
6	58,200	54,000

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

We released students early on 45 days throughout the 2005-2006 school year. This early release allows time for staff training and collaboration meetings to plan for the design and delivery of curriculum.

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

All teaching staff receive a minimum of three days of professional development each year. Our main curricular emphasis is in the development of an articulated writing program. We have just begun to use the Six Traits program and have augmented it with training received by Anita Archer.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

results to the district and state levels, can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	24.0

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

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

API Rank	2003-04	2004-05	2005-06
Statewide	3	6	3
Similar Schools	4	9	3

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	60	-48	-2	686
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	75	-13	-60	692
Socioeconomically Disadvantaged	74	-62	1	646
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	53	56	21	48	51	33	43	41	42
Mathematics	58	44	16	57	46	33	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian		
Filipino		
Hispanic or Latino	*	*
Pacific Islander	*	*
White (not Hispanic)	17	25
Male	0	15
Female	*	*
Economically Disadvantaged	20	13
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	36	37	33	39	39	36	36	40	42
Mathematics	47	40	33	47	41	38	34	38	40
Science	28	19	44	22	22	33	25	27	35
History-Social Science							29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	58	42	*	
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	21	11	*	
Pacific Islander	*	*		
White (Not Hispanic)	30	32	41	
Male	22	32	50	
Female	44	35	38	
Economically Disadvantaged	26	27	37	
English Learners	0	9	*	
Students with Disabilities	6	13	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

levels. Detailed information regarding salaries can be found at the CDE web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$54,471
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$52,375
Percent Difference - School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title One dollars are spent to benefit all children and particularly those who are struggling in language arts and/or math. The library clerk position is funded with Title One funding.

School and Library Improvement Block Grant funds are used to provide additional paraprofessional support for our youngest students and pay for our 20% FTE counselor.

Economic Impact Aid funds are used to pay for paraprofessional support in our classrooms with overall instruction.

Healthy Start funds are used to provide a Community Liaison for family support and tutoring for students who are not up to grade level in reading. Also, these funds have been used to provide many programs and/or resources that would not have otherwise been available to students and their families.

We have used a variety of funding sources to keep our technology up to date including a \$15,000 grant from PG&E that was used to purchase a wireless mobile science cart with ten laptop computers and the latest in science software and hardware.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,869	\$35,546
Mid-Range Teacher Salary	\$48,114	\$51,472
Highest Teacher Salary	\$57,870	\$62,511
Average Principal Salary (Elementary)	\$69,322	\$78,512
Average Principal Salary (Middle)		\$82,123
Average Principal Salary (High)		\$64,642
Superintendent Salary	\$87,500	\$94,827
Percent of Budget for Teacher Salaries	41.2	38.9
Percent of Budget for Administrative Salaries	5.7	6.4

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	306.0
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students have a textbook or sufficient access to adopted material as appropriate in each grade level.	0
Mathematics	All students have a textbook or sufficient access to adopted material as appropriate in each grade level.	0
Science	All students have a textbook or sufficient access to adopted material as appropriate in each grade level	0
History-Social Science	All students have a textbook or sufficient access to adopted material as appropriate in each grade level	0
Foreign Language	Does Not apply	0
Health	Is part of Physical Education	0
Science Laboratory Equipment (grades 9-12)	Does Not apply	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	85.7	14.3
All Schools in District	94.0	6.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	0.0	0.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

During the 2005-2006 school year, the Governing Board raised the daily rate of pay for substitute teachers from \$75 to \$95 per day in hopes that it would attract more substitute teachers to our call list. It does appear that substitutes are more readily available with this new rate of pay

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teachers with permanent status are formally evaluated at least once every other year through the 2004-2005 school year. Beginning in the 2005-2006 school year, it is possible for a teacher with permanent status and ten years district experience to be formally evaluated only once every five years. This is decided by mutual agreement between employee and employer and can be terminated for no cause at any time by either party. Teachers who have taught less than ten years in the district will continue to be evaluated at least once every other year.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

The first two wings of classrooms and restrooms have been modernized in the past four years. Modernization included the following: ADA accessible restrooms with new plumbing and fixtures, classroom flooring, interior paint; whiteboards; new electrical wiring as needed. We are very proud of our library that was built just five years ago – one cannot find a better library on any elementary school campus anywhere. The library has an adjacent set of new ADA accessible restrooms. Modernization in our wing three classrooms has only included the installation of new flooring and base. The multi-purpose room and offices have not yet been modernized. Projects for the summer of 2006 will include asphalt patching on our playground and parking lot, some exterior paint and repair of damaged exterior walls and new fixtures installed in an older restroom.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	9	9	10	24
Without Full Credential	0	0	0	0

3	20.0	1						20.0	1		
4	28.0		1								
5	25.0		1					19.0	1		
6	24.0		1								
K-3	19.0	1			18.5	2		19.0	2		
3-4					20.0	1					
4-8					20.5	1	1	24.0		2	
Other											

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Teachers and administrators from both school sites have participated in School Safety Plan trainings at Humboldt County Office of Education and are actively updating and revising the present Safety Plan to reflect necessary changes. The Safety Plan will be completed by the end of this school year and go before the School Site Council and the District Board of Trustees.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The first school day of each week starts with a community building assembly. The student council leads the school in developing peer activities and projects that promote student leadership and responsibility. The school sports program and primary choir promote a positive learning environment and teamwork. Each trimester teachers, administration, school counselor and support staff meet to discuss each student and make individual learning plans for those students not achieving success in school. Discipline issues are discussed and referrals made to our school counselor. The staff has been trained and implements the "Second Step Program", and we have "Friendship Groups" to work with all students teaching them appropriate social skills and how to make good choices.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	22	27		46	53	
Expulsions	0	0		0	0	0

III. School Facilities

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	South Bay Elementary	District Name	South Bay Union Elementary
Street	6077 Loma Ave.	Phone Number	707-476-8549
City, State, Zip	Eureka, CA 95503-6869	Web Site	www.humboldt.k12.ca.us/sobay/dist
Phone Number	707-443-4828	Superintendent	Marie Twibell
Principal	Marie Twibell	E-mail Address	mtwibell@humboldt.k12.ca.us
E-mail Address	mtwibell@humboldt.k12.ca.us	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

Nestled on the western shore of Humboldt County, amid the towering redwood trees of northern California is South Bay School with a population of 153 students. South Bay School is one of two K-6 schools in a district called the South Bay Union School District. Both schools are located just south of the City of Eureka (population of 28,000) and 280 miles north of San Francisco. South Bay School's students (70% free and reduced lunches) live in neighborhoods that range from economically disadvantaged to upper middle class single-family dwellings. The neighborhoods are spread out through the district's 49 square miles.

The economic decline of the timber and fishing industries has resulted in a higher unemployment rate than statewide. This results in a challenge for families as they seek to obtain basic necessities and relocate for employment reasons. The South Bay Union School District has experienced a sharply declining enrollment, but this trend appears to be stabilizing with the current enrollment being the same as one year ago. South Bay School's population boasts a strong spirit and hard work ethic with individuals coming together to meet the challenges. The staff strives to be exemplary role models of nurturing, caring individuals.

We offer extended educational opportunities until 6 PM each day through our EXPLORE after school program. This allows about 50% of our students are given help with their homework, recreational and educational activities that better prepare them to meet the demands of the State Academic Content Standards.

Besides our excellent academic programs, we offer band and chorus for our 4th –6th grade students; cross-country for all students; basketball for 5th & 6th grade; Student Council and other leadership opportunities for 4th- 6th grade; and several other activities for all of our children that are sponsored by our Parent Teacher Organization (see below).

Our mission statement summarizes our goal for all of our children: Prepare today's students to succeed in tomorrow's world by doing the following:

- * Provide a safe and nurturing school environment
- * Instill the basic skills necessary to prepare students for secondary education
- * Instill in students a sense of global awareness and civic responsibility
- * Instill in students problem solving skill in a technological world and a desire to become lifelong learners

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Science Laboratory Equipment (grades 9-12)	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	33
Mathematics	33
Science	44
History-Social Science	

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	686
Statewide Rank (from 2005 API Base Report)	3
2006-07 Program Improvement Status	Not in PI

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

We need to repair a bank of windows in our Music Room and bids have been secured with repairs scheduled to occur during April break

For South Bay Elementary School

Address: 6077 Loma Ave., Eureka CA 95503-6869

Phone Number: (707) 443-4828

Principal: Marie Twibell

Grade Span: K-6

South Bay Elementary School is located on the western shore of Humboldt County amid the towering redwood trees of northern California. South Bay Elementary School is one of two K-6 schools in the South Bay Union School District. Located 280 miles north of San Francisco, South Bay Elementary School has population of 153 students. The district has experienced a sharp decline in enrollment but appears to be stabilizing with the current enrollment the same as prior year. South Bay School's population boasts a strong psirit and hard work ethic with individuals coming together to meet all challenges . The staff strives to be exemplary role models of nurturing, caring individuals.

Student Enrollment

Group	Enrollment
Number of Students	153
African American	1.3 %
American Indian or Alaska Native	9.2 %
Asian	0.0 %
Filipino	0.7 %
Hispanic or Latino	17.0 %
Pacific Islander	2.0 %
White (Not Hispanic)	69.9 %
Multiple or No Response	0.0 %
Socioeconomically Disadvantaged	63.2 %
English Learners	11.0 %
Students with Disabilities	29.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	10
Teachers Without Full Credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

South Bay School performs monthly facility inspections and our district Facilities Committee monitors plans and makes sure that our facilities are in good repair. Our most recent inspection, shows that our site is in good repair and some repairs are scheduled to occur within this year.

Repairs Needed
