

# School Accountability Report Card Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	South Bay Elementary	<b>District Name</b>	South Bay Union Elementary
<b>Street</b>	6077 Loma Ave.	<b>Phone Number</b>	(707) 476-8549

<b>City, State, Zip</b>	Eureka, CA, 95503-6869	<b>Web Site</b>	www.humboldt.k12.ca.us
<b>Phone Number</b>	(707) 476-8549	<b>Superintendent</b>	Paul Meyers
<b>Principal</b>	Mr. Paul Meyers, Superintendent/Principal	<b>E-mail Address</b>	pmeyers@humboldt.k12.ca.us
<b>E-mail Address</b>	pmeyers@humboldt.k12.ca.us	<b>CDS Code</b>	12630326008171

### School Description and Mission Statement (School Year 2010–11)

Nestled on the western shore of Humboldt County, amid the towering redwood trees of northern California is South Bay School with a population of 148 students. South Bay School is one of two K-6 schools in the South Bay Union School District. Both schools are located south of Eureka with a population of 28,000, and 280 miles north of San Francisco. South Bay School 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 of 49 square miles.

The economic decline of the timber and fishing industries has resulted in higher unemployment rates than statewide. Presenting 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, however this trend appears to be stabilizing with the current enrollment close to prior years. South Bay School 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 6:00 p.m. each day through our EXPLORE after school program. This allows about 50% of our students to receive help with their homework, recreational and educational activities that better prepare them to meet the demands of the State.

#### Academic Content Standards

Our mission statement summarizes our goals for all 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 skills in a technological world and a desire to become lifelong learners

### Opportunities for Parental Involvement (School Year 2010–11)

The PTO sponsors many activities throughout the year: two pancake breakfasts, Apples for Educators (appreciation for staff), Annual Carnival; Holiday Festival – just to name a few. Members meet on the third Thursday of each month at alternating school sites. Parents also volunteer within the classrooms and are members of our School Site Council. The PTO President is Lisa Hall, and can be reached at 599-9598.

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	9	Grade 8	0
Grade 1	10	Ungraded Elementary	0

<b>Grade 2</b>	14	<b>Grade 9</b>	0
<b>Grade 3</b>	12	<b>Grade 10</b>	0
<b>Grade 4</b>	20	<b>Grade 11</b>	0
<b>Grade 5</b>	23	<b>Grade 12</b>	0
<b>Grade 6</b>	24	<b>Ungraded Secondary</b>	0
<b>Grade 7</b>	0	<b>Total Enrollment</b>	112

### Student Enrollment by Subgroup (School Year 2010–11)

<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	7.1%
<b>American Indian or Alaska Native</b>	10.7%
<b>Asian</b>	3.6%
<b>Filipino</b>	0.9%
<b>Hispanic or Latino</b>	18.8%
<b>Native Hawaiian or Pacific Islander</b>	0.0%
<b>White</b>	58.9%
<b>Two or More Races</b>	0.0%
<b>Socioeconomically Disadvantaged</b>	70.5%
<b>English Learners</b>	17.9%
<b>Students with Disabilities</b>	19.6%

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

<b>Grade Level</b>	<b>Avg. Class Size</b>	<b>2008–09 Number of Classes*</b>			<b>Avg. Class Size</b>	<b>2009–10 Number of Classes*</b>			<b>Avg. Class Size</b>	<b>2010–11 Number of Classes*</b>		
		<b>1-20</b>	<b>21-32</b>	<b>33+</b>		<b>1-20</b>	<b>21-32</b>	<b>33+</b>		<b>1-20</b>	<b>21-32</b>	<b>33+</b>
<b>K</b>									14.0	1	0	0
<b>1</b>												
<b>2</b>									18.0	1	0	0
<b>3</b>									20.0	1	0	0
<b>4</b>												
<b>5</b>									12.0	1	1	0
<b>6</b>									27.0	0	1	0
<b>Other</b>		4	2									

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

### III. School Climate

#### School Safety Plan (School Year 2010–11)

Teachers and administrators from both school sites have participated in School Safety Plan Trainings at Humboldt 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 the year.

#### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	2.0	0.23	0.42	1.3	7.4	0.2
Expulsions	0	0	1	0	0	1

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

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011–12)

South Bay Elementary recently repaved the playground and repaired bathrooms in wing 3 of the school. The repairs on the fire damaged classrooms in wing 2 were completed in March 2010. A second arson fire raised our computer lab in January, 2010. The plan is to rebuild the lab in an existing classroom.

#### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Playground needs replacing
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	9	8	7	22
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of 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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	.75	
Psychologist	HCOE	
Social Worker	.4	
Nurse	HCOE	
Speech/Language/Hearing Specialist	.5	
Resource Specialist (non-teaching)	1.0	
Other - SDC	1.0	

Note: Cells shaded in black do not require data.

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: \_\_\_\_\_

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	State adopted 100% availability	Yes	0
Mathematics	State adopted 100% availability	Yes	0

<b>Science</b>	State adopted 100% availability	Yes	0
<b>History-Social Science</b>	State adopted 100% availability	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental / Restricted)</b>	<b>Expenditures Per Pupil (Basic / Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$9,033	\$3,632	\$5,402	\$56,887
<b>District</b>				\$57,262
<b>Percent Difference – School Site and District</b>				
<b>State</b>			\$5,455	\$57,071
<b>Percent Difference – School Site and State</b>				

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010–11)

**South Bay Elementary provides identified students with reading and math intervention services. Trimester/annual assessments identify students in need of additional instruction. Family support team meetings are held each trimester and student needs are identified and a plan is made to meet their needs. Additional support is provided in our after school program with homework help, enrichment,**

## Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,303	\$38,744
Mid-Range Teacher Salary	\$51,605	\$55,509
Highest Teacher Salary	\$63,749	\$70,567
Average Principal Salary (Elementary)	\$74,000	\$92,338
Average Principal Salary (Middle)	\$0	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$90,200	\$109,381
Percent of Budget for Teacher Salaries	35.00%	37.00%
Percent of Budget for Administrative Salaries	6.00%	7.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting 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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	34%	29%	41%	48%	47%	51%	49%	52%	54%
Mathematics	34%	28%	46%	41%	37%	41%	46%	48%	50%
Science	36%	63%	35%	43%	57%	47%	50%	54%	57%
History-Social Science	0%	0%	0%	34%	31%	31%	41%	44%	48%

Note: 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.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	51%	41%	47%	31%
All Students at the School	41%	46%	35%	0%
Male	40%	54%	45%	0%
Female	42%	38%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	33%	25%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	33%	33%	0%	0%
Native Hawaiian or Pacific Islander				
White	47%	53%	50%	0%
Two or More Races				
Socioeconomically Disadvantaged	36%	38%	27%	0%
English Learners	24%	41%	0%	0%

<b>Students with Disabilities</b>	14%	32%	0%	0%
<b>Students Receiving Migrant Education Services</b>				

Note: **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.**

### California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.80%	19.00%	14.30%

Note: 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.

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	1	1	1
Similar Schools	N/A		1

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	36	-26	65
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	41	-31	78
Two or More Races	N/D		
Socioeconomically Disadvantaged	19	9	42
English Learners			
Students with Disabilities			

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

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	88	731	278	776	4,683,676	778
Black or African American	2		5		317,856	696
American Indian or Alaska Native	9		34	746	33,774	733
Asian	3		20	715	398,869	898
Filipino	0		2		123,245	859
Hispanic or Latino	18	687	50	769	2,406,749	729
Native Hawaiian or Pacific Islander	0		3		26,953	764
White	56	769	164	790	1,258,831	845
Two or More Races	0		0		76,766	836

<b>Socioeconomically Disadvantaged</b>	60	695	171	744	2,731,843	726
<b>English Learners</b>	18	695	55	742	1,521,844	707
<b>Students with Disabilities</b>	36	597	70	592	521,815	595

## Adequate Yearly Progress

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

- Participation rate on the state’s standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	N/A

## Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*:

<http://www.cde.ca.gov/ta/ac/ay/tidetetermine.asp>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>		1

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

This section is not applicable to South Bay Elementary.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

**Staff development is held during 3 preservice days at the start of the school year. The district also has minimum days each Wednesday when they collaborate and focus on professional development. The district also provides support and consideration for staff development requests. This year was focused on improved instructional strategies in writing.**

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**South Bay Elementary**

**School Accountability Report Card, 2010-2011**

South Bay Union Elementary