

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 on 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

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 2010-11)

This section provides the school's contact information.

School		District	
School Name	Bayside Elementary School	District Name	South Bay Union School District
Street	490 Emory Street	Phone Number	(619) 628-1600
City, State, Zip	Imperial Beach, CA 91932	Web Site	www.sbusd.org
Phone Number	(619) 628-2500	Superintendent	Carol A. Parish
Principal	Patricia Valdivia	E-mail Address	cparish@sbusd.k12.ca.us
E-mail Address	pvaldivia@sbusd.k12.ca.us	CDS Code	37-68395-6040463

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

MISSION STATEMENT

Bayside staff motivates and inspires students to reach their full potential both academically and socially in a safe and stimulating learning environment.

Academic/Intellectual

Bayside promotes students who are intellectually well rounded. Graduates are competent in reading, writing and mathematics. They master state standards and are fluent English proficient.

Social/Emotional

Bayside students will be respectful and responsible PeaceBuilders who are motivated and eager to learn.

Global/Community

Embracing cultural differences, our students will know that their actions will impact their community, they know that success today leads to greatness in the future.

Bayside Elementary School is one of 12 schools in the South Bay Union School District. Bayside currently serves approximately 542 students in grades kindergarten through six. The school is located on 10 acres of land and has 33,542 sq.ft. of permanent buildings, including 32 classrooms.

Student support services include, but are not limited to: speech; a resource specialist; psychologist; and nurse. Students have access to a computer lab which is equipped with 20 computer stations and 10 wireless laptops. Additionally, Bayside has implemented the use of four Promethean interactive whiteboard systems. Promethean systems are a world-class tool for learning. It involves and motivates the whole class engaging all students allowing them opportunity to learn and grow as individuals.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Bayside welcomes participation and support from parents and community. For information on opportunities for involvement, parents and community members may contact the school at (619) 628-2500.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	88
Grade 1	77
Grade 2	63
Grade 3	80
Grade 4	80
Grade 5	77
Grade 6	71
Total Enrollment	536

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5	White	10
American Indian or Alaska Native		Two or More Races	
Asian	0.75	Socioeconomically Disadvantaged	81
Filipino	3	English Learners	46
Hispanic or Latino	81	Students with Disabilities	12
Native Hawaiian/Pacific Islander	0.37		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	2	0	0	20.0	4	0	0	20.0	3	0	0
1	19.0	2	0	0	19.5	2	0	0	19.25	4	0	0
2	18.7	3	0	0	20.0	3	0	0	20.0	3	0	0
3	15.0	3	0	0	19.7	3	0	0	16.8	5	0	0
4	26.0	0	2	0	26.0	0	2	0	22.5	1	3	0
5	30.0	0	1	0	23.0	0	2	0	23.33	0	3	0
6	33.0	0	0	1	24.0	0	2	0	22.66	0	3	0
K-3	20.0	1	0	0	0.0	0	0	0	10.0	2	0	0
4-8	31.0	0	1	0	0.0	0	0	0				

III. School Climate

School Safety Plan (School Year 2009-10)

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

South Bay Union School District has developed a Crisis Response Box for each of its school sites. Each box contains a comprehensive Emergency Procedural Guidelines binder specific to each site. The binder includes state required disaster procedures such as, but not limited to, bomb threat, earthquake, fire, medical emergency, missing student, and shootings. Evacuation maps, evacuation sites, key phone numbers, district/site communication plan, are just a few of the elements included within the plan. South Bay reviewed plan with site administration staff in March, 2011. . School sites conduct various types of drills on a regular basis throughout the year, and record the exercise on the Emergency Drills Record form, which is submitted to the district office each December.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	10.1	9.9	0.7	4.1	4.4	1.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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

Bayside's enrollment is at student capacity. Security is bolstered by the presence of a security resident who lives on the property and inspects the property during nights and weekends to prevent vandalism and theft. In addition, surveillance cameras are located throughout the campus.

District Maintenance and Custodial staff take great care in ensuring that all schools are clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Cleaning schedules are developed by the Principal and the Facilities Director to guarantee daily cleaning of campus. Restroom facilities are inspected three times a day by the Head Custodian to ensure they are fully stocked and in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices.

The Head Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work order system for efficiency and better record keeping.

As per Education Code, the district is required to include in this document, a description of any needed maintenance to ensure good repair as specified in statute. "Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The FIT will evaluate the conditions at a school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

OVERALL SUMMARY OF SCHOOL FACILITY GOOD REPAIR STATUS

At the time of the above inspection on August 30, 2010, the average ranking for Bayside Elementary was 94.25%, giving the school a rating of "Good." The rating is determined by the average of the 15 categories addressed above. Below are the percentages, descriptions, and ratings, as per the Facilities Inspection Tool (FIT).

School Facility Good Repair Status (School Year 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	1 light out, 4 lights out,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	no hot water in sink; leak at sinks, fountain low pressure, rusted louvers above door,
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	Fire Panel - kitchen hood suppression missing; storage of flammables; peeling paint; cleaner under sink unsecure, ceiling tiles missing,
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	20	22	32	454
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence	0	0	0	---

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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on 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	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.75	.25
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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.

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)	.875	---
Psychologist	.04	---
Social Worker		---
Nurse	.3	---
Speech/Language/Hearing Specialist	.6	---
Resource Specialist (non-teaching)	1.0	---
Other	10.	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The South Bay Union School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and South Bay Union governing board.

The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

The following information is current as of March, 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Grades K-6: Houghton Mifflin – Legacy of Literacy/Lectura (English and Spanish)	0	Yes
Mathematics	Grades 4-6: Reading Intervention Spris West – Language! Core Replacement	0	Yes
Science	Grades K-6: SRA: Language for Learning, Language for Thinking, Language for Writing	0	Yes
History-Social Science	Grades K-6: Harcourt School Publishers – California HSP Math, 2009 (English and Spanish)	0	Yes
Foreign Language	Grades K-6: MacMillan/McGraw-Hill California Science (English and Spanish)	0	Yes
Health	Grades K-5: Scott Foresman History-Social Science for California (English and Spanish) Grade 6: Houghton Mifflin History/Social Science (English and Spanish)	0	Yes
Visual and Performing Arts		0	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,087	\$4,927	\$7,039	\$68,944
District	---	---	\$6,592	\$70,303
Percent Difference: School Site and District	---	---	6.78	3.13
State	---	---	\$5,681	\$68,212
Percent Difference: School Site and State	---	---	27.7	6.56

Types of Services Funded (Fiscal Year 2009-10)

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

- GATE (Gifted and Talented Education)
- Title I, Part A (Targeted Assisted/Educationally Disadvantaged Students)
- Title II, Part A (Teacher Quality)
- Title II, Part D (Technology)
- Title III, Part A (English Language Learners)
- Title IV (Safe and Drug Free Schools)
- EIA (English Learners & Disadvantaged Students)
- HPSGP (High Priority Schools Grant Program)

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,718	\$41,988
Mid-Range Teacher Salary	\$65,976	\$68,649
Highest Teacher Salary	\$83,250	\$87,156
Average Principal Salary (Elementary)	\$114,946	\$109,026
Average Principal Salary (Middle)	\$0	\$112,489
Average Principal Salary (High)	\$0	\$113,872
Superintendent Salary	\$175,490	\$181,890
Percent of Budget for Teacher Salaries	43.7	42.5
Percent of Budget for Administrative Salaries	5.1	5.5

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	26	42	42	35	47	47	46	50	52
Mathematics	35	48	48	47	59	59	43	46	48
Science	27	47	47	32	41	41	46	50	54
History-Social Science	0	0	0	0	0	0	36	41	44

Standardized Testing and Reporting 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
All Students in the LEA				
All Student at the School				
Male	45	51	59	
Female	39	45	37	
Black or African American	50	57	*	
American Indian or Alaska Native				
Asian	*	*		
Filipino	64	64	*	
Hispanic or Latino	41	45	43	
Native Hawaiian/Pacific Islander	*	*	*	
White	42	65	*	
Two or More Races				
Socioeconomically Disadvantaged	41	46	41	
English Learners	23	41	20	
Students with Disabilities	43	39		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	20.8	12.5

X. 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 Academic Performance Index (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	2007	2008	2009
Statewide	1	2	2
Similar Schools	2	2	2

Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	33	25	30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	29	28
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	33	24	35
English Learners	18	27	45
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	751	781	767
Black or African American		783	686
American Indian or Alaska Native			728
Asian			890
Filipino		866	851
Hispanic or Latino	738	766	715
Native Hawaiian/Pacific Islander			753
White		837	838
Two or More Races			808
Socioeconomically Disadvantaged	741	760	712
English Learners	727	743	692
Students with Disabilities		666	580

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 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	6
Percent of Schools Currently in Program Improvement	---	50.0

XI. 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.

South Bay Union School District academic calendar includes four full days and thirty-eight minimum days (early release Wednesdays) that are dedicated to staff development. The four full days are placed at the start of the academic school year, while the minimum days occur throughout the year. In addition, teachers at all school sites receive a minimum of five days of release time to meet with grade level teams. Professional Learning Communities (PLCs) are at the heart of all staff development, ensuring a deeper implementation of effective instructional strategies, driven by student achievement data.