Bay View Elementary School

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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

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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. 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, TK-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 assessments, such as, Fountas and Pinnell Reading Inventory, NWEA district math and literacy benchmark assessments, and teacher developed formative assessments. In 2019-2020 we were in our ninth 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 researched-based small group reading intervention instruction to support students who were below grade level and high-quality enrichment and extension activities for those who were at or above. Our literacy intervention program includes explicit phonics instruction using Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and Reading Intervention for Students to Excel (RISE) based on Jan Richardson's guided reading framework.

Focus on Improvements

Improvement goals based on staff input and data analysis. The 2020-21 goals include the following:
1. Improve reading comprehension for all kindergarten through fifth-grade students. Reading comprehension is being measured by NWEA district benchmark assessments (K-5) and Fountas and Pinnell Reading Inventory. During Distance Learning, teachers will temporally use Pioneer Reading assessments and District created Eureka math online assessments.
2. Have 80 percent of all kindergarten through fifth graders score at grade-level in reading, as measured by the district's reading assessment.
3. Have 80 percent of all kindergarten 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	54
Grade 2	64
Grade 3	70
Grade 4	72
Grade 5	102
Total Enrollment	428

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
Asian	2.1
Filipino	0.7
Hispanic or Latino	42.1
Native Hawaiian or Pacific Islander	0.7
White	46.5
Two or More Races	6.3
Socioeconomically Disadvantaged	49.3
English Learners	22.9
Students with Disabilities	15.2
Foster Youth	0.5
Homeless	1.6

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 for Bay View Elementary	18-19	19-20	20-21
With Full Credential	21	21	18
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Cruz City Schools	18-19	19-20	20-21
With Full Credential	♦	♦	309
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Bay View Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

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: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Benchmark Workshop - Benchmark Education Company Adopted 2019	
	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 2017	
	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%

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 permanant 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/09/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	KINDER 2: HEAT NOT WORKING RM 14: HEAT NOT WORKING RM 15: HEAT NOT WORKING RM 16: HEAT NOT WORKING RM 17: HEAT NOT WORKING RM 18: HEAT NOT WORKING
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	MAIN OFFICE: LIGHT BULB IS OUT

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BOYS RESTROOM: LEAKING FAUCET
Safety: Fire Safety, Hazardous Materials	Good	
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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	42	N/A	53	N/A	50	N/A
Math	35	N/A	46	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	42	N/A	44	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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 school assemblies to promote positive behavior goals and deepen our sense of school community.

Parents in our community faithfully attend school activities and events (including Family Art Night, Fiesta del Artes, talent show, school-wide carnival, pancake breakfast). All these events are posted on our school website and sent home on fliers. All school communication is sent in both English and Spanish.

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 (School Year 2020-2021)
Our School Safety Plan is updated annually. Our school and grounds are very safe. 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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.4	1.7	0.8	1.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.1	1.8	N/A
Expulsions	0.0	0.06	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	428

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.5
Resource Specialist (non-teaching)	
Other	0.3

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		4		23		3	3	22	1	2	
1	23		2		21	1	1		24		2	
2	23		3		22		4		16	2		1
3	19	1	5		22		3		31		2	1
4	29		2		22	1	3		29		2	
5	24	1	3		23	1	3		27		3	
Other**									15	2	2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4-6	4-6	4-6

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 Blended Learning models (intentional asynchronous and synchronous lesson design) and Culturally Responsive Teaching. We are working with a literacy constant to further our pedagogical skills and develop new ways to leverage technology to increase student engagement and develop academic skills. In addition, the entire school staff is studying Zaretta Hammond's Culturally Responsive Teaching and the Brain to reflect on new ways to teach and serve students. Our school is committed to closing the opportunity gap. By reflecting on what brain research tells us about how to provide optimal learning and service conditions for students and considering the cultural implications for our BIPOC (Black Indigenous People of Color) students, we will improve outcomes for all students. Research shows a strong correlation between Collective Teacher Efficacy and Student Success. As such, our teachers continue to work in SCIL led Professional Learning Communities to plan lessons, design assessments,

At Bay View Elementary, we see a pattern of stagnant academic achievement when looking at overall school achievement in ELA. In 2018-2019, only 43% 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 being more intentional with our lesson design process. We will determine which standards are essential for optimizing long-term success and provide opportunities to target small group instruction during synchronous instruction to meet the specific needs of our students. We will pay particular attention to the achievement of our ELL students and develop action research plans to address their unique learning needs. Our RTI team will work closely with grade level teams to ensure that our intervention instruction aligns with core instruction.

Our 2020-2021 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 PD (early release days) to inform our site work by working with a literacy consultant to build our understanding of blending learning lesson design. We will meet three times a year in Student Learning Teams (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 once 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. We augmented our professional learning capacity by providing additional training to teacher leaders at our school.   In addition, we will build our shared understanding of Culturally Relevant Teaching and the Brain by engaging in a book study and reflecting on our services to students to identify places for improvement that help us close the opportunity gap for our BIPOC students.

Staff and staff teams will be encouraged to participate in additional professional development over breaks and after work hours that support our shared site and district vision for superior service for students.

FY 2018-19 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	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10,950	3,554	$7,396	$83,174
District	N/A	N/A	$7,434	$84,534
State	N/A	N/A	$7,750	N/A

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.5	-1.6
School Site/ State	-4.7	2.1

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

Types of Services Funded

Our population qualifies Bay View for both federal and state funds for underperforming students. Bay View funded a Response to Intervention (RTI) teacher, three learning assistants in our Walk-to-Read program, classroom learning assistants in kinder and first grades, and parent education. We also used site funds to support professional development, including funding costs to attend training. 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 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.