

South Bay Union Elementary School District

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	South Bay Union Elementary School District
Street	6077 Loma Ave.
City, State, Zip	Eureka, Ca, 95503-6869
Phone Number	707-443-4828
Principal	Mrs. Heather Becksted
Email Address	hbecksted@southbayusd.org
Website	southbayusd.org/south-bay-school
County-District-School (CDS) Code	12 63032 6008171

Entity	Contact Information
District Name	South Bay Union Elementary
Phone Number	(707) 476-8549
Superintendent	Mr. Gary Storts,
Email Address	gstorts@southbayusd.org
Website	southbaydistrict.org

School Description and Mission Statement (School Year 2019-20)

Nestled on the western shore of Humboldt County, amid the towering redwood trees of northern California is South Bay School with a population of 190 students in grades 4-6. South Bay School is one of three schools in the South Bay Union School District. Both school campuses are located south of Eureka with a population of 28,000, and 280 miles north of San Francisco. South Bay School students 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.

South Bay School population boasts a strong spirit and hard work ethic. Staff strives to be exemplary role models and 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.

Vision Statement --

South Bay USD students will develop mastery of language and math - so that as well educated citizens - each is equipped and empowered for success in a rapidly changing world.

Mission Statement --

South Bay USD supports the development of intellectual curiosity and thirst for discovery by recruiting a superior staff, providing unparalleled and ongoing training, and accepting responsibility for student achievement.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 3	1
Grade 4	60
Grade 5	42
Grade 6	60
Total Enrollment	163

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	3.1
Asian	3.7
Filipino	1.8
Hispanic or Latino	23.9
Native Hawaiian or Pacific Islander	0.6
White	51.5
Two or More Races	13.5
Socioeconomically Disadvantaged	76.1
English Learners	13.5
Students with Disabilities	18.4
Foster Youth	1.8
Homeless	18.4

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	12	0	0	0
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	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2017

Instructional materials are sufficient in all classrooms. School staff has done an excellent job ensuring that students have the curricular materials needed to learn.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	South Bay USD Governing Board adopted in 2015 100% availability for all students Success for All: Curiosity Corner (TK); Kinder Corner (K); Reading Roots (1); Reading Wings (2-6)	No	0.0
Mathematics	South Bay USD Governing Board adopted in 2014 100% availability for all students. Houghton Mifflin: Math In Focus, grades TK-5 College Preparatory Math: Course 1, grade 6	Yes	0.0
Science	South Bay USD Governing Board adopted in 2007 100% availability for all students Pearson: Scott Foresman: California Science Explorer, grades K-5 Pearson: Scott Foresman: California Earth Science, grade 6	Yes	0.0
History-Social Science	South Bay USD Governing Board adopted in 2008 adopted 100% availability for all students TCI: grades 4-6	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

South Bay USD takes great efforts to ensure that all schools are clean, safe, and functional. The results from the most recent (10/17) facility inspection are available upon request at the school office. South Bay USD maintenance staff ensures that repairs necessary to keep the school in good repair and in working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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 overall rating

Year and month of the most recent FIT report: 11/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	38	43	45	50	50
Mathematics (grades 3-8 and 11)	23	16	26	28	38	39

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	162	98.78	1.22	38.27
Male	73	72	98.63	1.37	33.33
Female	91	90	98.90	1.10	42.22
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.50	2.50	38.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	87	86	98.85	1.15	38.37

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	21	21	100.00	0.00	33.33
Socioeconomically Disadvantaged	135	133	98.52	1.48	34.59
English Learners	25	25	100.00	0.00	20.00
Students with Disabilities	32	31	96.88	3.12	16.13
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	23.53

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	162	98.78	1.22	16.05
Male	73	72	98.63	1.37	16.67
Female	91	90	98.90	1.10	15.56
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.50	2.50	17.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	87	86	98.85	1.15	19.77
Two or More Races	21	21	100.00	0.00	0.00
Socioeconomically Disadvantaged	135	133	98.52	1.48	13.53
English Learners	25	25	100.00	0.00	4.00
Students with Disabilities	32	31	96.88	3.12	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	17.65

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.9	20.0	14.3
7	15.2	18.2	18.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

The South Bay/Pine Hill Parent Teacher Student Association (PTSA) sponsors many activities throughout the year: a 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. All stakeholders, including parents, are asked to participate in the annual Local Control Accountability Plan survey. Parents and community members who are interested in volunteering at either Pine Hill or South Bay Elementary Schools need to call the South Bay USD Office at 707.476.8549 for more information.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	9.1	6.1	1.7	4.1	4.6	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Teachers and administrators from both school sites have participated in School Safety Plan Training at Humboldt County Office of Education and are actively updating and revising the present Safety Plan to reflect necessary changes. Our Comprehensive School District Safety Plan is currently undergoing a comprehensive review with new goals and related action plans to be determined. Gary Storts assumes incident command should an emergency occur. Emergency plans are in place, and have been rehearsed. For example, we participated in the Great California Shake-out on October of 2019 to practice our Earthquake procedure.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
3									1	1		
4	20	8	14		22	2	14		15	2	2	
5	22	7	14		20	8	13		16	3	2	
6	23	1	9		22	7	14		15	2	2	
Other**	8	6			10	4	1					

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	407.5

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,582	\$4,799	\$6,784	\$51,242
District	N/A	N/A	\$7,520	\$56,547.00
Percent Difference - School Site and District	N/A	N/A	-10.3	-3.2
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-4.9	-20.9

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

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

Types of Services Funded (Fiscal Year 2018-19)

South Bay Elementary provides identified students with reading and math intervention services. Trimester/annual assessments identify students in need of additional instruction. The Intervention Study Team meets weekly to support students, families, and teachers who are experiencing academic or behavioral challenges. Root causes to barriers effecting educational access are identified and a plan with a measurable goal is made to meet the students needs. Additional support is provided in our after school program with homework help, enrichment, social skills and recreational activities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,539	\$45,252
Mid-Range Teacher Salary	\$55,853	\$65,210
Highest Teacher Salary	\$72,448	\$84,472
Average Principal Salary (Elementary)	\$76,723	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$95,771	\$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	7	7

Staff development is held during pre-service days at the start of the school year, and in-service day in the middle of the year. The district also has minimum days each Wednesday afternoon where teachers collaborate and focus on professional development. The district determines a professional development emphasis through a combination of reviewing student achievement data, input gathered on the LCAP Stakeholder Input surveys, . researching evidence proven solutions to root causes that inhibit student achievement. This year was focused on parent engagement and trauma aligned practices.