

Executive Summary School Accountability Report Card, 2006-07

For The Bay School

Address: 5400 Soquel Ave, Suite F, Santa Cruz, CA 95062
Principal: Ethan Long

Phone: 831-462-9620
Grade Span: PreK - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Bay School provides science-based education and clinical intervention services to children in grades preK thru 12 diagnosed with an autism spectrum disorder. The instructional approach utilized at the school is based on the principles of applied behavior analysis. Functional skills comprise the core of the curriculum with instructional emphasis on building skills in the following developmental domains: communication, social, cognitive, adaptive behavior, motor, vocational and leisure skills. Skills are systematically taught through highly structured one-to-one and small group instruction. Families are requested to participate in their children's program and implement teaching procedures at the home. Entrance criteria include a diagnosis of an autism spectrum disorder. Exit criteria include sufficient achievement of IEP goals and objectives for successful transition as determined by the IEP team. The school provides a full day, twelve month per year education.

Student Enrollment

Group	Enrollment
Number of students	
African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	%
Pacific Islander	%
White (not Hispanic)	%
Multiple or No Response	%
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%

Teachers

Indicator	Teachers
Teachers with full credential	
Teachers without full credential	
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

Narrative to be provided by LEA

Repairs Needed

Narrative to be provided by LEA

Corrective Actions Taken or Planned

Narrative to be provided by LEA

Curriculum and Instructional Materials

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

School Finances

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

Student Performance

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

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	
Statewide Rank (from 2007 API Base Report)	
2007-08 Program Improvement Status (PI Year)	

School Completion

Indicator	Result
Graduation Rate	

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	%
Graduates Who Completed All Courses Required for University of California or California State University Admission	%

School Accountability Report Card Reported for School Year 2006-07

Published During 2007-08

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

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	The Bay School	District Name	Live Oak School District
Street	5400 Soquel Ave, Suite F	Phone Number	831-475-6333
City, State, Zip	Santa Cruz, CA, 95062	Web Site	www.lodo.santacruz.k12.ca.us
Phone Number	831-462-9620	Superintendent	David Paine
Principal	Ethan Long	E-mail Address	dpaine@santacruz.k12.ca.us
E-mail Address	elong@thebayschool.org	n/a	n/a

School Description and Mission Statement

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

The Bay School (TBS) is a 501(c)(3) nonprofit, nonpublic school founded in 1998 by parents of children with autism. The Bay School provides students with autism ages birth to twenty-two, comprehensive, extended-year, educational and clinical services regardless of their race, national or ethnic origin, cultural heritage, political beliefs, age, gender, marital status or religion. Expanding the services available for children with autism spectrum disorders, TBS added an Early Intervention Program in 2005 for infants/children ages birth to five years old. Most recently, TBS has committed to opening a state-of-the-art prevocational/vocational training center for adolescents and young adults with autism.

The Bay School's mission is to provide scientifically-based educational and clinical services that ensure long-term social change for students with autism and their families. As a result, The Bay School utilizes procedures and methodologies that have peer-reviewed research supporting their effectiveness. The Bay School's education and treatment approach is based on the principles of applied behavior analysis (ABA), a methodology that applies principles of behavior to learning and is monitored by objective data measures to assess desired outcomes. Skills are systematically taught through individualized and small group teaching sessions. The defining characteristics of TBS's instructional program are the use of explicit and systematic instruction. These instructional strategies are used both in highly structured settings and in more natural settings, as a means of facilitating generalization and increasing the motivation of students with autism.

The Bay School's curriculum is scientifically-based, communication focused, developmentally appropriate, and transition oriented. The ultimate goal for each student is to develop functional, "real world" skills that will enable the student to live more independently and productively. For each student, an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) or Individualized Transition Plan (ITP) is developed annually. This plan contains an analysis of the student's primary presenting problems and constitutes an approach to remediating skill deficits and behavioral excesses. The treatment objectives included in the IEP/IFSP/ITP are generally stated in terms of Annual Goals which are broken down into specific Objectives. These quarterly objectives constitute much of the student's day-to-day programming. All objectives are criteria-based and data is collected daily until the objective is met. Progress Reports are written quarterly to coincide with objectives. The plan is developed by TBS staff most familiar with the student through formal and informal assessment tools, with input from the student's IEP/IFSP/ITP team members, and interviews with parents and caregivers. Plans are prepared and reviewed at regular intervals to ensure that each student's rights as a student and individual are protected in receiving the most effective, least restrictive treatment based on his/her specific needs.

[Opportunities for Parental Involvement](#)

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

On an annual basis, families are asked to volunteer to serve on the school's Parent Advisory Board. The Board meets several times a year to review school policies, make recommendations, and organize school events for staff, students, and/or families. Events (e.g., dances, parent's nights, etc) are held during the school year to which families are invited. Families are notified a few weeks in advance of the events and are strongly encouraged to attend.

Participation in the Class Size Reduction Program

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

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

II. School Climate

School Safety Plan

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

It is the policy of The Bay School to provide a safe, healthy, and accessible environment for students and each employee; and to follow protocols to ensure safety in case of an emergency. An "Emergency Management Plan" is at The Bay School in each classroom. The book contains procedures and documentation of safety procedures, drills, and reporting requirements.

School Discipline Practices

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

It is the policy of The Bay School to encourage and reinforce appropriate behavior in students. To address challenging problem behaviors, functions of behavior are assessed, alternatives are taught, and data are collected for determining progress. Physical punishment is never used, nor are students subjected to frightening, humiliating, embarrassing, or physically harmful situations or remarks. No student is deprived of food as a form of punishment. Students are not suspended or terminated as a disciplinary measure.

The Bay School's approach to addressing challenging problem behaviors typically includes these components:

- use of empirically validated procedures
- functional assessment and analysis
- use of positive reinforcement
- differential reinforcement
- teaching alternative appropriate behaviors
- response cost
- correction
- systematic desensitization to teach children to tolerate aversive sensory stimuli
- focus on treatment integrity implementation by staff
- data collection

Safeguards for students' emotional, physical, and psychological well-being include staff training, regular observation by clinical staff, and communication with parents.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	0	0	N/A	N/A	N/A
Expulsions	0	0	0	N/A	N/A	N/A

III. School Facilities

School Facility Conditions and Improvements

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

Narrative to be provided by LEA

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	<i>To be provided by LEA</i>			

IV. Teachers

Teacher Credentials

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

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential			4	
Without Full Credential			0	
Teaching Outside Subject Area of Competence			0	n/a

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

Substitute Teacher Availability

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

N/A

Teacher Evaluation Process

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

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V. Support Staff

Academic Counselors and Other Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist	1	n/a
Resource Specialist (non-teaching)		n/a
Other	1	n/a

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	<i>To be provided by LEA</i>			
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a	<i>To be provided by LEA</i>	
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a	<i>To be provided by LEA</i>	

Types of Services Funded

NRT Results by Student Group – Most Recent Year

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

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

Local Assessment Results

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

Grade Level	Reading			Writing			Mathematics		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
K									
1									
2									
3									
4									
5									
6	<i>To be provided by LEA</i>			<i>To be provided by LEA</i>			<i>To be provided by LEA</i>		
7									
8									
9									
10									
11									
12									

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	

IX. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

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

API Rank	2005	2006	2007
Statewide			
Similar Schools			

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	n/a	n/a		
Students with Disabilities	n/a	n/a		

State Award and Intervention Programs

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

Narrative to be provided by LEA

Adequate Yearly Progress

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

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

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

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	<i>To be provided by LEA</i>		
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Narrative to be provided by LEA

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	
Percent of pupils completing a CTE program and earning a high school diploma	<i>To be provided by LEA</i>
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		n/a
English		n/a
Fine and Performing Arts		n/a
Foreign Language		n/a
Mathematics		n/a
Science		n/a
Social Science		n/a
All courses		

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Narrative to be provided by LEA

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test			
Average Verbal Score			
Average Math Score			
Average Writing Score	n/a	n/a	

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

N/A

Professional Development

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

The Bay School is committed to supporting the professional development of our staff which includes continual training opportunities (e.g., daily supervision, weekly meetings, and a minimum of 40 hrs of intensive training in the first 90 days of employment) and significant tuition reimbursement and funding for conference and workshop attendance.

Instructional Minutes

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

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	82,440	36,000
1	85,875	50,400
2	85,875	50,400
3	85,875	50,400
4	85,875	54,000
5	85,875	54,000
6	85,875	54,000
7	85,875	54,000
8	85,875	54,000
9	85,875	64,800
10	85,875	64,800
11	85,875	64,800
12	85,875	64,800

Continuation School Instructional Days

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

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	229	180 days
10	229	180 days
11	229	180 days
12	229	180 days

Minimum Days in School Year

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

For school year 2006-07, 7 minimum days (dismissal at noon) out of the 229 total school days occurred. These minimum days are necessary for staff training to occur on topics such as best practices for educating students with autism.