Bayview Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.

• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Bayview Elementary School
Street	3001 - 16th Street
City, State, Zip	San Pablo, CA 94806-2353
Phone Number	(510) 231-1401
Principal	Armando Torres
E-mail Address	atorres@wccusd.net
Web Site	www.wccusd.net/Page/744
CDS Code	07-61796-6004600

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

The mission of Bayview Elementary is to teach all students to be life long learners and make positive contributions back to the community. We provide learning and teaching experiences; safe, student-centered learning environments; and support for all students and employees.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	87
Grade 1	81
Grade 2	98
Grade 3	93
Grade 4	94
Grade 5	79
Grade 6	74
Total Enrollment	606

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	20.6
American Indian or Alaska Native	0
Asian	9.9
Filipino	1.7
Hispanic or Latino	62.4
Native Hawaiian or Pacific Islander	1.3
White	2.6
Two or More Races	1.3
Socioeconomically Disadvantaged	90.3
English Learners	52
Students with Disabilities	6.6
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	26	22	22
Without Full Credential	2	4	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.3	7.7
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012 Macmillan/McGraw-Hill, Tesoros de lectura (K-3) / 2012	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008 Scott Foresman, Ciencias / 2008 – TBE (K-2)	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007 Macmillan/McGraw Hill, California Vistas Spanish editions / 2007 – TBE (K-2)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Bayview Elementary was constructed in 1952. In 2004-05, Measure M funded the reconstruction and modernization of the school. All buildings have been fully remodeled. Landscaping of the play areas were completed at the end of summer 2007.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Parent kitchen too hot
Interior: Interior Surfaces		X		Paint exterior hallway wall by K-wing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Emergency lights need to be checked site-wide
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Two sinks not working. Key cylinder plugged in boys restroom
Safety: Fire Safety, Hazardous Materials	X			Emergency lights need to be checked site-wide
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Hallway doors by A1 need to be patched and painted Key cylinder plugged in boys restroom Play mats need to be replaced

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	17	19	33	35	44	48
Mathematics	16	13	23	25	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	91	88	96.7	6.8
	4	88	84	95.5	22.9
	5	81	78	96.3	21.1
	6	74	71	96.0	26.8
Male	3	51	49	96.1	4.1
	4	42	40	95.2	15.0
	5	38	38	100.0	10.8
	6	40	38	95.0	26.3
Female	3	40	39	97.5	10.3
	4	46	44	95.7	30.2
	5	43	40	93.0	30.8
	6	34	33	97.1	27.3
Black or African American	3	16	16	100.0	12.5
	4	17	16	94.1	13.3
	5	16	16	100.0	
	6	16	15	93.8	26.7
Asian	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	12	11	91.7	54.5
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	61	58	95.1	1.7
	4	58	55	94.8	18.2
	5	48	46	95.8	19.6
	6	44	43	97.7	20.9
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	89	86	96.6	7.0
	4	87	84	96.5	22.9
	5	75	73	97.3	22.5
	6	70	68	97.1	26.5
English Learners	3	54	51	94.4	2.0
	4	44	41	93.2	4.9
	5	28	26	92.9	
	6	31	30	96.8	6.7
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	91	89	97.8	12.4
	4	88	85	96.6	16.5
	5	81	78	96.3	10.3
	6	74	72	97.3	11.3
Male	3	51	50	98.0	12.0
	4	42	40	95.2	15.0
	5	38	37	97.4	10.8
	6	40	39	97.5	13.2
Female	3	40	39	97.5	12.8
	4	46	45	97.8	17.8
	5	43	41	95.3	9.8
	6	34	33	97.1	9.1
Black or African American	3	16	16	100.0	12.5
	4	17	16	94.1	12.5
	5	16	15	93.8	
	6	16	15	93.8	6.7
Asian	3	--	--	--	--
	4	--	--	--	--
	5	12	11	91.7	27.3
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	61	59	96.7	10.2
	4	58	56	96.5	12.5
	5	48	47	97.9	8.5
	6	44	44	100.0	7.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	89	87	97.8	12.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	87	85	97.7	16.5
	5	75	73	97.3	9.6
	6	70	68	97.1	11.8
English Learners	3	54	52	96.3	9.6
	4	44	42	95.5	2.4
	5	28	27	96.4	
	6	31	31	100.0	3.3
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	19	20	19	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	81	78	96.3	19.2
Male	38	37	97.4	21.6
Female	43	41	95.4	17.1
Black or African American	16	15	93.8	
Asian	12	11	91.7	36.4
Hispanic or Latino	48	47	97.9	19.2
Socioeconomically Disadvantaged	75	73	97.3	17.8
English Learners	28	26	92.9	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	25.6	20.5	2.6

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

• School Site Council (SSC): Bayview Elementary's School Site Council is composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The SSC collaborates with Instructional Leadership Team (ILT) to develop the school plan and budget.
• English Learner Advisory Committee (ELAC): Parents of students learning English as a second language advise the principal and plan parent involvement events.
• Principal's Coffee Chats are monthly meetings to encourage parent and community collaboration/involvement.
• Volunteers: The annual volunteer recognition tea recognizes parents and community members who have volunteered during the school year.
• Family Math Night: Math training is given to parents and families through evening math activities/workshops.
• Family Literacy Night: These evenings provide parents with activities and techniques for teaching reading and writing at home.
• ESL English Classes for parents

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	4.7	7.4	7.2	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

Staff is trained at the beginning of each year. Faculty members are assigned to teams. Fire Drills and Disaster drills are conducted monthly. The Safety Team/ILT meets monthly to review procedures and resolve problems. Parents are informed of safety occurrences and how they can support.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	**Number of Classes**			**Avg. Class Size**	**Number of Classes**			**Avg. Class Size**	**Number of Classes**		
		1-20	**21-32**	**33+**		**1-20**	**21-32**	**33+**		**1-20**	**21-32**	**33+**
K	26		6		22	1	4		22	1	3	
1	24		3		25		4		21		4	
2	26		4		25		5		19	2	3	
3	28		3		25		4		23		4	
4	30		3		28		3		30		3	
5	31		3		27		3		27		3	
6	27		3		28		3		25		3	
Other	24		1									

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.15	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4172.59	767.45	3405.14	50237.31
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-46.9	-22.8
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-40.0	-33.8

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Bayview School include:

CENTRAL SUPPLEMNTL/CONCENT
ENGLISH LANG LEANRS-WHOLECHILD
LRN CENTERS/RESPONSE TO INTERV
PARENT ENGAGEMENT
SCH SUPPORT-DATA & ACCOUNTABILITY
VISUAL&PERFORMING ARTS-WHOLECH
IASA-TITLE I BASIC
TITLE I PARENT INVOLVEMENT
TITLE I PROFESSIONAL DEV

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Bayview Elementary School provides staff with training and professional development to differentiate instruction by implementing the workshop model. Grade levels collaborate weekly by reviewing data, designing instructional strategies to support students to excel and grow. These areas were determined by using data such as teacher surveys, math, ELD and Language Arts assessments.

Professional Development is delivered through various means. First, we have 2 literacy coaches who support staff with training to implement workshops, support grade-level collaboration and use of data to inform instruction. Second, one of the coaches provides TIP training sessions every Tuesday (TIP Tuesdays) for the year to support a large group of new teachers. This training provides new teachers with individualized support from a mentor and coach.

In addition, the principal evaluates and provides individual coaching for teachers being evaluated.

Furthermore, staff and parents are encouraged to attend outside workshops.

Lastly, teachers are supported by coaches and principal during implementation of academic initiatives through in class coaching, grade-level collaboration support, regular review of student achievement data such as STAR.