

# Bayview Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Bayview Elementary School
<b>Street</b>	3001 16th Street
<b>City, State, Zip</b>	San Pablo, CA 94806
<b>Phone Number</b>	(510) 231-1401
<b>Principal</b>	Humphrey Kiuruwi
<b>E-mail Address</b>	hkiuruwi@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net/site/Default.aspx?PageID=744">http://www.wccusd.net/site/Default.aspx?PageID=744</a>
<b>CDS Code</b>	07-61796-6004600

District Contact Information	
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Dr. Bruce Harter
<b>E-mail Address</b>	bharter@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

## School Description and Mission Statement (Most Recent Year)

The mission of Bayview School is to teach all students to make positive life choices, strengthen our community and successfully participate in a diverse, global society. We provide excellent learning and teaching experiences; safe, student-centered learning environments; and support for all students and employees. We develop and maintain community partnerships and individual and collective accountability for instruction and learning through data monitoring.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	143
Grade 1	104
Grade 2	105
Grade 3	83
Grade 4	89
Grade 5	92
Grade 6	81
<b>Total Enrollment</b>	<b>697</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	22.1
American Indian or Alaska Native	0.0
Asian	8.5
Filipino	2.9
Hispanic or Latino	62.0
Native Hawaiian or Pacific Islander	1.7
White	2.3
Two or More Races	0.6
Socioeconomically Disadvantaged	93.7
English Learners	54.5
Students with Disabilities	4.4

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	24	25	26	26
Without Full Credential	1	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2012-13	2013-14	2014-15
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 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)**

Year and month in which data were collected:

Core Curriculum Area	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 (K-6) Macmillan/McGraw-Hill, Tesoros de lectura (K-6) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%
Health	Glencoe/McGraw-Hill: Teen Health Course		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 in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	Switches not working/ broken plug plates (work orders submitted)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Broken piece on play structure/paint on playground faded.

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
		[ ]	[ ]	[X]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	19	35	20	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	20
Male	26
Female	14
Black or African American	25
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	18
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	27	29	28	41	43	42	54	56	55
Mathematics	39	34	31	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	1	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	64	-12	-6
Black or African American	68	14	-18
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	54	-19	-4
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	70	-11	-6
English Learners	61	-13	-2
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### 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 English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.9	24.7	15.3

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 (Most Recent Year)

- 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.
- Playdates: These are Saturday activities designed to build community amongst staff, students and parents. We are also promoting health and fitness by providing games and healthy eating.
- ESL English Classes for parents

## 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	4.9	4.7	4.7	10.8	10.2	6.6	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

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 meets monthly to review procedures and resolve problems. Parents are informed of drills through the monthly calendar.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
<b>Made AYP Overall</b>		
<b>Met Participation Rate: English-Language Arts</b>		
<b>Met Participation Rate: Mathematics</b>		
<b>Met Percent Proficient: English-Language Arts</b>		
<b>Met Percent Proficient: Mathematics</b>		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2003-2004	2004-2005
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	---	23
<b>Percent of Schools Currently in Program Improvement</b>	---	82.1

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	24	0	4	0	26		5		24	1	5	
1	20	5	0	0	22	1	4		21	1	4	
2	20	4	0	0	28		3		21	1	4	
3	24.5	1	3	0	22	1	3		28		3	
4	31.7	0	2	1	25	1	3		30		3	
5	31.3	0	3	0	28		3		31		3	
6	33	0	1	1	30		3		27		3	
Other												

Note: 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 2013-14)

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

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,403.08	\$3,047.69	\$4,355.39	\$54,424.95
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-21.5	-1.2
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-21.3	-21.9

Note: Cells with "----" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

Services and recreational programs offered at Bayview:

- ESEA-Title I
- Economic Impact Aid
- 21st Century CCLC
- Special Ed
- Gifted and Talented Ed
- Parent Center
- City of San Pablo After School

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$36,777	\$41,761
<b>Mid-Range Teacher Salary</b>	\$56,678	\$66,895
<b>Highest Teacher Salary</b>	\$75,980	\$86,565
<b>Average Principal Salary (Elementary)</b>	\$87,412	\$108,011
<b>Average Principal Salary (Middle)</b>	\$92,657	\$113,058
<b>Average Principal Salary (High)</b>	\$103,480	\$123,217
<b>Superintendent Salary</b>	\$227,250	\$227,183
<b>Percent of Budget for Teacher Salaries</b>	31	38
<b>Percent of Budget for Administrative Salaries</b>	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**

Bayview 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 determine by using data such as teacher surveys, math, ELD and Language Arts from district benchmarks.

Professional Development is delivered through various means. First, we have 2 site professional development; literacy coaches support staff with training to implement workshops, support grade-level collaboration and use of data to inform instruction. The computer lab teacher has also provided important PD to support Common Core implementation. One of the coaches provides BTSA training sessions every Tuesday for the year to support a large group of new teachers. This training provides new teachers with individualized support from a mentor and coach. Furthermore, the principal evaluates and provides individual coaching for teachers being evaluated.

In addition, staff and active parents are encouraged to attend outside workshops in 1) Language Arts, 2) English Language Development, 3) Math and use of multiple methods for instruction, 4) use of data to inform instruction and lastly, 5) to facilitate collaborative discussions.

Lastly, teachers are supported by coaches and principal during implementation of academic initiatives through in class coaching, grade-level collaboration support, review of student achievement data after each benchmark administration.