Bayview Elementary School
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	Bayview Elementary School
Street	3001 16th Street
City, State, Zip	San Pablo, CA 94806-2353
Phone Number	(510) 231-1401
Principal	Melanie Spears
Email Address	melanie.spears@wccusd.net
Website	www.wccusd.net/bayview
County-District-School (CDS) Code	07617966004600

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

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

Mission

Bayview Elementary School's mission is to build a thriving community of high academic expectations, trust, and respect. Our students are working to show continuous improvement in academic performance; thanks to the combined efforts of parents, teachers, and staff.

Bayview Elementary School is a public school that serves students in Preschool through 6th grade. Bayview is located in the City of San Pablo a short distance from the San Pablo Bay. The school is identified as a school-wide Title I funded site with an enrollment around 529. School demographics are as follows: 62% Hispanic, 21% African American/Black, 12% Asian, 3% White, 1% Two or more races, 1% Hawaiian Native/Pacific Islander, and 1% American Indian/Alaskan Native <1%. The school focuses on educating the "whole child" by integrating academics, health and social services, youth and community development, and community engagement. The surrounding community and the City of San Pablo are very supportive of the school and its programs.

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

Grade Level	Number of Students
Kindergarten	104
Grade 1	70
Grade 2	69
Grade 3	66
Grade 4	76
Grade 5	64
Grade 6	63
Total Enrollment	512

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	20.5
Asian	10
Filipino	3.5
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	1
White	3.1
Two or More Races	3.1
Socioeconomically Disadvantaged	92.4
English Learners	46.3
Students with Disabilities	7
Homeless	2.1

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	24	19	24	1241
Without Full Credential	7	5	2	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

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: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c 2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and 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. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Hood not working in the parent room.
Interior: Interior Surfaces	Poor	In the MPR, replace the rubber base by the chair lift.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		In the MPR, refinish the stage.
		Replace the rubber base by room D-22.
		Install a "Computer Lab" sign at the door of the computer lab.
		Repair walls and paint to match by room D-25.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Replace the MPR diffusers.
		A cover is needed on the electric box in the MPR custodial room.
		Lights are out in room C-14
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Replace broken feminine disposal box in the girls' restroom in back by D-22, in the middle stall.
		Check the exterior drinking fountains by rooms D-22, and C-8. Water fountains are clogbged up by rooms M-1 and M-3
		Unlock the handicap stall door in the boys restroom by room C-17.
Safety: Fire Safety, Hazardous Materials	Fair	Clear the vent by the chair lift in the MPR.
		Remove items blocking the fire extinguisher in the computer lab.
		Repaint room numbers on exterior classrooms doors.
		Replace the fire extinguisher in the parent room.
		Replace the fire extinguisher in the office hallway by the Vice-Principal's office.
		Remove all storage items from the electric room.
		Clean and remove the gas cans and any other storage from the electric room.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Repair the loose door holder in room D-18. Paint the bike rack. Paint the exterior benches. Repair the glass on the bulletin board door at the exterior wall in front of the school. Kindergarten playground mats are in bad shape.
Overall Rating	Fair	

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)	14	10	36	36	50	50
Mathematics (grades 3-8 and 11)	10	7	24	25	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	275	263	95.64	4.36	9.89
Male	155	149	96.13	3.87	9.40
Female	120	114	95.00	5.00	10.53
Black or African American	58	58	100.00	0.00	5.17
American Indian or Alaska Native					
Asian	25	24	96.00	4.00	29.17
Filipino	--	--	--	--	--
Hispanic or Latino	169	159	94.08	5.92	6.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	253	246	97.23	2.77	9.76
English Learners	168	156	92.86	7.14	10.90
Students with Disabilities	27	27	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	275	271	98.55	1.45	7.38
Male	155	153	98.71	1.29	5.88
Female	120	118	98.33	1.67	9.32

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	58	58	100.00	0.00	5.17
American Indian or Alaska Native					
Asian	25	24	96.00	4.00	29.17
Filipino	--	--	--	--	--
Hispanic or Latino	169	166	98.22	1.78	4.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	253	251	99.21	0.79	6.77
English Learners	168	164	97.62	2.38	8.54
Students with Disabilities	27	27	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	16.4	13.1	4.9

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)

School Site Council (SSC): Bayview Elementary 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. In addition, we have developed an active AASAT (African American Site Advisory Team) to meet monthly.

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 weekly meetings to encourage parent and community collaboration/involvement.

Family Math Night: Math activities are given to students and families through evening math activities/workshops.

Family Literacy Night: This evening event provides parents with activities and techniques for teaching reading and writing at home.

ESL English Classes for parents

African American Parent Council

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	1.8	4.6	9.5	5.9	5.8	5.6	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)

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:
1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

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+
K	24		4		24		4		21	1	4	
1	23		3		24		3		23		3	
2	19	3	1		22	1	2		23		3	
3	24		4		19	4			22		3	
4	28		3		26		3		25		3	
5	26		3		26		3		27		2	
6	25		3		32		1	1	25		3	
Other**												

*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*	.0

*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

*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	$5,869.38	$784.24	$5,085.13	$61,844.65
District	N/A	N/A	$7,641.88	$70,833.00
Percent Difference - School Site and District	N/A	N/A	-40.2	-13.5
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-38.5	-28.5

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)

The following are programs/services available at the school that support and assist students:

- AMAZON.COM
- AQUARIUM OF THE BAY
- BAY AREA COMMUNITY R
- BREAKTHROUGH COACH
- BRIGHT MORNING CON
- CALIFORNIA ACADEMY O
- CHARTER BROS INC
- FIRST STUDENT INC
- GUITAR CENTER MGMT
- HEINEMANN COMPANY
- INTERSECTION ARTS
- LAKESHORE LEARNING
- LEARNING A-Z
- LEONARD'S CONSTRUCTI
- MICHAELS TRANSPORTAT
- OAKLAND MUSEUM OF CA
- OAKLAND ZOO
- PANERA BREAD CO
- PARKS EXPRESS
- ROSS RECREATION EQUI
- RUSHORDERTEES
- SAFEPLAY BY DESIGN I
- SAVE MART SUPERMARK
- SENECA CENTER
- SF GIANTS
- SOFSURFACES, INC
- SOUTHWEST SCHOOL & O
- WEST CONTRA COSTA PU
- WHO BUILT CREATIVE

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,360	$48,612
Mid-Range Teacher Salary	$72,730	$74,676
Highest Teacher Salary	$94,500	$99,791
Average Principal Salary (Elementary)	$106,868	$125,830
Average Principal Salary (Middle)	$116,689	$131,167
Average Principal Salary (High)	$129,673	$144,822
Superintendent Salary	$260,000	$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

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	7	7	11

Bayview Elementary School provides staff with training and professional development to differentiate instruction by implementing the workshop model and PBIS to ensure a strong climate that is safe and conducive to learning. Grade levels collaborate weekly by reviewing data and designing instructional strategies to support students in their academic growth. Professional Development opportunities are determined by using data such as teacher surveys, math, ELD, and English Language Arts assessment data. Bayview Elementary is focused primarily on professional development around the implementation of the workshop model, and specifically around the implementation of Teachers College Reading and Writing Project in all classrooms. This area of PD focus was determined based on student performance in class, as well as on standardized assessments, and staff members desire to provide the best educational opportunities for our students. Additional professional development is provided through regular collaboration between staff members, afternoon and weekend workshops and classes, district and non-district conferences, the Teacher Induction Program, additional mentoring opportunities, and coaching from the Principal and Assistant Principal. Lastly, teachers are supported by the Literacy Coach, Assistant Principal, and Principal during the implementation of academic initiatives.