

# Bayview Elementary

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.

# About This School

Contact Information (School Year 2017-18)

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*Last updated: 11/21/2017*

*Last updated: 1/19/2018*

*Last updated: 1/25/2016*

*Last updated: 1/25/2016*



Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18) \_\_\_\_\_

Year and month in which the data were collected: October 2017

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|--|----------------------------|--|
|         |  |                            |  |
|         |  |                            |  |
|         |  |                            |  |
|         |  |                            |  |
|         |  |                            |  |
|         |  |                            |  |
|         |  |                            |  |
|         |  |                            |  |
|         |  |                            |  |

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

*Last updated: 1/9/2018*



|   |  |
|---|--|
|   | <p>missing or damaged sprinkler heads).<br/>         Emergency alarms appear to be functional.<br/>         Emergency exit signs function as designed, exits are unobstructed.</p>   |
| <p>Structural: Structural Damage, Roofs</p> | <p>Good</p> <p>The following action/s was/will be taken to ensure:</p> <p>Severe cracks are not evident.<br/>         Ceilings &amp; floors are not sloping or sagging beyond their intended design.<br/>         Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure, &amp; supporting</p> |
|   |  |

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## Overall Facility Rate

Year and month of the most recent FIT report: July 2017

*Last updated: 1/23/2018*

## 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 learners [ELA] and students with significant cognitive disabilities) 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 F K R Riff st

*Last updated: 1/25/2016*





## CAASPP Test Results in Mathematics by Student Group

## Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 330              | 321           | 97.27%         | 12.15%                  |
| Male  | 168              | 162           | 96.43%         |                         |
| Female  | 162              | 159           | 98.15%         | 15.09%                  |
| Black or African American                     | 67               | 64            | 95.52%         |                         |
| American Indian or Alaska Native              |                  |               |                |                         |
| Asian   | 34               | 34            | 100.00%        | 52.94%                  |
| Filipino                                      | --               | --            | --             |                         |
| Hispanic or Latino                            | 195              | 191           | 97.95%         |                         |
| Native Hawaiian or Pacific Islander           | --               | --            | --             |                         |
| White   | 13               |               | 84.62%         |                         |
| Two or More Races                             | --               | --            | --             |                         |
| Socioeconomically Disadvantaged               | 320              | 311           | 97.19%         | 11.90%                  |
| English Learners                              | 198              | 195           | 98.48%         | 15.38%                  |
| Students with Disabilities                    | 22               | 22            | 100.00%        |                         |
| Students Receiving Migrant Education Services |                  |               |                |                         |
| Foster Youth                                  | --               | --            | --             | --                      |

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.

*Last updated: 1/25/2016*



# 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 area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

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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.

*Last updated: 1/25/2018*

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

- 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 monthly meetings to encourage parent and community collaboration/involvement.
- 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

### State Priority: Pupil Engagement

*Last updated: 1/19/2018*

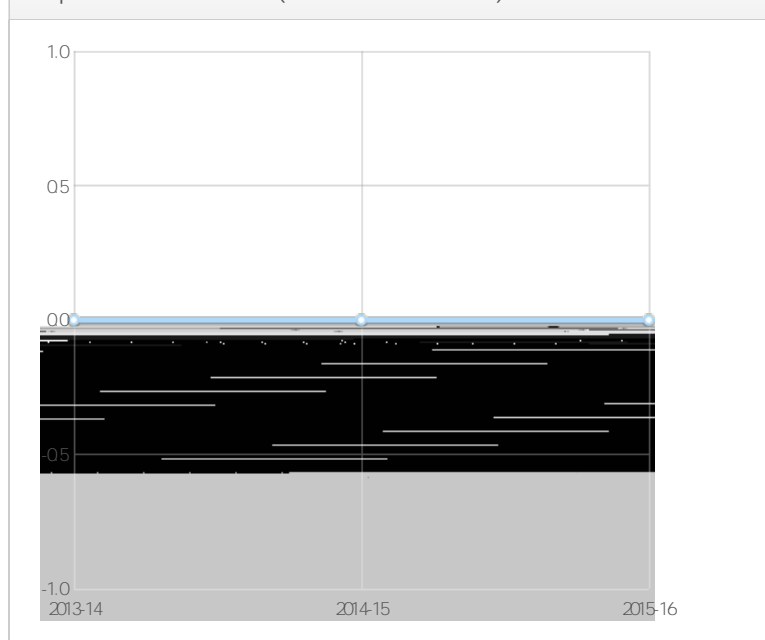
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate    | 0.0%    | 0.0%    | 0.0%    | 0.0%     | 0.0%    | 0.0%    | 11.5%   | 10.7%   | 9.7%    |
| Graduation Rate | 0.0%    | 0.0%    | 0.0%    | 77.7%    | 84.7%   | 83.1%   | 81.0%   | 82.3%   | 83.8%   |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



# State Priority: School Climate

Last updated: 1/25/2018

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  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 7.4%    | 7.2%    | 1.8%    | 6.2%     | 6.3%    | 5.9%    | 3.8%    | 3.7%    | 3.7%    |
| Expulsions  | 0.0%    | 0.0%    | 0.0%    | 0.0%     | 0.0%    | 0.0%    | 0.1%    | 0.1%    | 0.1%    |

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Last updated: 1/25/2018

## School Safety Plan (School Year 2017-18)

Last updated: 1/3/2018

## 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 2017-18)

| 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       | 60.6%     |

*Last updated: 1/25/2018*

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

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

*Last updated: 1/25/2018*

### Academic Counselors and Other Support Staff (School Year 2016-17)

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.

*Last updated: 1/25/2018*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

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

*Last updated: 1/25/2018*



*Last updated: 1/25/2018*

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

*Last updated: 1/25/2018*

