

Bayview Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Theresa Williams
Email Address	TWilliams@wccusd.net
School Website	www.wccusd.net/bayview
Grade Span	K-6
County-District-School (CDS) Code	07617966004600

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

Bayview Elementary School is a public school that serves students in Preschool through 6th grade. It is located in the City of San Pablo a short distance from San Pablo Bay. The school is identified as a school-wide Title I-funded site with an enrollment of around 321. School demographics are as follows: 56.05% Hispanic, 23% African American/Black, 3% Asian, 3% White, 4% Two or more races, 1% Hawaiian Native/Pacific Islander, and <1% American Indian/Alaskan Native. The school focuses on educating the "whole child" by integrating academics, social-emotional, 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	40
Grade 2	27
Grade 3	37
Grade 4	60
Grade 5	43
Grade 6	50
Total Enrollment	332

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
Asian	7.5
Black or African American	22
Filipino	3.3
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.9
White	3.6
English Learners	40.7
Foster Youth	0.6
Homeless	1.5
Socioeconomically Disadvantaged	89.8
Students with Disabilities	16.3

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.10	80.17	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.96	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.96	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	9.92	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	20.10	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	89.58	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	10.42	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	91.20	5.99	15831.90	5.67
Total Teaching Positions	19.10	100.00	1522.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.40	63.45	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	12.20	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	24.41	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	94.30	6.58	14303.80	5.15
Total Teaching Positions	16.30	100.00	1433.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	1.00	2.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	2.00	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00	4
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	2.00	0.00	4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	11.4	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.10	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	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	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

8/16/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: BOYS REST ROOM (NEAR 22): 3. FLOOR DRAIN GUARD IS BROKEN. 7. LIGHT SWITCH IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING. WINDOW ON DOOR IN HALLWAY IS CRACKED. BOYS REST ROOM (NEAR C7): 2. DIRTY VENT. 4. TWO STALL DOORS ARE UNABLE TO BE SECURED. 5. PAPER WADS ON CEILING. FLOOR IS DIRTY. 15. DOOR CLOSER COVER IS MISSING. GIRLS REST ROOM (NEAR C13): 2. DIRTY VENT. (MENSTRUAL NOTICE NOT POSTED) GIRLS REST ROOM (NEAR C7): 2. DIRTY VENT. 7. LIGHT DIFFUSER IS MISSING. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM: 2. DIRTY VENT. 7. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR HANDLE COVER PLATE IS MISSING. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM (KITCHEN): 2. VENT IS DIRTY. EXHAUST FAN DOES NOT WORK. 5. COVES ARE DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR DOESN'T CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED)
Interior: Interior Surfaces			X	A1: 4. WALLS ARE MARRED. FLOOR TILES ARE SEPERATING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. A3: 4. WALLS ARE MARRED. FLOOR TILES ARE SEPERATING (HALLWAY). 5. FLOORING IS DIRTY/STAINED A4: 4. WALLS ARE MARRED. 5. COVES ARE DIRTY. A5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKRN. WALLS ARE MARRED AND IN HALLWAY. BOYS REST ROOM (NEAR C7): 2. DIRTY VENT. 4. TWO STALL DOORS ARE UNABLE TO BE SECURED. 5. PAPER WADS ON CEILING. FLOOR IS DIRTY. 15. DOOR CLOSER COVER IS MISSING. C11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. C14: 4. WALL IS MARRED. C15: 4. METAL TRIM IS BENT. C16: 4. WALL IS MARRED. C5: 4. HOLE IN THE WALL. C7: 4. CABINET DOOR HANDLES ARE MISSING. 11. PAINT IS PEELING ON CABINET DOORS.

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			<p>C9: 4. RUBBER MOLDING IS MISDING. 5. COVES ARE DIRTY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. CRACK IN WALL.</p> <p>D21: 4. CABINET HANDLES ARE LOOSE. WALL PAPER IS TORN. 5. FLOOR IS DIRTY/STAINED. 7. OUTLET WALL PLATE IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>D22: 4. CABINET HANDLES ARE LOOSE/MISSING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. PAINT IS PEELING ON CABINET DOORS. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>D23: 4. CABINET DOOR HANDLES ARE LOOSE AND MISSING. METAL TRIM IS BENT AND RUSTED. WALL IS MARRED. 7. OUTLET WALL PLATED ARE CRACKED AND MISSING</p> <p>D24: 4. CABINET DOOR HANDLES ARE MISSING. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>KITCHEN: 4. WALLS ARE MARRED. 5. COVES ARE DIRTY. CONDUIT IS DIRTY. 7. LIGHT SWITCH COVER PLATE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>M1: 4. FORMICA TRIM IS MISSING/CHIPPING ON CABINET. 8. TOILET ANCHOR BOLT IS MISSING AND TOILET IS LOOSE. STALL DOOR LOCK IS BROKEN.</p> <p>M2: 4. FORMICA TRIM IS MISSING/CHIPPING ON CABINET. 9. SINK DRAIN IS LEAKING.</p> <p>M3: 4. CEILING TILE HAS WATER STAIN (OFFICE). 8. TOILET ANCHOR BOLT IS MISSING. STALL DOOR LOCK IS BROKEN. STALL DOOR HANDLE IS MISDING.</p> <p>M4: 4. FLOOR TILES ARE DAMAGED. 8. TOILET ANCHOR BOLT IS MISSING AND TOILET IS LOOSE. 15. DOOR CLOSER COVERS ARE MISSING AND DOOR WINDOW IS CRACKED (HALLWAY).</p> <p>MPR: 4. HOLE IN WALL/ COVER PLATE MISSING. WALLS ARE MARRED. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. FLOOR OUTLET COVER IS BROKEN. 10. EMERGENCY EXIT SIGN IS BROKEN.</p> <p>PTA STORAGE: 4. CEILING IS STAINED (LOOKS LIKE WATER DAMAGE). 11. PAINT IS PEELING (LOOKS LIKE WATER DAMAGE).</p> <p>STAGE: 4. TRIM IS MISSING ON STAIRS. 15. DOOR CLOSER COVER IS MISSING.</p> <p>UNISEX RESTROOM: 4. RUBBER MOULDING IS MISSING. 7. FLOOR OUTLET COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>A3: 4. WALLS ARE MARRED. FLOOR TILES ARE SEPERATING (HALLWAY). 5. FLOORING IS DIRTY/STAINED</p> <p>A4: 4. WALLS ARE MARRED. 5. COVES ARE DIRTY.</p> <p>BOYS REST ROOM (NEAR C17): 5. ROOM IS UNKEPT.</p>

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			<p>BOYS REST ROOM (NEAR C7): 2. DIRTY VENT. 4. TWO STALL DOORS ARE UNABLE TO BE SECURED. 5. PAPER WADS ON CEILING. FLOOR IS DIRTY. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN WALL CAUSING SURFACE TO PEEL/SEPARATE.</p> <p>C9: 4. RUBBER MOLDING IS MISDING. 5. COVES ARE DIRTY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. CRACK IN WALL.</p> <p>D21: 4. CABINET HANDLES ARE LOOSE. WALL PAPER IS TORN. 5. FLOOR IS DIRTY/STAINED. 7. OUTLET WALL PLATE IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>GIRLS REST ROOM (NEAR C17): 5. ROOM IS UNKEPT. 7. LIGHT DIFFUSER IS MISSING.</p> <p>KITCHEN: 4. WALLS ARE MARRED. 5. COVES ARE DIRTY. CONDUIT IS DIRTY. 7. LIGHT SWITCH COVER PLATE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID.</p> <p>UNISEX RESTROOM (KITCHEN): 2. VENT IS DIRTY. EXHAUST FAN DOES NOT WORK. 5. COVES ARE DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR DOESN'T CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WORKSPACE: 5. ROOM IS CLUTTERED.</p>
<p>Electrical</p>		<p>X</p>	<p>ADMIN: 7. TWO CAN LIGHTS ARE OUT.</p> <p>BOYS REST ROOM (NEAR 22): 3. FLOOR DRAIN GUARD IS BROKEN. 7. LIGHT SWITCH IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING. WINDOW ON DOOR IN HALLWAY IS CRACKED.</p> <p>BOYS REST ROOM (NEAR C13): 7. LIGHT DIFFUSER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>D21: 4. CABINET HANDLES ARE LOOSE. WALL PAPER IS TORN. 5. FLOOR IS DIRTY/STAINED. 7. OUTLET WALL PLATE IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>D23: 4. CABINET DOOR HANDLES ARE LOOSE AND MISSING. METAL TRIM IS BENT AND RUSTED. WALL IS MARRED. 7. OUTLET WALL PLATED ARE CRACKED AND MISSING</p> <p>GIRLS REST ROOM (NEAR C17): 5. ROOM IS UNKEPT. 7. LIGHT DIFFUSER IS MISSING.</p> <p>GIRLS REST ROOM (NEAR C7): 2. DIRTY VENT. 7. LIGHT DIFFUSER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>KITCHEN: 4. WALLS ARE MARRED. 5. COVES ARE DIRTY. CONDUIT IS DIRTY. 7. LIGHT SWITCH COVER PLATE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>LIBRARY: 7. FLOOR OUTLET COVER IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. SECTION OF PANIC BAR IS MISSING (HALLWAY).</p>

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			<p>MPR: 4. HOLE IN WALL/ COVER PLATE MISSING. WALLS ARE MARRED. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. FLOOR OUTLET COVER IS BROKEN. 10. EMERGENCY EXIT SIGN IS BROKEN.</p> <p>PARENTS ROOM: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.</p> <p>PARKING LOTS: 7. SOLAR PANEL ELECTRICAL BOX COVER IS MISSING.</p> <p>STAFF WORK ROOM: 7. OUTLET COVER IS BROKEN.</p> <p>TEACHERS LOUNGE: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>UNISEX REST ROOM: 2. DIRTY VENT. 7. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR HANDLE COVER PLATE IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX RESTROOM: 4. RUBBER MOULDING IS MISSING. 7. FLOOR OUTLET COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>D22: 4. CABINET HANDLES ARE LOOSE/MISSING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. PAINT IS PEELING ON CABINET DOORS. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>M1: 4. FORMICA TRIM IS MISSING/CHIPPING ON CABINET. 8. TOILET ANCHOR BOLT IS MISSING AND TOILET IS LOOSE. STALL DOOR LOCK IS BROKEN.</p> <p>M2: 4. FORMICA TRIM IS MISSING/CHIPPING ON CABINET. 9. SINK DRAIN IS LEAKING.</p> <p>M3: 4. CEILING TILE HAS WATER STAIN (OFFICE). 8. TOILET ANCHOR BOLT IS MISSING. STALL DOOR LOCK IS BROKEN. STALL DOOR HANDLE IS MISDING.</p> <p>M4: 4. FLOOR TILES ARE DAMAGED. 8. TOILET ANCHOR BOLT IS MISSING AND TOILET IS LOOSE. 15. DOOR CLOSER COVERS ARE MISSING AND DOOR WINDOW IS CRACKED (HALLWAY).</p> <p>NURSE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. PLUG IN AIR FRESHENER IN RR. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR C8): 8. TOILET SEAT IS LOOSE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM: 2. DIRTY VENT. 7. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR HANDLE COVER PLATE IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p>

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			<p>UNISEX RESTROOM (KITCHEN): 2. VENT IS DIRTY. EXHAUST FAN DOES NOT WORK. 5. COVES ARE DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR DOESN'T CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX RESTROOM: 4. RUBBER MOULDING IS MISSING. 7. FLOOR OUTLET COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>A1: 4. WALLS ARE MARRED. FLOOR TILES ARE SEPARATING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>C7: 4. CABINET DOOR HANDLES ARE MISSING. 11. PAINT IS PEELING ON CABINET DOORS.</p> <p>C8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>12. CRACK IN WALL CAUSING SURFACE TO PEEL/SEPARATE.</p> <p>C9: 4. RUBBER MOLDING IS MISSING. 5. COVES ARE DIRTY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. CRACK IN WALL.</p> <p>COMMUNITY KITCHEN: 10. ROOM ID IS BLOCKED BY CABINET. 11. PAINT IS PEELING ON CEILING.</p> <p>CONFERENCE: 10. NO ROOM ID.</p> <p>CUSTODIAL: 10. NO ROOM ID.</p> <p>D22: 4. CABINET HANDLES ARE LOOSE/MISSING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. PAINT IS PEELING ON CABINET DOORS. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>HOT WATER HEATER CLOSET: 10. NO ROOM ID.</p> <p>KITCHEN: 4. WALLS ARE MARRED. 5. COVES ARE DIRTY. CONDUIT IS DIRTY. 7. LIGHT SWITCH COVER PLATE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>MPR: 4. HOLE IN WALL/ COVER PLATE MISSING. WALLS ARE MARRED. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. FLOOR OUTLET COVER IS BROKEN. 10. EMERGENCY EXIT SIGN IS BROKEN.</p> <p>NURSE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. PLUG IN AIR FRESHENER IN RR. (MENSTRUAL NOTICE NOT POSTED)</p> <p>PRINCIPAL: 10. PLUG IN AIR FRESHENER.</p> <p>PTA STORAGE: 4. CEILING IS STAINED (LOOKS LIKE WATER DAMAGE). 11. PAINT IS PEELING (LOOKS LIKE WATER DAMAGE).</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID.</p> <p>TEACHERS LOUNGE: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>C8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.</p>

School Facility Conditions and Planned Improvements

			<p>12. CRACK IN WALL CAUSING SURFACE TO PEEL/SEPARATE. C9: 4. RUBBER MOLDING IS MISDING. 5. COVES ARE DIRTY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. CRACK IN WALL.</p>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>		<p>X</p>	<p>A6: 15. WINDOW IS BROKEN ON DOOR (HALLWAY). DOOR CLOSER COVER IS MISSING. DOOR CLOSER COVERS ARE MISSING (HALLWAY). (WILLIAMS NOTICE NOT POSTED) BOYS REST ROOM (NEAR 22): 3. FLOOR DRAIN GUARD IS BROKEN. 7. LIGHT SWITCH IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING. WINDOW ON DOOR IN HALLWAY IS CRACKED. BOYS REST ROOM (NEAR C13): 7. LIGHT DIFFUSER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED) BOYS REST ROOM (NEAR C7): 2. DIRTY VENT. 4. TWO STALL DOORS ARE UNABLE TO BE SECURED. 5. PAPER WADS ON CEILING. FLOOR IS DIRTY. 15. DOOR CLOSER COVER IS MISSING. C10: 15. DOOR CLOSER COVER IS MISSING. C12: 15. DOOR CLOSER COVER IS MISSING. C6: 15. DOOR CLOSER COVER IS MISSING. COMPUTER LAB: 15. DOOR CLOSER COVER IS MISSING. D19: 15. DOOR CLOSER COVER IS MISSING. D21: 4. CABINET HANDLES ARE LOOSE. WALL PAPER IS TORN. 5. FLOOR IS DIRTY/STAINED. 7. OUTLET WALL PLATE IS MISSING. 15. DOOR CLOSER COVER IS MISSING. D24: 4. CABINET DOOR HANDLES ARE MISSING. 15. DOOR CLOSER COVERS ARE MISSING. D25: 15. DOOR CLOSER COVER IS MISSING. GIRLS REST ROOM (NEAR 21): 15. DOOR CLOSER COVERS ARE MISSING (ALSO IN HALLWAY). (MENSTRUAL NOTICE NOT POSTED) LIBRARY: 7. FLOOR OUTLET COVER IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. SECTION OF PANIC BAR IS MISSING (HALLWAY). M4: 4. FLOOR TILES ARE DAMAGED. 8. TOILET ANCHOR BOLT IS MISSING AND TOILET IS LOOSE. 15. DOOR CLOSER COVERS ARE MISSING AND DOOR WINDOW IS CRACKED (HALLWAY). PLAY COURTS: 14. CRACKS ARE CREATING TRIP HAZARDS PLAYGROUNDS: 14. TILES ARE SEPERATING, LIFTING, AND MISSING CREATING TRIP HAZARDS. STAGE: 4. TRIM IS MISSING ON STAIRS. 15. DOOR CLOSER COVER IS MISSING. UNISEX REST ROOM: 2. DIRTY VENT. 7. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR HANDLE COVER PLATE IS MISSING. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM (KITCHEN): 2. VENT IS DIRTY. EXHAUST FAN DOES NOT WORK. 5.</p>

School Facility Conditions and Planned Improvements

COVES ARE DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR DOESN'T CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED)

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	13	17	32	33	46	47
Mathematics (grades 3-8 and 11)	12	14	22	23	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	183	93.85	6.15	16.57
Female	88	83	94.32	5.68	15.85
Male	107	100	93.46	6.54	17.17
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	61.54
Black or African American	41	40	97.56	2.44	12.82
Filipino	--	--	--	--	--
Hispanic or Latino	120	110	91.67	8.33	6.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	84	75	89.29	10.71	6.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	181	172	95.03	4.97	15.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	184	94.36	5.64	14.21
Female	88	82	93.18	6.82	10.98
Male	107	102	95.33	4.67	16.83
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	46.15
Black or African American	41	38	92.68	7.32	10.53
Filipino	--	--	--	--	--
Hispanic or Latino	119	111	93.28	6.72	3.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	83	78	93.98	6.02	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	181	171	94.48	5.52	14.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.00	6.67	20.56	20.89	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	45	100.00	0.00	6.67
Female	21	21	100.00	0.00	9.52
Male	24	24	100.00	0.00	4.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	6.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	4.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.00	0.00	7.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.6	95.6	95.6	95.6	95.6

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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 are in the process of developing our 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 held once a month to encourage parent and community collaboration/involvement.

Family Math Night: Math activities are given to students and families throughout the evening to help parents understand the different math lesson and standards that teachers are teaching to students. Parents are encouraged to work with students on different math lessons

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

We are looking forward to our first Science family night for parents this spring!

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	395	361	159	44.0
Female	186	170	81	47.6
Male	209	191	78	40.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	26	6	23.1
Black or African American	86	78	39	50.0
Filipino	13	12	2	16.7
Hispanic or Latino	236	217	98	45.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	14	6	42.9
White	13	12	6	50.0
English Learners	170	159	68	42.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	354	327	144	44.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	66	33	50.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.88	6.65	3.04	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.04	0.00
Female	1.61	0.00
Male	4.31	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.81	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	7.69	0.00
English Learners	2.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.09	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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.

2024-25 School Safety Plan

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 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 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6		
1	23		4	
2	19	4	2	
3	20	2	4	
4	29		4	
5	23		4	
6	24		3	
Other	8	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		6	
1	17	2		
3	22		4	
4	25		4	
6	30		2	
Other	20	6	6	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3		
2	38			1
3	20	1		
4	29		2	
5	26		1	
6	30		1	
Other	24		5	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7762.74	2614.71	5148.03	79276.10
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	-10.3	-6.2
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-70.6	-17.7

Fiscal Year 2023-24 Types of Services Funded

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

18 REASONS
 AIM HIGH FOR HIGH SCHOOL
 AMAZON
 BAY AREA COMMUNITY RESOURCES
 BEARCOM COMMUNICATIONS INC.
 BLACK TIE TRANSPORTATION WORLDWIDE
 BLICK ART MATERIALS LLC
 CDW GOVERNMENT
 CHENG POU SAECHAO
 D HARRIS TOURS INC
 FOLLETT CONTENT SOLUTIONS LLC
 FOOD MAXX
 GREAT MINDS PBC

Fiscal Year 2023-24 Types of Services Funded

KBA DOCUMENT SOLUTIONS, LLC
 MALACHIED, INC.
 MOBYMAX
 PANERA BREAD COMPANY
 PROJECT LEAD THE WAY INC
 RENAISSANCE LEARNING INC
 SCHOOL MATE
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SUPER ACHIEVEMENT INC
 THERESA WILLIAMS
 TUTORWORKS INC
 VISION TO LEARN
 WEST CONTRA COSTA PUBLIC EDUCATION
 WORLD STORY EXCHANGE
 WRITEREADER APS

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

Professional Development

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 Eureka M sq. in all classrooms. This area of PD focus was determined based on student performance in class, as well as on standardized assessments. Additional professional development is provided through regular collaboration between staff members, afternoon , district and non-district conferences, the Teacher Induction Program, additional mentoring opportunities, and coaching from the Principal.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	11	32	30