

Bayview Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 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	https://bayview.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004600

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Bayview Elementary School is a public school that serves students in Preschool through 6th grade. It's 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 of around 32. 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	84
Grade 1	48
Grade 2	37
Grade 3	30
Grade 4	37
Grade 5	52
Grade 6	47
Total Enrollment	335

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Asian	7.2
Black or African American	20.9
Filipino	2.7
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	0.9
Two or More Races	5.7
White	3.6
English Learners	37.6
Homeless	1.5
Socioeconomically Disadvantaged	96.4
Students with Disabilities	18.2

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.

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)	17.1	89.58	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	10.42	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	0	0	91.2	5.99	15831.9	5.67
Total Teaching Positions	19.1	100	1522.8	100	279044.8	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.

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)	10.4	63.45	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	12.2	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4	24.41	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0	0	94.3	6.58	14303.8	5.15
Total Teaching Positions	16.3	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	5.4	37.5	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0	0	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	34.72	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4	27.78	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	14.4	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	4
Misassignments	2.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	2	5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	4	4
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	4	4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.4	6.6	33.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	23.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Great Minds, Eureka Math Squared, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	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	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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 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 Conditions and Planned Improvements

Year and month of the most recent FIT report

7/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	A1: 4. FLOOR TILES ARE SEPERATING. A3: 4. FLOOR TILES ARE SEPERATING (HALLWAY). A4: 4. WALLS ARE MARRED. 12. CRACK IN INTERIOR WALL. ADMIN: 4. FORMICA IS CHIPPING ON COUNTER. 7. TWO CAN LIGHTS ARE OUT. C11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CABINET HANDLE IS MISSING. C12: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. C16: 4. CABINET HANDLES ARE LOOSE. CABINET HANDLES ARE MISSING. C17: 4. CABINET HANDLES ARE MISSING. (WILLIAMS NOTICES ARE NOT POSTED) C5: 4. HOLE IN THE WALL. C7: 4. CABINET DOOR HANDLES ARE MISSING. 11. PAINT IS PEELING ON CABINET DOORS. C9: 4. FLOOR TILES ARE DAMAGED. 11. PAINT IS PEELING ON DOOR. 12. CRACK IN INTERIOR WALL. COMPUTER LAB: 4. FORMICA IS CHIPPING ON COUNTERTOP. D18: 4. CABINET HANDLE IS MISSING. D21: 4. CABINET HANDLES ARE MISSING. RUBBER MOULDING IS CHIPPING. D22: 4. CABINET HANDLES ARE LOOSE/MISSING. 11. PAINT IS PEELING ON CABINET DOORS. D23: 4. CABINET DOOR HANDLES ARE LOOSE AND MISSING. METAL TRIM IS BENT AND RUSTED. WALL IS MARRED. FLOOR TILES ARE BROKEN. D24: 4. CABINET DOOR HANDLES ARE MISSING. 15. DOOR CLOSER COVERS ARE MISSING. D25: 4. CABINET HANDLES ARE MISSING. KITCHEN: 4. FLOOR TILES ARE BROKEN. 5. COVE BASE ARE DIRTY. CONDUIT IS DIRTY. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON DOORFRAME. M1: 4. FORMICA TRIM IS MISSING/CHIPPING ON CABINET. 8. STALL DOOR LOCK IS BROKEN. M2: 4. FORMICA TRIM IS MISSING/CHIPPING ON CABINET. M4: 4. FLOOR TILES ARE DAMAGED. FORMICA TRIM IS CHIPPING ON COUNTERTOP. MPR: 4. HOLE IN WALL/ COVER PLATE MISSING. WALLS ARE MARRED. RUBBER MOULDING IS MISSING. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. FLOOR OUTLET COVER IS BROKEN. PRINCIPAL: 4. CEILING TILE IS BROKEN. SERVER MDF: 4. CEILING TILE IS BROKEN.

School Facility Conditions and Planned Improvements

				SPEECH THERAPY: 4. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON CEILING. STAGE: 4. CEILING TILES ARE LOOSE. 7. FLOOR OUTLET COVER IS MISSING. GROUND PRONG IS BROKEN OFF IN OUTLET. 15. DOOR CLOSER COVER IS MISSING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			BOYS REST ROOM (NEAR C17): 5. ROOM IS UNKEPT. C8: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN WALL CAUSING SURFACE TO PEEL/SEPARATE. GIRLS REST ROOM (NEAR C17): 5. ROOM IS UNKEPT. JANITORS CLOSET: 5. ROOM IS UNKEPT. KITCHEN: 4. FLOOR TILES ARE BROKEN. 5. COVE BASE ARE DIRTY. CONDUIT IS DIRTY. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON DOORFRAME.
Electrical	X			ADMIN: 4. FORMICA IS CHIPPING ON COUNTER. 7. TWO CAN LIGHTS ARE OUT. BOYS REST ROOM (NEAR C22): 7. LIGHT DIFFUSER IS BROKEN. BOYS REST ROOM (NEAR C13): 7. LIGHT DIFFUSER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED) GIRLS REST ROOM (NEAR C13): 7. ONE LIGHT PANEL IS OUT. 15. WINDOW IS BROKEN. (MENSTRUAL NOTICE NOT POSTED) JANITOR CLOSET: 7. LIGHT DIFFUSER IS MISSING. KITCHEN: 4. FLOOR TILES ARE BROKEN. 5. COVE BASE ARE DIRTY. CONDUIT IS DIRTY. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON DOORFRAME. MPR: 4. HOLE IN WALL/ COVER PLATE MISSING. WALLS ARE MARRED. RUBBER MOULDING IS MISSING. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. FLOOR OUTLET COVER IS BROKEN. STAGE: 4. CEILING TILES ARE LOOSE. 7. FLOOR OUTLET COVER IS MISSING. GROUND PRONG IS BROKEN OFF IN OUTLET. 15. DOOR CLOSER COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		M1: 4. FORMICA TRIM IS MISSING/CHIPPING ON CABINET. 8. STALL DOOR LOCK IS BROKEN. M3: 8. STALL DOOR LOCK IS BROKEN. STALL DOOR HANDLE IS MISSING. NURSE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

				UNISEX REST ROOM (NEAR C8): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT ADEQUATE) UNISEX RESTROOM (KITCHEN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR DOESN'T CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Safety: Fire Safety, Hazardous Materials	X			C7: 4. CABINET DOOR HANDLES ARE MISSING. 11. PAINT IS PEELING ON CABINET DOORS. C8: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN WALL CAUSING SURFACE TO PEEL/SEPARATE. C9: 4. FLOOR TILES ARE DAMAGED. 11. PAINT IS PEELING ON DOOR. 12. CRACK IN INTERIOR WALL. COMMUNITY KITCHEN: 11. PAINT IS PEELING ON CEILING. D22: 4. CABINET HANDLES ARE LOOSE/MISSING. 11. PAINT IS PEELING ON CABINET DOORS. KITCHEN: 4. FLOOR TILES ARE BROKEN. 5. COVE BASE ARE DIRTY. CONDUIT IS DIRTY. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON DOORFRAME. SPEECH THERAPY: 4. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON CEILING.
Structural: Structural Damage, Roofs	X			A4: 4. WALLS ARE MARRED. 12. CRACK IN INTERIOR WALL. C8: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN WALL CAUSING SURFACE TO PEEL/SEPARATE. C9: 4. FLOOR TILES ARE DAMAGED. 11. PAINT IS PEELING ON DOOR. 12. CRACK IN INTERIOR WALL.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BOYS REST ROOM (NEAR C13): 7. LIGHT DIFFUSER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED) D24: 4. CABINET DOOR HANDLES ARE MISSING. 15. DOOR CLOSER COVERS ARE MISSING. GIRLS REST ROOM (NEAR 21): 15. DOOR IS DAMAGED AT BASE.

School Facility Conditions and Planned Improvements

				GIRLS REST ROOM (NEAR C13): 7. ONE LIGHT PANEL IS OUT. 15. WINDOW IS BROKEN. (MENSTRUAL NOTICE NOT POSTED) LIBRARY: 15. SECTION OF PANIC BAR IS MISSING (HALLWAY). PLAY COURTS: 14. CRACKS ARE CREATING TRIP HAZARDS PLAYGROUNDS: 14. TILES ARE SEPERATING, LIFTING, AND MISSING CREATING TRIP HAZARDS. STAGE: 4. CEILING TILES ARE LOOSE. 7. FLOOR OUTLET COVER IS MISSING. GROUND PRONG IS BROKEN OFF IN OUTLET. 15. DOOR CLOSER COVER IS MISSING. UNISEX RESTROOM (KITCHEN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR DOESN'T CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED)
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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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	17	14	33	34	47	48
Mathematics (grades 3-8 and 11)	14	11	23	26	35	37

2024-25 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	174	157	90.23	9.77	14.01
Female	89	83	93.26	6.74	16.87
Male	84	73	86.90	13.10	10.96
American Indian or Alaska Native	0	0	0	0	0
Asian	15	13	86.67	13.33	53.85
Black or African American	39	38	97.44	2.56	15.79
Filipino	--	--	--	--	--
Hispanic or Latino	95	82	86.32	13.68	3.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	16.67

White	--	--	--	--	--
English Learners	64	52	81.25	18.75	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	161	145	90.06	9.94	13.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	22	73.33	26.67	0.00

2024-25 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	174	159	91.38	8.62	10.76
Female	89	79	88.76	11.24	10.13
Male	84	79	94.05	5.95	11.54
American Indian or Alaska Native	0	0	0	0	0
Asian	15	13	86.67	13.33	30.77
Black or African American	39	36	92.31	7.69	5.56
Filipino	--	--	--	--	--
Hispanic or Latino	95	89	93.68	6.32	4.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	30.00
White	--	--	--	--	--
English Learners	64	56	87.50	12.50	1.79
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	161	149	92.55	7.45	10.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	6.67	20.75	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	53	96.36	3.64	20.75
Female	22	22	100.00	0.00	13.64
Male	32	30	93.75	6.25	26.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	29	28	96.55	3.45	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	19	95.00	5.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.23	3.77	21.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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	87.7	89.5	89.5	89.5	89.5

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.

2025-26 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!

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	395	381	183	48.0
Female	195	185	90	48.6
Male	199	195	92	47.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	25	5	20.0
Black or African American	84	81	41	50.6
Filipino	--	--	--	--
Hispanic or Latino	230	223	111	49.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	28	15	53.6
White	13	12	6	50.0
English Learners	156	154	71	46.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	374	364	177	48.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	76	45	59.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.65	3.04	4.05	4.81	4.82	4.31	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.05	0.00
Female	2.56	0.00
Male	5.53	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	8.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.33	0.00
White	0.00	0.00
English Learners	2.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.28	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.75	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.

2025-26 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.

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 2025. 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.

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	0	6	0
1	17	2	0	0
2	0	0	0	0
3	22	0	4	0
4	25	0	4	0
5	0	0	0	0
6	30	0	2	0
Other	20	6	6	0

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	0	0
1	0	0	0	0
2	19	1	0	0
3	20	1	0	0
4	29	0	2	0
5	26	0	1	0
6	30	0	1	0
Other	21	1	4	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	16	1	2	
1	14	1	2	
2	22		1	
3	22		1	
4	25		1	
5	27		1	
6	28		1	
Other	18	2	3	

2024-25 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

2024-25 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	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	7329.17	3107.50	4221.67	66436.16
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-10.3	-23.8
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-87.4	-35.0

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 AMAZON
 AMAZON (E-PROCUREMENT)
 BAY AREA COMMUNITY RESOURCES, INC
 BLACK TIE TRANSPORTATION WORLDWIDE
 CHABOT SPACE AND SCIENCE CENTER
 CITY OF SAN PABLO
 D & D SECURITY RESOURCES, INC.
 D HARRIS TOURS INC
 EARTH ISLAND INSTITUTE INC
 FOLLETT CONTENT SOLUTIONS LLC
 FOOD MAXX

Fiscal Year 2024-25 Types of Services Funded

GOPHER SPORT
 GREAT MINDS PBC
 JONES SCHOOL SUPPLY
 KRISTI YAMAGUCHI'S ALWAYS DREAM
 MOBYMAX
 OAKLAND ZOO
 PROJECT LEAD THE WAY INC
 SCHOOL MATE
 SCHOOL SPECIALTY LLC
 SUPER ACHIEVEMENT INC
 THE ACHIEVEMENT GROUP
 VENTRIS LEARNING LLC
 WEST CONTRA COSTA PUBLIC EDUCATION
 WRITEREADER APS

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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.

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	32	30	11
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