Bahia Vista Elementary School

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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Rafael City Schools
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District Governing Board

Greg Knell, President

Maika Llorens Gulati, Vice President

Linda Jackson, Board Member

Rachel Kertz, Board Member

Natu Tuatagaloa, Board Member

District Administration

Dr. Michael R. Watenpaugh
Superintendent

Dr. Mayra Perez
Deputy Superintendent

Bahia Vista Collective Vision
"Jewel of the Canal"
We value our students' bi-culturalism & diverse backgrounds, and are committed to closing the opportunity gap in our community.

Mission Statement
Bahia Vista School is committed to making children confident and creative builders of their future. Our focus is on the whole child. Students are encouraged to meet academic challenges with openness, enthusiasm, and a willingness to solve problems. We strive to cultivate a culture of caring and academic excellence, with respect for individual differences and community values.

Declaración de la Misión: La Escuela Bahía Vista está comprometida a crear niños seguros de sí mismo e inovadores arquitectos de su futuro. Nuestra atención se centra en el niño. Motivamos a los estudiantes a cumplir con los retos académicos con receptividad, entusiasmo y disposición para resolver problemas. Nos esforzamos por promover una filosofía de solidaridad y excelencia académica, con respeto por las diferencias individuales y los valores de la comunidad.

Bahia Vista School is a community-based elementary school in southeast San Rafael. It is a neighborhood school that serves predominately the Canal community east of Highway 101 and south of the San Rafael Canal, including Larkspur Landing and San Quentin. The faculty, staff, parents and community members of Bahia Vista work collaboratively to ensure that all students have the foundation to become successful lifelong achievers through developmentally appropriate learning practices.

Bahia Vista serves a large number of English language learners, most of whom have Spanish or Vietnamese as their primary language. The educational program at Bahia Vista is both rigorous and tailored, designed to help all students develop to their fullest potential. The school draws on the strengths of its staff, students, parents and community members, collaborating to maximize its human resources. Programs and services are aligned to provide reinforcement of concepts and skills, consistency, and continuity. The school values bi-culturalism, diverse backgrounds, and global perspectives. At the same time, it provides strong, intensive, leveled instruction that prepares students for the rigors of higher education. Additional enrichment and academic interventions are available both throughout the school day and after school. As a community-based school, Bahia Vista also provides on-site services that include early childhood education, adult education, tutoring, counseling, and family support services.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	94
Grade 1	92
Grade 2	95
Grade 3	95
Grade 4	93
Grade 5	92
Total Enrollment	561

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	1.8
Filipino	0.0
Hispanic or Latino	97.5
Native Hawaiian or Pacific Islander	0.4
White	0.2
Socioeconomically Disadvantaged	97.9
English Learners	91.8
Students with Disabilities	10.0
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Bahia Vista Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	29	27	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael City Schools	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Bahia Vista Elementary School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)
Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The Elementary School District Curriculum Advisory Council reviews curriculum recommendations and revisions materials utilized in the support of the instructional program. The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

This table shows some of the textbooks used with grade K-5 students. A comprehensive list of all textbooks is available at the district office.

Textbooks and Instructional Materials Year and month in which data were collected: 2018 - September	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Harcourt– California Journeys Hampton Brown- Into English Pearson- Language Central **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Wright Group/McGraw Hill- Everyday Mathematics **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Harcourt School Publishers-California Science **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman- History-Social Science Program for California **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)
At Bahia Vista School, the campus is orderly, and students feel safe at school. The school ensures that on-site supervision is provided for programs that take place before and after school. The principal, teachers, and other staff serve as yard duty supervisors. In addition, students are trained as conflict managers and junior coaches. We also take further measures to ensure student safety after school. These measures include the Learning Enrichment After School Program (LEAP), Kids' Club, and home visits by family mentors as needed.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a "visitor pass" to identify them for security personnel and all staff and students.

The physical quality of the school campus influences teaching and learning. All students and faculty have a reasonable amount of classroom and open space.

Bahia Vista Elementary School was established in 1966, and completely rebuilt in 2005-2006 with voter-approved school bond funds, state modernization funds, and other capital facilities funds. The new facility is comprised of a two-story building and includes 21 classrooms, a multipurpose facility with a commercial kitchen, a library, technology center, space for educational support programs, and a student services (administration) building. The campus also includes three new playground areas for kindergarten, primary, and upper-level students, as well as a soccer field and new parking areas. The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online maintenance order request process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online maintenance order request process is used to ensure efficient service and that emergency repairs are given the highest priority.

The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

San Rafael voters approved Measure A in November 2015 to fund capital facilities projects to improve our school facilities. Measure A provides $108 million to update the district's elementary and middle school facilities.

SRCS' bond program is providing much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment are being built and improved to reduce overcrowding in our schools and to better meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes. Site Design Teams and architects, led by the District's Capital Facilities Team, have contributed greatly to shape the plans for these improvements, and the construction work is ongoing throughout the district.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2018 August		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	1B18: stained ceiling tile W.O#12367 1C01: Broken floor tile W.O#12372 2C04: ceiling tile missing W.O#12371
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	GIRLS 1ST FLOOR RESTROOM: water presser low W.O#12368
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	11.0	14.0	43.0	43.0	48.0	50.0
Math	18.0	19.0	39.0	37.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	23.9	23.9	13.0

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	275	274	99.64	14.23
Male	140	140	100.00	12.14
Female	135	134	99.26	16.42
Asian	--	--	--	--
Hispanic or Latino	269	268	99.63	13.43
Socioeconomically Disadvantaged	270	269	99.63	14.13
English Learners	274	273	99.64	14.29
Students with Disabilities	30	30	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	275	272	98.91	19.12
Male	140	140	100	22.14
Female	135	132	97.78	15.91
Asian	--	--	--	--
Hispanic or Latino	269	266	98.88	17.67
Socioeconomically Disadvantaged	270	267	98.89	19.1
English Learners	274	271	98.91	19.19
Students with Disabilities	30	30	100	0

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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Contact Person Name: Sarah Gaidano, Bahia Vista Family Center Director
To Reach Contact Person: 415-485-2415

Parent involvement is a vital component of the educational program at Bahia Vista Elementary School. Parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including volunteering in the classroom, participating on the parent council, district and school English language advisory committees, parent-teacher associations, district and school site committees, fundraising campaigns, and helping with special events. Bahia Vista parents feel welcome and encouraged to lend their support through various day-to-day contacts with staff as well as through informational and community-building events including monthly "Charla Cafe" gatherings, our room parent program, our parent leadership team, family support team meetings, back-to-school night, family math nights, open house, an annual school festival, and other special events. Beginning in preschool and kindergarten, our parents are empowered to become full partners in the education of their children. Four of our site programs work toward this specific goal. These programs include our Pre-K Family Literacy program, the Bahia Vista Child Development Center, our State and Head Start preschool classes and services, and the Bahia Vista Family Center.

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.

School Safety Plan
Date Reviewed and Updated: October 15, 2018
Date Discussed with School Faculty: October 5, 2018

Bahia Vista Elementary School has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. All staff members have been trained in cardiopulmonary resuscitation (CPR) and first aid. Disaster drills are held once a semester throughout the year to prepare students in the event of such emergencies. In addition, the school participates in a county-wide disaster preparedness drill annually.

Key elements of the school safety plan include: procedures during emergencies, safety drills, emergency supplies, first aid, and updated phone numbers for city and emergency services.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.7		1.2
Expulsions Rate	0.0		0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.8	0.4	1.9
Expulsions Rate	0.0	0.0	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	24	24	24				4	4	4			
1	24	24	23				4	4	4			
2	23	24	24				4	4	4			
3	23	23	24				4	4	4			
4	27	23	26				3	4	3			
5	28	28	27				4	3	4			

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

Professional Development provided for Teachers

Elementary School District number of dedicated negotiated staff development days:

2016-2017 – 3

2017-2018 – 3

2018-2019 – 3

District professional development during the 2018-2019 school year will focus on focus on math district wide during differentiated professional development offerings and buy back days. Additionally, teachers at three schools will be participating in a robust year-long professional development on writing workshop including a Beginning Summer Writing Workshop Institute, lab sites and more. With coach support, teachers will continue using assessments to inform differentiated reading instruction through small groups and conferencing. Finally, all teachers are also able to choose from a wide range of differentiated professional development opportunities such as "Math Talks" and "Next Generation Science Standards: Key Instructional Shifts," among others. These topics were chosen based on teacher surveys, student learning data and district foci. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate. District wide, we are also in our fifth year of professional development for all PK-3 teachers in SEAL to support our English Learners. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate.

In 2017-18, training topics included: California Common Core Standards, Balanced Literacy and Guided Reading, Strategies and Curriculum Planning for ELD, Fountas and Pinnell Benchmark Assessments, EL Achieve Designated ELD (Grades 4 and 5), use of data for differentiated instruction, and instructional strategies to meet the needs of English language learners. These topics were selected based on CELDT scores, fluency scores, district benchmark data, and other student data.

Teachers and other key school staff members have opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent-teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,987	$48,064
Mid-Range Teacher Salary	$75,916	$75,417
Highest Teacher Salary	$97,291	$94,006
Average Principal Salary (ES)	$128,506	$119,037
Average Principal Salary (MS)	$154,350	$123,140
Average Principal Salary (HS)	$161,478	$135,974
Superintendent Salary	$256,050	$183,692
Percent of District Budget		
Teacher Salaries	36.0	36.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	7566	2513	5774	76901
District	♦	♦	5700	$73,392
State	♦	♦	$7,125	$76,046
Percent Difference: School Site/District			1.3	
Percent Difference: School Site/ State			-13.0	3.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Bahia Vista School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2017-2018 school year, these programs and services included the following:

- Supplementary educational programs (LEAP, after-school intervention, F&P Level Literacy Intervention)
- Intervention Specialists
- 1.0 FTE Newcomer Teacher
- Additional Instructional Assistants
- Supplies and materials
- Staff development (SEAL, Guided Reading, Lucy Calkins Writer's Workshop, Mathematical Practices, Social Emotional Learning)
- Parent education
- School day and after-school intervention programs
- School-based counseling
- Family Literacy Program
- Classes and parent education
- Pre-Kindergarten Family Literacy

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.