



Bahia Vista Elementary School

125 Bahia Vista Way • San Rafael, CA 94901 • 415-485-2415 • Grades

Cecilia Quintana Pérez, Principal

cperez@srcs.org

2016-17 School Accountability Report Card Published During the 2017-18 School Year



San Rafael City Schools

310 Nova Albion Way
San Rafael, CA 94903
415-492-3200
<http://www.srcs.org>

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' biculturalism & diverse backgrounds, and are committed to closing the opportunity gaps 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 innovadores 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 biculturalism, 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 remedial opportunities 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	95
Grade 1	96
Grade 2	95
Grade 3	91
Grade 4	92
Grade 5	84
Total Enrollment	553

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	1.8
Filipino	0
Hispanic or Latino	97.6
Native Hawaiian or Pacific Islander	0.4
White	0.2
Two or More Races	0
Socioeconomically Disadvantaged	98.9
English Learners	87.7
Students with Disabilities	8.3
Foster Youth	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	15-16	16-17	17-18
With Full Credential	27	29	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	194
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Bahia Vista Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other 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, composed of administrators, teachers, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other 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: 2017, August	
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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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.

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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.

Over the next several years, SRCS' bond program will provide 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 will reduce overcrowding in our schools and will 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, are making significant progress on the plans for these improvements, and work is taking shape throughout the district.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/17/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			COMPUTER LAB 2B08: ceiling's tile stained and one missing W.O#9805 GIRLS 2ND FLOOR RESTROOM: middle door lock not working W.O#9804
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			1B20: Light out W.O#9785 2B16: light out W.O#9785 2C05: light out W.O#9806
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS 2ND FLOOR RESTROOM: sink taking a long time to turn off W.O#9802 GIRLS 1ST FLOOR RESTROOM: sink taking a long time to turn off W.O#9134
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	18	11	45	43	48	48
Math	22	18	40	39	36	37

* 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	26	26	59	49	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25	14.3	9.5

* 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 2016-17 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	276	261	94.57	11.11
Male	141	132	93.62	12.12
Female	135	129	95.56	10.08
Asian	--	--	--	--
Hispanic or Latino	264	256	96.97	10.94
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	272	260	95.59	11.15
English Learners	261	256	98.08	11.33
Students with Disabilities	34	33	97.06	0

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 2016-17 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	276	272	98.55	18.38
Male	141	138	97.87	21.01
Female	135	134	99.26	15.67
Asian	--	--	--	--
Hispanic or Latino	264	262	99.24	17.56
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	272	270	99.26	18.52
English Learners	261	259	99.23	19.31
Students with Disabilities	34	34	100	2.94

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 or office, 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. At an early stage 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: September 1, 2017

Date Discussed with School Faculty: September 20, 2017

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	2014-15	2015-16	2016-17
Suspensions Rate	1.6	0.7	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.1	0.8	0.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	6	
Percent of Schools Currently in Program Improvement	85.7	

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	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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K			24						4			
1			24						4			
2			23						4			
3			23						4			
4			27						3			
5			28						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:

2015-2016 – 3

2016-2017 – 3

2017-2018 – 3

District professional development during the 2017-2018 school year will focus on using assessments to inform differentiated reading instruction through small groups and conferencing, building on the previous years' professional learning. 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 fourth 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 2016-17, 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, implementation of a Universal Access block, 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (ES)		\$116,119
Average Principal Salary (MS)		\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary		\$178,388
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	7%	6%

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

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 2016-2017 school year, these programs and services included the following:

- Supplementary educational programs (LEAP, after-school intervention, F&P Level Literacy Intervention)
- Intervention Specialists
- Additional Instructional Assistants
- Supplies and materials
- Staff development (SEAL, Guided Reading, Fountas & Pinnell, EL Achieve, iTEAMS, GLAD, ELD)
- 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 <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7327	2254	5073	89614
District	♦	♦	6147	
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-17.5	
Percent Difference: School Site/ State			-22.8	20.8

* Cells with ♦ do not require data.