Bridgeway Island Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Bridgeway Island Elementary School
Street	3255 Half Moon Bay Cir.
City, State, Zip	West Sacramento, CA 95691
Phone Number	916.375.7778
Principal	Dr. Evelyn Baffico
Email Address	ebaffico@wusd.k12.ca.us
Website	bridgeway.wusd.k12.ca.us/
County-District-School (CDS) Code	57726946120745

Entity	Contact Information
District Name	Washington Unified School District - Yolo
Phone Number	916.375.7600
Superintendent	Linda Luna
Email Address	lluna@wusd.k12.ca.us
Website	www.wusd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Bridgeway Island K-
8 Elementary School provides an instructional program that reflects high expectations for all students and
that focuses on mastery of the standards. Rigorous and challenging, the school curriculum ensures that students become
literate, self directed and interactive learners, proficient technology users, effective communicators, adaptable problem solvers,
critical thinkers, cooperative workers, and productive, involved citizens. Instructional practices are well planned, include interactive activities appropriate to students' developmental levels, and support the achievement of every student. Assessment is a natural part of the instructional process and facilitates improvement of teaching and learning.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	110
Grade 1	121
Grade 2	126
Grade 3	118
Grade 4	110
Grade 5	132
Grade 6	119
Grade 7	124
Grade 8	105
Total Enrollment	1,065

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.1
Asian	17.8
Filipino	3.8
Hispanic or Latino	22.5
Native Hawaiian or Pacific Islander	1.7
White	41.8
Two or More Races	6.7
Socioeconomically Disadvantaged	38.6
English Learners	14.2
Students with Disabilities	8.3
Foster Youth	0.3
Homeless	3.2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	51	46	45	339.3
Without Full Credential	0	1	2	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

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 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th grades uses McGraw Hill Wonders and McGraw Hill Study Sync for 6- 11th grade (2016)	Yes	0%
Mathematics	K-5 Houghton Mifflin California Go Math (2015) 6-8 CPM Core Connections, Courses 2- 3 (2017) 9-12 Carnegie Learning Integrated Mathematics, 1-3 (2012); Pearson Precalculus, 7th Edition (2016); Holt AP Edition Calculus, 10th Edition (2013); Larson Math and You (2013)	Yes	0%
Science	K-5 uses the Scott Foresman "Science" edition. Grades 6-8 uses the Holt science program. Year of adoption 2007	No	0%
History-Social Science	K5 Harcourt Brace Reflections (2006) 68 TCI (2018) 9-12 Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 2006)	Yes	0%
Foreign Language	N/A		
Health	The health curriculum is included as part of science and is taught using teacher and district created materials.	No	0%
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall, the school is in good condition

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 November

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Electric panels are blocked by file cabinet
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Bleach stored under the sink
Structural: Structural Damage, Roofs	Fair	Some rain gutters are rusting and beginning to rot. Gutters at the end of their life cycle and should be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	71	64	45	46	50	50
Mathematics (grades 3-8 and 11)	56	55	32	34	38	39

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	710	692	97.46	2.54	64.16
Male	368	358	97.28	2.72	54.75
Female	342	334	97.66	2.34	74.25
Black or African American	38	38	100.00	0.00	55.26
American Indian or Alaska Native	--	--	--	--	--
Asian	123	118	95.93	4.07	70.34
Filipino	31	31	100.00	0.00	64.52
Hispanic or Latino	157	154	98.09	1.91	57.14
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	60.00
White	301	293	97.34	2.66	66.55

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	43	42	97.67	2.33	64.29
Socioeconomically Disadvantaged	282	273	96.81	3.19	49.45
English Learners	177	175	98.87	1.13	48.00
Students with Disabilities	58	54	93.10	6.90	20.37
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	23	21	91.30	8.70	42.86

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	711	692	97.33	2.67	55.49
Male	368	358	97.28	2.72	53.91
Female	343	334	97.38	2.62	57.19
Black or African American	38	38	100.00	0.00	47.37
American Indian or Alaska Native	--	--	--	--	--
Asian	123	118	95.93	4.07	63.56
Filipino	31	31	100.00	0.00	54.84
Hispanic or Latino	158	154	97.47	2.53	40.91
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	60.00
White	301	293	97.34	2.66	61.09
Two or More Races	43	42	97.67	2.33	52.38
Socioeconomically Disadvantaged	282	273	96.81	3.19	38.83
English Learners	178	175	98.31	1.69	42.86
Students with Disabilities	58	54	93.10	6.90	22.22
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	23	21	91.30	8.70	28.57

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.4	26.5	39.4
7	24.2	25.8	33.9

Note: 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.

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 2019-20)

Bridgeway Island Staff work in partnership with our parents and community to build a school-community culture that supports
student achievement and service. We believe in building a collaborative working relationship with our parents. By providing them
with a variety of opportunities to be involved, parents actively support their student's learning and student achievement.
Bridgeway parents are actively involved in the following areas: 1. Academically supporting students' school work by following
through with homework and school projects. 2. Using homelink to check on students' progress. 3. Attending school functions such as Back to School Night, Parent Curriculum Nights, Parent University,
Open House, and Student Led Conferences. 4. Membership and involvement in the PTO and School Site Council, and ELAC. 5. Parental support of daily attendance.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.4	3.3	1.7	6.2	5.5	3.8	3.6	3.5	3.5
Expulsions	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

As part of our emphasis on a safe learning environment for our children is training the staff in disaster preparedness, such as first aid and active shooter drills. Duck-and-cover and fire drills are also conducted regularly to familiarize our students with effective emergency responses. Bridgeway Island's Comprehensive Safe School Plan is evaluated and amended yearly by the School Site Council and School Safety Planning Committee. Key elements of the plan include: 1.) Assessing the current status of school crime committed on the school campus and at school-related functions, 2a.) Child Abuse Reporting Procedures, 2b.) Disaster Procedures- Routines, 2c.) Policies for Suspension, Expulsion and Mandatory Expulsion, 2d.) Procedures for Notification of Staff Regarding Dangerous Students, 2e.) Policies on Sexual Harassment, 2f.) Policy Relating to School Dress Code (especially gang related apparel), 2g.) Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h.) Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i.) Rules and Procedures on School Discipline.

The School Safety Plan was provided to the Bridgeway Island staff on September 24, 2019 and reviewed again on January 8, 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	5		24		5		20	3	3	
1	24		5		23		5		24		5	
2	24		5		24		5		24		5	
3	24		5		23		5		24		5	
4	28		4		31		4		27		4	
5	31		4		30		4		27	1	4	
6	25	4	21		31	2	13	9	28	3	16	4
Other**	12	1			11	2						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	.4
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.3

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,060	545	5,516	74,944
District	N/A	N/A	6,152	76,458
Percent Difference - School Site and District	N/A	N/A	-10.9	-2.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

Washington Unified School District is committed to ensuring services funded align with the district and school goals and priorities as outlined in the LCAP (Local Control Accountability Plan). Funding to school sites focuses on providing students and staff with materials, tools, professional development and experiences to support their academic and social emotional learning. Funded services include: special education, LCFF, Title I, Title II, Title III and grants.

Bridgeway offers supplemental services that are funded through categorical and other sources. The following supplemental programs are available:

1. Instructional Coach- 5 days per week

2. Outreach Specialist- 5 days per week for attendance and truancy

3. Social Worker- Tuesday and Wednesday

4. AVID/PBIS

5. Targeted After School Interventions

6. Homework Club/After School Clubs

7. Technology

8. Student Empowerment Groups

9. Victor Services

10. Parent University

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,316	$49,084

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	$69,807	$76,091
Highest Teacher Salary	$94,026	$95,728
Average Principal Salary (Elementary)	$113,608	$118,990
Average Principal Salary (Middle)	$119,682	$125,674
Average Principal Salary (High)	$131,432	$137,589
Superintendent Salary	$196,026	$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	116	105	33

Staff received and participated in professional development training during faculty meetings, district collaboration meetings, site
collaboration meetings, grade level meetings, and after school district-offered trainings. Administrative staff and teachers were
offered and received training in Rigorous Curriculum Design, AVID Elementary and Secondary strategies, ELD strategies, Working with Special Populations, MTSS, PLT/PLC's, Common Core Mathematics and Common Core ELA and Literacy in other subjects, Guided Reading, READS, Classroom Management, Lesson Planning, Backward Mapping from CCSS standards, School Safety, Trauma Informed Care, Academic Discourse strategies, and Technology.