

Executive Summary School Accountability Report Card, 2011–12

Published 2012-2013 School Year

For Bayshore Preparatory Charter School

Address:	1175 Linda Vista Dr., San Marcos, CA, 92078	Phone:	(760) 471-0847
Principal:	Ms. Nancy Spencer, Executive Director	Grade Span:	K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The mission of Bayshore Preparatory Charter School is to provide a variety of educational opportunities through independent study and onsite support classes that allow K-12 students to participate in creating individualized educational goals that enable students to become self-motivated, competent, lifelong learners.

Staff and faculty are committed to providing an intimate, friendly, academic environment that recognizes and values a student's unique learning profile, defines clear expectations, sets appropriate yet challenging goals, and celebrates the achievement of these goals. Bayshore Prep believes that students who are actively involved in their educational program develop self-direction and thus become lifelong learners who are productive global citizens.

Our mission is to prepare students to become responsible citizens in the 21st century, a world of cultural diversity and rapid technological change. Students are offered a challenging curriculum and cutting-edge educational technology. They are held to the highest academic standards and, through personalized learning plans, are given the nurturing required to reach those standards. Students learn in an integrated, multi-disciplinary environment that incorporates computer technology and real-life cooperative experiences in the outside community.

At the foundation of our program is a partnership between students, parents, and teachers. All teachers are encouraged to use innovative teaching methods. Educators frequently collaborate with parents and students on curriculum. Our high expectations and individualized choices encourage students to become actively engaged, passionate learners. Graduates are prepared to successfully compete in the workforce, to attend the universities of their choice, to communicate across gender, race, and socioeconomic complexities, and to value service to others in society. Serving students in grades K-12, Bayshore Prep is dedicated to assisting our youth in becoming adults who are competent, confident, productive, and adaptable, with the skills and attitudes to enable them to successfully contribute to society.

Student Enrollment

Group	Enrollment
Number of students	131
Black or African American	3.8%
American Indian or Alaska Native	0.8%
Asian	1.5%
Filipino	3.1%
Hispanic or Latino	32.8%
Native Hawaiian or Pacific Islander	0.8%
White	57.3%
Two or More Races	0.0%
Socioeconomically Disadvantaged	52.7%
English Learners	8.4%
Students with Disabilities	7.6%

Teachers

Indicator	Teachers
Teachers with full credential	6
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	59%
Mathematics	15%
Science	51%
History-Social Science	58%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report) *amended 4/2013	742
Statewide Rank (from 2011 Base API Report)	5
Met All 2012 AYP Requirements	yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 6 of 6
2012–13 Program Improvement Status (PI Year)	Not in PI

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

N/A

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,384
District	\$7,420
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	54.72

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Bayshore Preparatory Charter School	District Name	San Marcos Unified
Street	1175 Linda Vista Dr.	Phone Number	(760) 752-1299
City, State, Zip	San Marcos, CA 92078	Web Site	www.smusd.org
Phone Number	(760) 471-0847	Superintendent	Kevin Holt
Principal	Ms. Nancy Spencer, Director	E-mail Address	kevin.holt@smusd.org
E-mail Address	nspencer@bayshoreprep.org	CDS Code	37737910109785

Note: Bayshore Preparatory Charter School received charter approval through San Marcos Unified School District. Bayshore Prep, however, operates as its own Local Education Agency (LEA). The information presented below represents Bayshore Preparatory Charter School as **School** and San Marcos Unified School District as **District**.

School Description and Mission Statement (School Year 2011–12)

Bayshore Preparatory Charter School (BPCS) adheres to a Personalized Learning model of Education. Our goal is to educate K-12 students through a rigorous college prep curriculum in a flexible, student-centered learning environment. We strive to actively partner with students, parents and the community to support students' academic success and personal goals. The BPCS community is committed to fostering the development of the unique potential of each student through experiences that promote self-directed learning, self-reliance, responsibility, and collaborative decision-making. BPCS supports students' extracurricular interests and further educational and career goals via clubs, elective courses, field trips, and the opportunity for concurrent enrollment at Palomar Community College.

The diversity of the BPCS student population lies not only in the socio-economic status but also in their motivation for enrollment in this type of independent study program. The staff at BPCS continuously tailors curriculum to the individual learning styles of each student, utilizing one-on-one teaching, small group instruction, independent learning, and technological resources. Upon enrollment at BPCS, each student's supervising teacher analyzes their personal and academic status and areas of need in order to develop an individualized educational plan.

Opportunities for Parental Involvement (School Year 2011–12)

The Bear Cat Committee (BCC) was established to make recommendations to the Board concerning needed changes and/or additions to the charter as well as oversee fundraising. The BCC consists of parents/guardians of students enrolled at Bayshore Prep and the Executive Director. Parent/guardian members are chosen by ballot of parents of students enrolled. The BCC meets not less than four (4) times per year. They may elect from their ranks a Chair, Vice-Chair, and Secretary to serve one year terms. Each member will have one vote and all decisions will require a simple majority of the members voting. The BCC has adopted its own procedures for filling mid-term vacancies. Members report their proceedings directly to the Board at the next monthly Board meeting. The BCC oversees fundraising activities and directs the allocation of spending with input from staff. All parents/guardians are welcome to attend the BCC meetings.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	2	Grade 8	10
Grade 1	0	Ungraded Elementary	0
Grade 2	3	Grade 9	6
Grade 3	2	Grade 10	22
Grade 4	1	Grade 11	33
Grade 5	0	Grade 12	50
Grade 6	1	Ungraded Secondary	0
Grade 7	1	Total Enrollment	131

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	3.8%
American Indian or Alaska Native	0.8%
Asian	1.5%
Filipino	3.1%
Hispanic or Latino	32.8%
Native Hawaiian or Pacific Islander	0.8%
White	57.3%
Two or More Races	0.0%
Socioeconomically Disadvantaged	52.7%
English Learners	8.4%
Students with Disabilities	7.6%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	n/a				7.7	16	2	0	7.4	19	2	0
Mathematics	n/a				5.1	16	0	0	4.5	21	1	0
Science	n/a				7.3	6	0	0	19.3	2	1	0
Social Science	n/a				4.9	22	0	0	13.6	9	1	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

Bayshore Preparatory Charter School has a comprehensive and well-planned safety plan contained in an Emergency Preparedness Handbook. The manual was developed over time with input from the district, disaster training workshops, and professional emergency personnel. Included in the handbook are plans for a wide variety of potential disasters including both man-made and natural emergencies. This Handbook is updated annually. At the beginning of the school year, the Emergency Prepared Handbook is distributed to the teachers and reviewed for clarification and procedures related to any emergency. Fire and Lockdown procedures are explained and practiced on a regular basis at the school as required by law. Any updated safety issues or concerns are immediately addressed at regular staff meetings. The school’s internal security system operated 24 hours a day.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	0%	0%	0%	5.52%	4.53%	2.6%
Expulsions	0%	0%	0%	0.54%	0.44%	0.18%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Bayshore Prep is located at 1175 Linda Vista Rd, San Marcos, CA 92078. The facility is in an attractive and safe area, providing good access for administrators, teachers, and the students or parents who visit the school. The facility is air conditioned, heated, and illuminated with florescent lights. The facility provides handicapped accessibility in all areas including bathrooms and parking.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			N/A
Interior: Interior Surfaces		X			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			N/A
Electrical: Electrical		X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			N/A
Safety: Fire Safety, Hazardous Materials		X			N/A
Structural: Structural Damage, Roofs		X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			N/A

Overall Rating

X

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	8	6	6	677
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of 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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	99.9%	0.10%
High-Poverty Schools in District	99.83%	0.17%
Low-Poverty Schools in District	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	-	N/A
Counselor (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	-	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2013

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Meets state requirements	Yes	0%
Mathematics	Meets state requirements	Yes	0%
Science	Meets state requirements	Yes	0%
History-Social Science	Meets state requirements	Yes	0%
Foreign Language	Meets state requirements	Yes	0%
Health	Meets state requirements	Yes	0%
Visual and Performing Arts	Meets state requirements	Yes	0%
Science Laboratory Equipment (grades 9-12)	Meets state requirements	Yes	0%

VIII. School Finances

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,666	\$282	\$6,384	\$50,645
District			\$7,420	\$67,466
Percent Difference – School Site and District			-13.96%	-24.93%
State			\$5,455	\$68,488
Percent Difference – School Site and State			+17.03%	-20.21%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

The following programs and supplemental services are funded through either categorical, supplemental or other sources:

Special Education Program – services provided by SMUSD through funding provided by the North County SELPA which included funding for a Resource Instructor, contract related service providers, supplies and materials.

State Categorical Block Grant – Funding provided by the state which supported regular teacher salaries, stipends and educational materials.

State Lottery Funding – Funding provided by the state lottery board for textbook purchases and other educational materials for students.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,939	\$40,932
Mid-Range Teacher Salary	\$69,876	\$65,424
Highest Teacher Salary	\$88,329	\$84,596
Average Principal Salary (Elementary)	\$103,707	\$106,806
Average Principal Salary (Middle)	\$111,744	\$111,776
Average Principal Salary (High)	\$126,516	\$120,858
Superintendent Salary	\$241,090	\$204,089
Percent of Budget for Teacher Salaries	41.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)** includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	40%	50%	59%	68%	71%	73%	52%	54%	56%
Mathematics	16%	13%	15%	65%	68%	67%	48%	50%	51%
Science	37%	31%	51%	68%	75%	74%	54%	57%	60%
History-Social Science	28%	47%	58%	62%	68%	67%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	73%	67%	74%	67%
All Students at the School	59%	15%	51%	58%
Male	60%	25%	65%	73%
Female	58%	9%	42%	50%
Black or African American	--	--	--	--
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	55%	9%	57%	50%
Native Hawaiian or Pacific Islander	--	--	--	--
White	60%	16%	50%	56%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57%	14%	41%	45%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	55%	59%	43%	66%	73%	66%	54%	59%	56%
Mathematics	48%	43%	47%	64%	67%	66%	54%	56%	58%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	34%	28%	38%	34%	41%	25%
All Students at the School	57%	24%	19%	53%	42%	6%
Male	57%	29%	14%	43%	50%	7%
Female	57%	22%	22%	59%	36%	5%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	--	--	--	--	--	--
Hispanic or Latino	46%	23%	31%	58%	33%	8%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	64%	27%	9%	55%	45%	0%
Two or More Races	--	--	--	--	--	--
Socioeconomically	75%	17%	8%	65%	30%	4%

Disadvantaged						
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	--	--	--
9	23.50%	70.60%	0.00%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	4	3	5
Similar Schools	1	N/A	N/A

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-2	65	12
Black or African American	1	1	0
American Indian or Alaska Native	0	1	1
Asian	0	0	1
Filipino	0	0	3
Hispanic or Latino	15	23	18
Native Hawaiian or Pacific Islander	0	0	0
White	36	35	42
Two or More Races	1	0	0
Socioeconomically Disadvantaged	14	34	27
English Learners	5	8	4
Students with Disabilities	3	3	3

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	65	747	13,606	868	4,664,264	788
Black or African American	0		398	852	313,201	710
American Indian or Alaska Native	1		74	839	31,606	742
Asian	1		662	953	404,670	905
Filipino	3		395	949	124,824	869
Hispanic or Latino	18	759	6,276	806	2,425,230	740
Native Hawaiian or Pacific Islander	0		93	896	26,563	775
White	42	729	5,554	924	1,221,860	853
Two or More Races	0		139	897	88,428	849
Socioeconomically Disadvantaged	27	756	6,466	806	2,779,680	737
English Learners	4		4,260	778	1,530,297	716
Students with Disabilities	3		2,084	686	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	No	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		21.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		36.4	22.6		2.9	2.2		16.6	14.4
Graduation Rate		49.09	54.72		92.87	94.22		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School * (class of 2012)	District (class of 2010-2011)	State
All Students	59% (4% dng)	94.22	N/D
Black or African American	60% (20% dng)	93.94	N/D
American Indian or Alaska Native	0%	80.00	N/D
Asian	100%	100.00	N/D
Filipino	100%	97.56	N/D
Hispanic or Latino	53% (5% dng)	92.02	N/D
Native Hawaiian or Pacific Islander	100%	87.50	N/D
White	59% (0% dng)	96.54	N/D
Two or More Races	50% (0% dng)	100.00	N/D
Socioeconomically Disadvantaged	44% (8% dng)	92.49	N/D
English Learners	25% (0% dng)	88.68	N/D
Students with Disabilities	n/a	82.72	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

*dng means did not graduate. In School reporting, the percentage in parenthesis is the true percentage of students that did not graduate. The difference between the first reported number of graduates and 100% is the percentage of students who transferred to other public or private schools during their senior year and did not graduate at Bayshore. Once the transfer was final, Bayshore ceased to track those students, who may or may not have graduated at another school.

District Cohort Graduation Rates most recently available for class of 2011 at time of required posting.

Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	65.6%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	0.0%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Several days prior to school commencing, professional development is provided in grade and subject level curriculum, the school information tracking system, student assessment including STAR data analysis by grade level, subject and cluster content. Ongoing professional development, including workshops, conferences and weekly staff meetings are available throughout the year. Teachers are sent to workshops and return as trainer of trainers. Beginning teachers participate in BTSA training. Because of the structure of our program, opportunities are available throughout the year that don't impact continued student learning.

Bayshore Preparatory Charter

School Accountability Report Card, 2011-2012

San Marcos Unified

Provided by the Ed-Data Partnership

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