

## Executive Summary School Accountability Report Card, 2012–13

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 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 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.

### SECTION NAME: For Bayshore Preparatory Charter School

Contact Information			
Address	1175 LINDA VISTA DRIVE SAN MARCOS CA 92078	Phone	760-471-0847
Principal	NANCY SPENCER	Grade Span	K-12

### About This School

Bayshore Preparatory Charter School (BPCS) adhered to a Personalized Learning model of Education. 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 with 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 on-on-one teaching, small group instruction, independent learning, and technological resources. Upon enrollment at BPCS, each student's supervising teacher analyses their personal and academic success and area of need to develop an individualized educational plan.

### Student Enrollment

Group	Enrollment
Number of Students	139
Black or African American	2.2
American Indian or Alaska Native	0.0
Asian	1.4
Filipino	2.9
Hispanic or Latino	32.4
Native Hawaiian or Pacific Islander	0.7
White	60.4
Two or More Races	0.0
Socioeconomically Disadvantaged	51.8
English Learners	4.3
Students with Disabilities	9.4

## Teachers

Indicator	Teachers
Teachers with full credential	8
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	56%
Mathematics	26%
Science	54%
History-Social Science	54%

\*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
2013 Growth API Score (from 2013 Growth API Report)	794
Statewide Rank (from 2012 Base API Report)	5
Met All 2013 AYP Requirements	yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	5 out of 5
2013–14 Program Improvement Status (PI Year)	n/a

\*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

The school is in an attractive and safe area, providing good access for administrators, teachers, and students or parents who visit the school. The facility is air-conditioned, heated, and illuminated with florescent lighting. The facility provides handicapped accessibility in all areas, including bathrooms and parking.

### 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	\$6,564
District	\$5,281
State	\$5,537

## School Completion

Indicator	Result
Graduation Rate (if applicable)	n/a

\*rate not reported if graduating class is less than 50 students.

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0
Graduates Who Completed All Courses Required for University of California or California State University Admission	29.41

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2012–13 School Year**  
*Published During 2013–14*

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.

**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**

**District Contact Information (School Year 2013–14)**

District	
<b>District Name</b>	SAN MARCOS UNIFIED SCHOOL DISTRICT (AUTHORIZING DISTRICT)
<b>Phone Number</b>	760-752-1299
<b>Web Site</b>	<a href="http://www.smusd.org">http://www.smusd.org</a>
<b>Superintendent</b>	DR. KEVIN HOLT
<b>E-mail Address</b>	dana.roderick@smusd.org

**School Contact Information (School Year 2013–14)**

School	
<b>School Name</b>	BAYSHORE PREPARATORY CHARTER SCHOOL
<b>Street</b>	1175 LINDA VISTA DRIVE
<b>City, State, Zip</b>	SAN MARCOS, CA 92078
<b>Phone Number</b>	760-471-0847
<b>Principal</b>	NANCY SPENCER
<b>E-mail Address</b>	nspencer@bayshoreprep.org
<b>County-District-School (CDS) Code</b>	37-73791-0109785

## **School Description and Mission Statement (School Year 2012–13)**

The mission of Bayshore Preparatory Charter School is to educate K-12 students through a rigorous college prep program in a flexible, student-centered learning environment. Our goal is to actively partner with students, parents, and the community to support students' academic success and personal goals.

Bayshore Prep wants 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 and 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. 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.

## **Opportunities for Parental Involvement (School Year 2012–13)**

The Bear Cat Committee (PTO) 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. 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.

### III. Student Performance

#### 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		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	50%	59%	56%	71%	73%	72%	54%	56%	55%
Mathematics	13%	15%	26%	68%	67%	67%	49%	50%	50%
Science	31%	51%	54%	75%	74%	75%	57%	60%	59%
History-Social Science	47%	58%	54%	68%	67%	70%	48%	49%	49%

#### 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	72%	67%	75%	70%
All Students at the School	56%	26%	54%	54%
Male	56%	35%	63%	64%
Female	57%	21%	45%	46%
Black or African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	46%	21%	59%	50%
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	68%	33%	52%	58%
Two or More Races	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	58%	27%	58%	50%
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	38%	n/a	n/a	n/a
Students Receiving Migrant Education Services	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 High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

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/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	59%	43%	64%	73%	66%	73%	59%	56%	57%
Mathematics	43%	47%	53%	67%	66%	73%	56%	58%	60%

## 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	27%	24%	49%	27%	38%	35%
All Students at the School	36%	30%	33%	47%	35%	18%
Male	50%	17%	33%	56%	22%	22%
Female	20%	47%	33%	38%	50%	13%
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	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic or Latino	36%	36%	27%	36%	45%	18%
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
White	35%	30%	35%	57%	24%	19%
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	30%	30%	40%	38%	43%	19%
English Learners	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
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 2012–13)

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 Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	n/a	n/a	n/a
7	n/a	n/a	n/a
9	31.8%	50.0%	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.

## IV. 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.

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010	2011	2012
Statewide	3	5	5
Similar Schools	n/a	n/a	n/a

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

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	65	7	51
Black or African American	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a
White	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a
English Learners	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a

### Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	73	794	14,161	870	4,655,989	790
Black or African American	2		401	861	296,463	708
American Indian or Alaska Native	0		63	861	30,394	743
Asian	1		719	954	406,527	906
Filipino	1		390	941	121,054	867
Hispanic or Latino	24	788	6,388	810	2,438,951	744
Native Hawaiian or Pacific Islander	0		91	874	25,351	774
White	45	804	5,887	921	1,200,127	853
Two or More Races	0		214	891	125,025	824
Socioeconomically Disadvantaged	38	811	6,997	815	2,774,640	743
English Learners	0		4445	783	1,482,316	721
Students with Disabilities	8		1825	697	527,476	615

### 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 2012–13)

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

### Federal Intervention Program (School Year 2013–14)

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	IN PI
First Year of Program Improvement	n/a	2013-2014
Year in Program Improvement	n/a	YEAR 1
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	44.4%

Note: Cells shaded in black or with N/A values do not require data.

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012–13)

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	0
Grade 3	2
Grade 4	3
Grade 5	3
Grade 6	0
Grade 7	3
Grade 8	2
Ungraded Elementary	0
Grade 9	16
Grade 10	22
Grade 11	44
Grade 12	41
Ungraded Secondary	0
Total Enrollment	139

### Student Enrollment by Student Group (School Year 2012–13)

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.0
Asian	1.4
Filipino	2.9
Hispanic or Latino	32.4
Native Hawaiian or Pacific Islander	0.7
White	60.4
Two or More Races	0.0
Socioeconomically Disadvantaged	51.8
English Learners	4.3
Students with Disabilities	9.4

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010–11 Number of Classes			Avg. Class Size	2011–12 Number of Classes			Avg. Class Size	2012–13 Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									2	1		
1									1	1		
2												
3									2	1		
4									3	1		
5	7	1							2	2		
6												
Other												

\* 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	2010–11 Number of Classes			Avg. Class Size	2011–12 Number of Classes			Avg. Class Size	2012–13 Number of Classes		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7.7	16	2	0	7.4	19	2	0	5	29		
Mathematics	5.1	16	0	0	4.5	21	1	0	5	14		
Science	7.3	6	0	0	19.3	2	1	0	16	3		
Social Science	4.9	22	0	0	13.6	9	1	3	7	16	2	

\* 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.

## School Safety Plan (School Year 2012–13)

Bayshore Prep has a comprehensive and well-prepared 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, and all visitors must check in at the front desk.

## Suspensions and Expulsions

Rate	School 2010–11	School 2011–12	School 2012–13	District 2010–11	District 2011–12	District 2012–13
<b>Suspensions</b>	0	0	0.5	4.6	4.7	4.1
<b>Expulsions</b>	0	0	0	0.4	0.4	0.2

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

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013–14)

Bayshore Prep's 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 2013–14)

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

### Overall Facility Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## VII. Teachers

### Teacher Credentials

Teachers	School 2010–11	School 2011–12	School 2012–13	District 2012–13
With Full Credential	6	6	8	816
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011–12	2012–13	2013–14
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 2012–13)

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%	1%
High-Poverty Schools in District	99%	1%
Low-Poverty Schools in District	0	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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012–13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	n/a	
Counselor (Social/Behavioral or Career Development)	n/a	N/A
Library Media Teacher (librarian)	n/a	N/A
Library Media Services Staff (paraprofessional)	n/a	N/A
Psychologist	n/a	N/A
Social Worker	n/a	N/A
Nurse	n/a	N/A
Speech/Language/Hearing Specialist	n/a	N/A
Resource Specialist (non-teaching)	n/a	N/A
Other	n/a	N/A

Note: Cells shaded in black or with N/A values do not require data.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

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 2014***

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 for Common Core Standards	Yes	0
Mathematics	Meets state requirements for Common Core Standards	Yes	0
Science	Meets state requirements for Common Core Standards	Yes	0
History-Social Science	Meets state requirements for Common Core Standards	Yes	0
Foreign Language	Meets state requirements for Common Core Standards	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 for Common Core Standards	Yes	0

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,855	\$291	\$6,564	\$50,536
District	N/A	N/A	\$5,281	n/a
Percent Difference – School Site and District	N/A	N/A	24.3%	-16.3%
State	N/A	N/A	\$5,537	\$68,841
Percent Difference – School Site and State	N/A	N/A	18.6%	-26.6%

Note: Cells shaded in black or with N/A values 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 2012–13)

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

Special Education Program – services provided by Bayshore Prep through funding provided by the San Joaquin 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 2011–12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,800	\$40,933
Mid-Range Teacher Salary	\$67,597	\$65,087
Highest Teacher Salary	\$85,449	\$84,436
Average Principal Salary (Elementary)	\$108,107	\$106,715
Average Principal Salary (Middle)	\$115,510	\$111,205
Average Principal Salary (High)	\$122,567	\$120,506
Superintendent Salary	\$253,145	\$207,812
Percent of Budget for Teacher Salaries	0.4%	0.4%
Percent of Budget for Administrative Salaries	0.0%	0.1%

## XI. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
Dropout Rate	36.4	22.6	22.0	2.9	2.2	0.9	16.6	14.7	13.1
Graduation Rate	49.09	54.72	63.41	92.9	94.2	96.8	74.72	77.14	78.73

## Completion of High School Graduation Requirements Graduating Class of 2012

Group	School	District	State
All Students	34	1,186	418,598
Black or African American	2	38	28,078
American Indian or Alaska Native		4	3,123
Asian	2	64	41,700
Filipino	1	42	12,745
Hispanic or Latino	13	555	193,516
Native Hawaiian or Pacific Islander	1	3	2,585
White	15	466	127,801
Two or More Races		14	6,790
Socioeconomically Disadvantaged	14	562	217,915
English Learners	3	306	93,297
Students with Disabilities	1	97	31,683

## Career Technical Education Programs (School Year 2012–13)

n/a

## Career Technical Education Participation (School Year 2012–13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	50.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	29.4

## Advanced Placement Courses (School Year 2012–13)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	PSIAPC

Note: Cells shaded in black or with N/A values do not require data.

## **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, and other educational programs. 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. Our county office of education offers many web casts for PD, in addition to site-based conferences that are relevant to our school. Because of the structure of our program, opportunities are available throughout the year that don't impact continued student learning. Bayshore Prep plans for 12 days of teacher prep and professional development that are non-student days. These days do not subtract from the 180 days of instruction each school year.