

# Bayshore Preparatory Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Ms. Nancy Spencer, Director

Principal, Bayshore Preparatory Charter

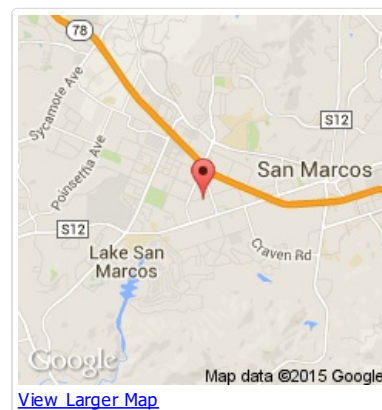
#### About Our School

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.

#### Contact

1175 Linda Vista Dr.  
San Marcos, CA 92078

Phone: 760-471-0847  
E-mail: [nspencer@bayshoreprep.org](mailto:nspencer@bayshoreprep.org)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Bayshore Preparatory Charter
<b>Street</b>	1175 Linda Vista Dr.
<b>City, State, Zip</b>	San Marcos, Ca, 92078
<b>Phone Number</b>	760-471-0847
<b>Principal</b>	Ms. Nancy Spencer, Director
<b>E-mail Address</b>	<a href="mailto:nspencer@bayshoreprep.org">nspencer@bayshoreprep.org</a>
<b>Web Site</b>	<a href="http://www.bayshoreprep.org">www.bayshoreprep.org</a>
<b>County-District - School (CDS) Code</b>	37737910109785

District	
<b>District Name</b>	San Marcos Unified
<b>Phone Number</b>	(760) 752-1299
<b>Web Site</b>	<a href="http://www.smusd.org">http://www.smusd.org</a>
<b>Superintendent First Name</b>	Kevin
<b>Superintendent Last Name</b>	Holt
<b>E-mail Address</b>	<a href="mailto:kevin.holt@smusd.org">kevin.holt@smusd.org</a>

*Last updated: 2/1/2015*

### School Description and Mission Statement (Most Recent Year)

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.

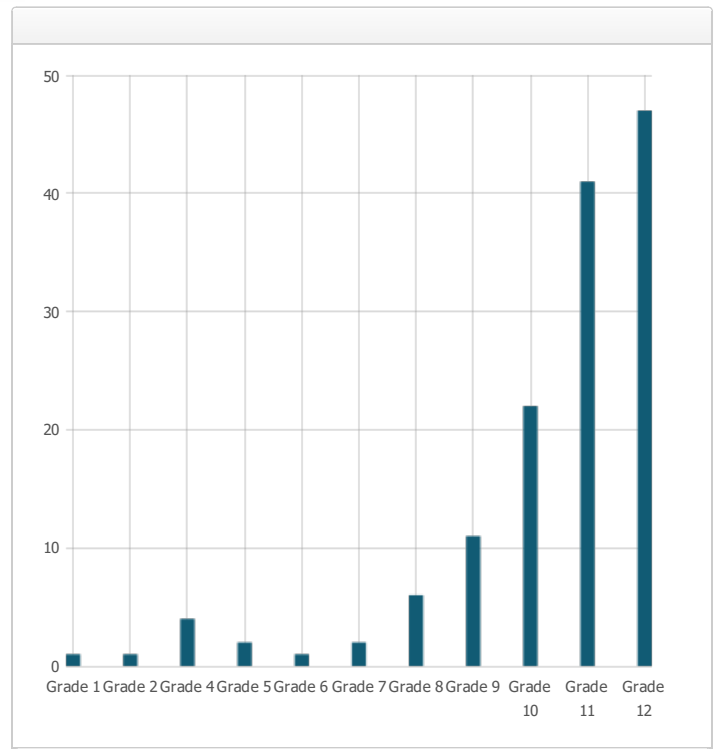
Our mission is to prepare students to become responsible citizens in the 21st century, a world of cultural diversity and rapid technological change. Students are offered a challenging curriculum and cutting-edge educational technology. They are held to the highest academic standards and, through personalized 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.

*Last updated: 2/1/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

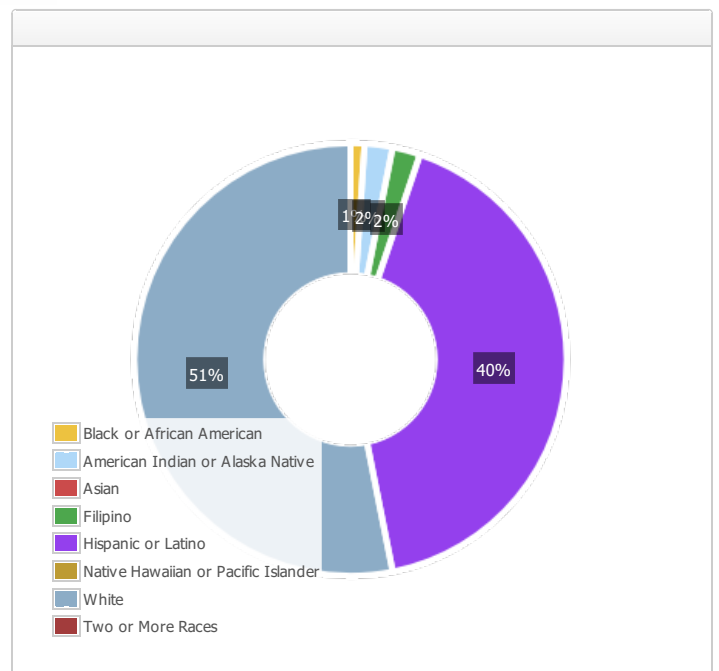
Grade Level	Number of Students
Grade 1	1
Grade 2	1
Grade 4	4
Grade 5	2
Grade 6	1
Grade 7	2
Grade 8	6
Grade 9	11
Grade 10	22
Grade 11	41
Grade 12	47
<b>Total Enrollment</b>	<b>138</b>



Last updated: 2/1/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	2.2
Asian	0.7
Filipino	2.9
Hispanic or Latino	40.6
Native Hawaiian or Pacific Islander	0.0
White	51.4
Two or More Races	0.0
Socioeconomically Disadvantaged	60.1
English Learners	2.2
Students with Disabilities	12.3



Last updated: 2/1/2015

## A. Conditions of Learning

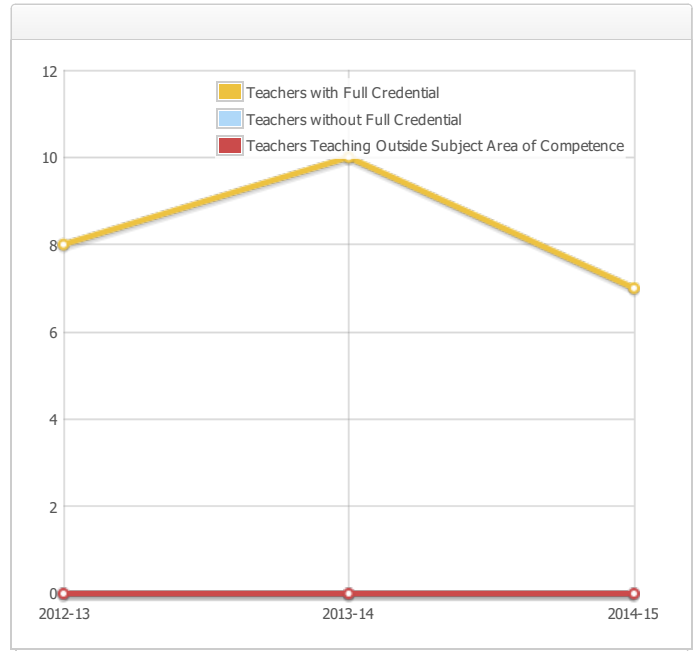
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

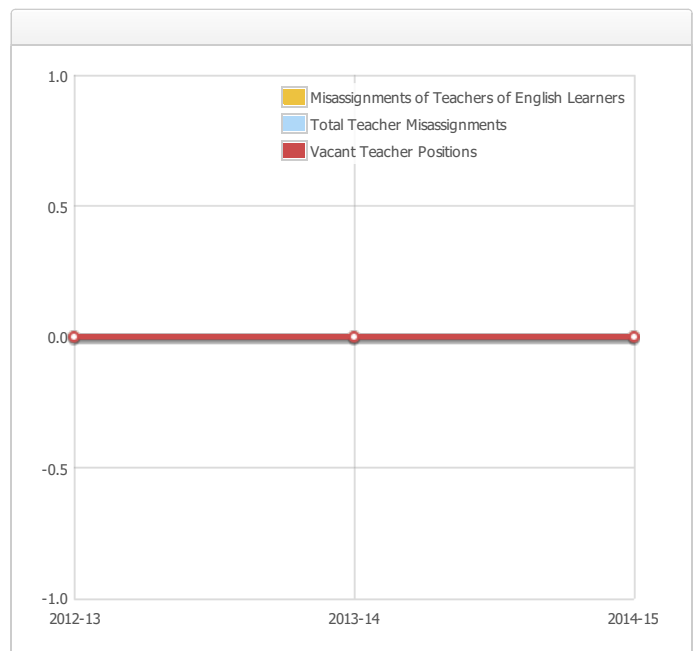
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	8	10	7	7
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 2/1/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

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	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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0
Mathematics			0.0
Science			0.0
History-Social Science			0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Lab Eqpmt(9-12)			0.0

*Last updated: 2/1/2015*

**School Facility Conditions and Planned Improvements - Most Recent Year**

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.

*Last updated: 2/1/2015*

**School Facility Good Repair Status - Most Recent Year**

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	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

**Overall Facility Rate - Most Recent Year**

Overall Rating	Good
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*Last updated: 2/1/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	51	54	47	73	75	74	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 2/1/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	74
All Students at the School	47
Male	46
Female	47
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	
White	45
Two or More Races	
Socioeconomically Disadvantaged	32
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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 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%
History-Social Science	47%	58%	54%	68%	67%	70%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 2/1/2015

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

API Rank	2011	2012	2013
Statewide	5	5	7
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 2/1/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	65	12	52
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	30	50	32
Native Hawaiian or Pacific Islander			
White	74	-21	80
Two or More Races			
Socioeconomically Disadvantaged	59	43	53
English Learners			
Students with Disabilities			

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.

Last updated: 2/1/2015



**Career Technical Education Programs (School Year 2013-14)**

n/a

*Last updated: 2/1/2015***Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

*Last updated: 2/1/2015***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	60.9
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	8.9

# State Priority: Other Pupil Outcomes

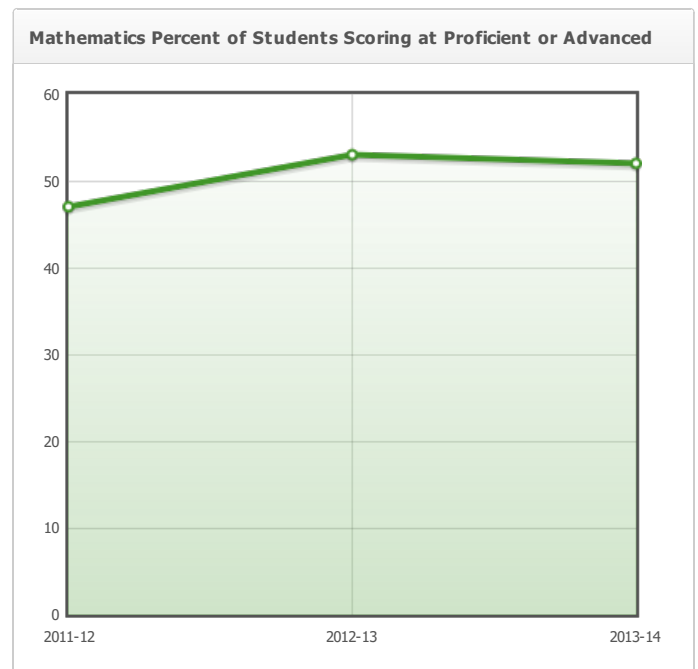
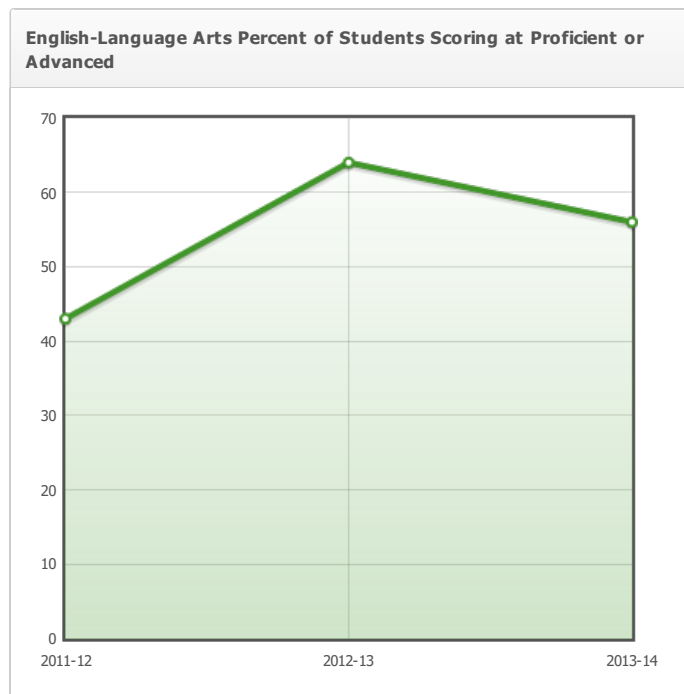
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	43%	64%	56%	67%	73%	50%	56%	57%	56%
Mathematics	47%	53%	52%	66%	73%	52%	58%	60%	62%

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.



Last updated: 2/1/2015

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	29%	25%	47%	25%	42%	33%
All Students at the School	44%	36%	20%	48%	40%	12%
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	35%	47%	18%	47%	47%	6%
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	50%	36%	14%	57%	29%	14%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	56%	31%	13%	63%	31%	6%
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: 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.

Last updated: 2/1/2015

### California Physical Fitness Test Results (School Year 2013-14)

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	N/A	N/A	N/A
9	12.5%	62.5%	6.2%

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.

Last updated: 2/1/2015

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement - Most Recent Year

The Bayshore Friends and Family (BFF) was established to make recommendations to the Board concerning needed changes and/or additions to the charter and LCAP as well as oversee fundraising. The BFF consists of parents/guardians of students enrolled at Bayshore Prep, the parent rep board member, the Executive Director and additional staff. All parents/guardians are encouraged to attend and participate in this organization. The BFF 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 BFF 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 BFF oversees fundraising activities and directs the allocation of spending with input from staff. All parents/guardians are welcome to attend the BFF meetings.

### State Priority: Pupil Engagement

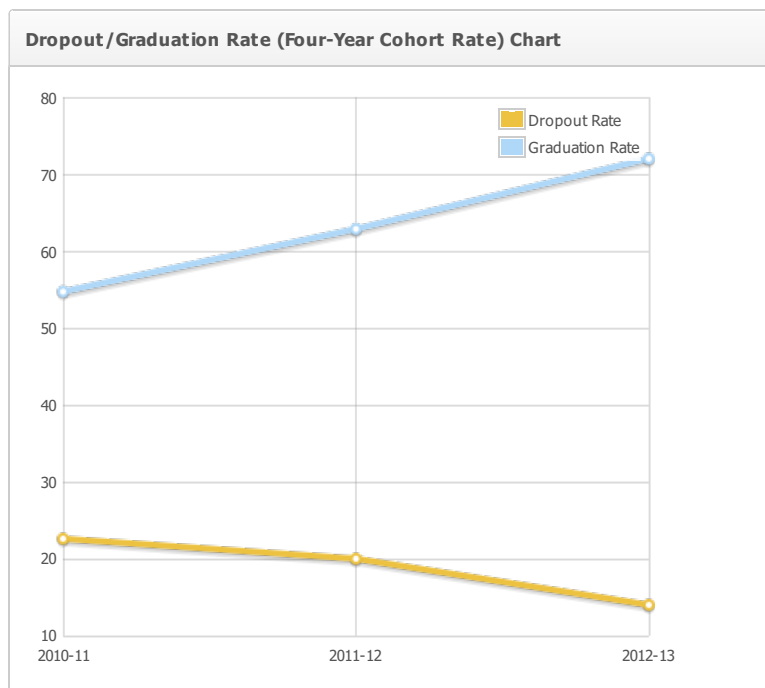
*Last updated: 2/1/2015*

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	22.6	20.0	14.0	0.7	0.8	1.9	14.7	13.1	11.4
Graduation Rate	54.72	62.86	72	96.78	97.16	94.49	77.14	78.87	80.44



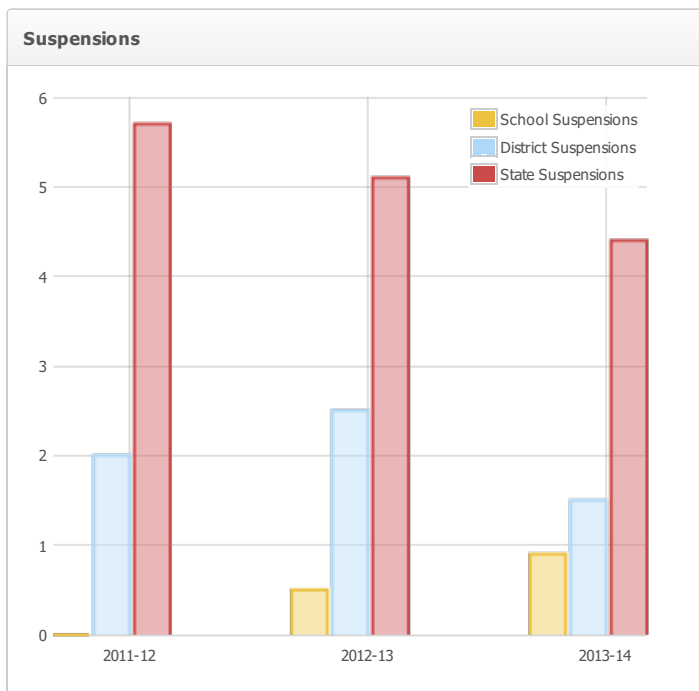
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.50	0.90	2.00	2.50	1.50	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.20	0.20	0.10	0.10	0.10	0.10



Last updated: 2/1/2015

**School Safety Plan - Most Recent Year**

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Bayshore Preparatory Charter School 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.

*Last updated: 2/1/2015*

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
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 Graduation Rate	Yes	Yes

*Last updated: 2/1/2015*

### Federal Intervention Program (School Year 2014-15)

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement *		Year 1
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 2/1/2015*

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

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					2.0				1			
1					1.0				1	1.0		1
2										1.0		1
3					2.0				1			
4					3.0				1	4.0		1
5					2.0				2	2.0		1
6										1.0		1
Other												

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

*Last updated: 2/1/2015*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7.4	19	2	0	5.0	13	0	0	11.0	13	0	0
Mathematics	4.5	21	1	0	5.0	15	0	0	4.0	15	0	0
Science	19.3	2	1	0	16.0	13	0	0	7.0	13	0	0
Social Science	13.6	9	1	3	7.0	14	0	0	8.0	14	0	0

\* 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.

*Last updated: 2/1/2015*



## Types of Services Funded (Fiscal Year 2013-14)

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 El Dorado County Charter 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.

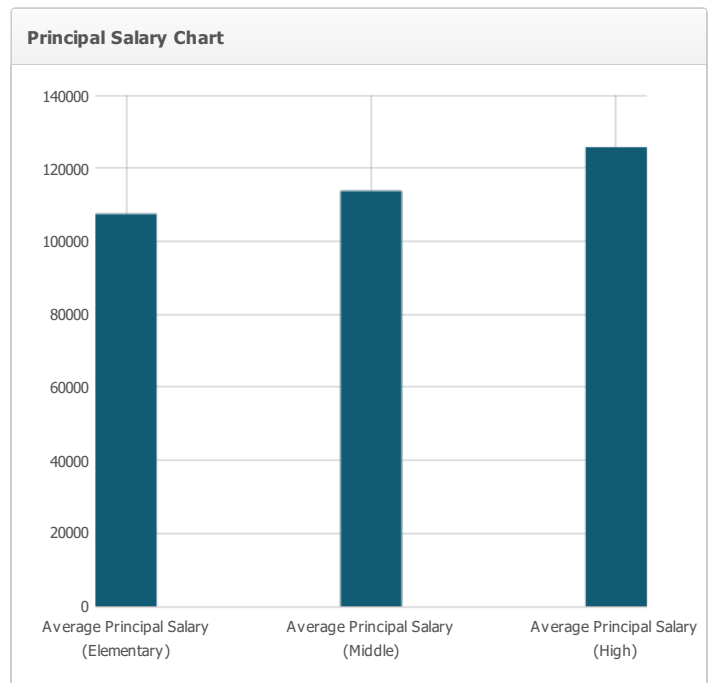
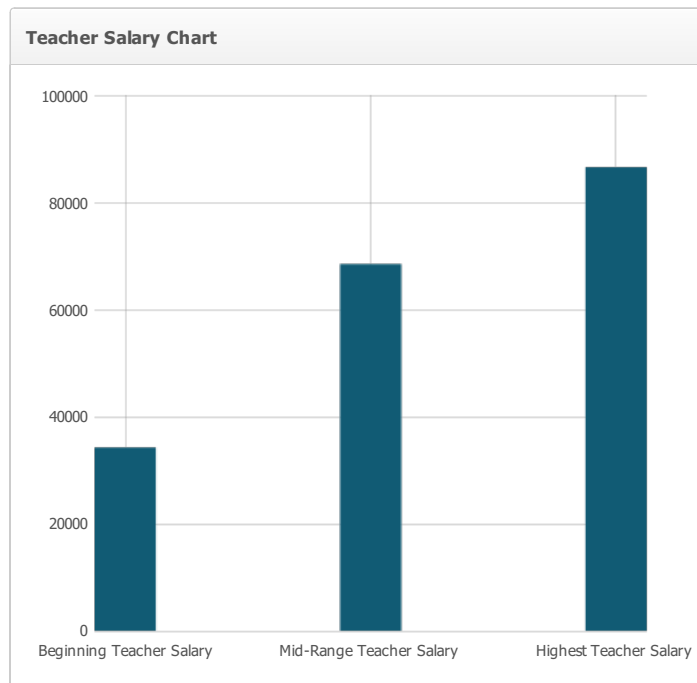
State Lottery Funding – Funding provided by the state lottery board for textbook purchases and other educational materials for students.

*Last updated: 2/1/2015*

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,240	\$41,318
Mid-Range Teacher Salary	\$68,478	\$65,615
Highest Teacher Salary	\$86,562	\$84,981
Average Principal Salary (Elementary)	\$107,480	\$107,624
Average Principal Salary (Middle)	\$113,777	\$112,817
Average Principal Salary (High)	\$125,750	\$121,455
Superintendent Salary	\$274,759	\$206,292
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 2/1/2015*

**Advanced Placement Courses (School Year 2013-14)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All Courses	1	0.1

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

\*Where there are student course enrollments.

*Last updated: 2/1/2015*

**Professional Development – Most Recent Three Years**

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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 occur throughout the year. Teachers are sent to workshops and return as at rainer of trainers. Beginning teachers participate in BTSA training. Our SDCOE offers many web casts for PD, in addition to site-based conferences that are relevant to our school. EDCOE Charter SELPA provides ongoing PD for SPED staff, general education staff and parents. Because of the structure of our program, opportunities are available throughout the year that don't impact continued student learning.

*Last updated: 2/1/2015*