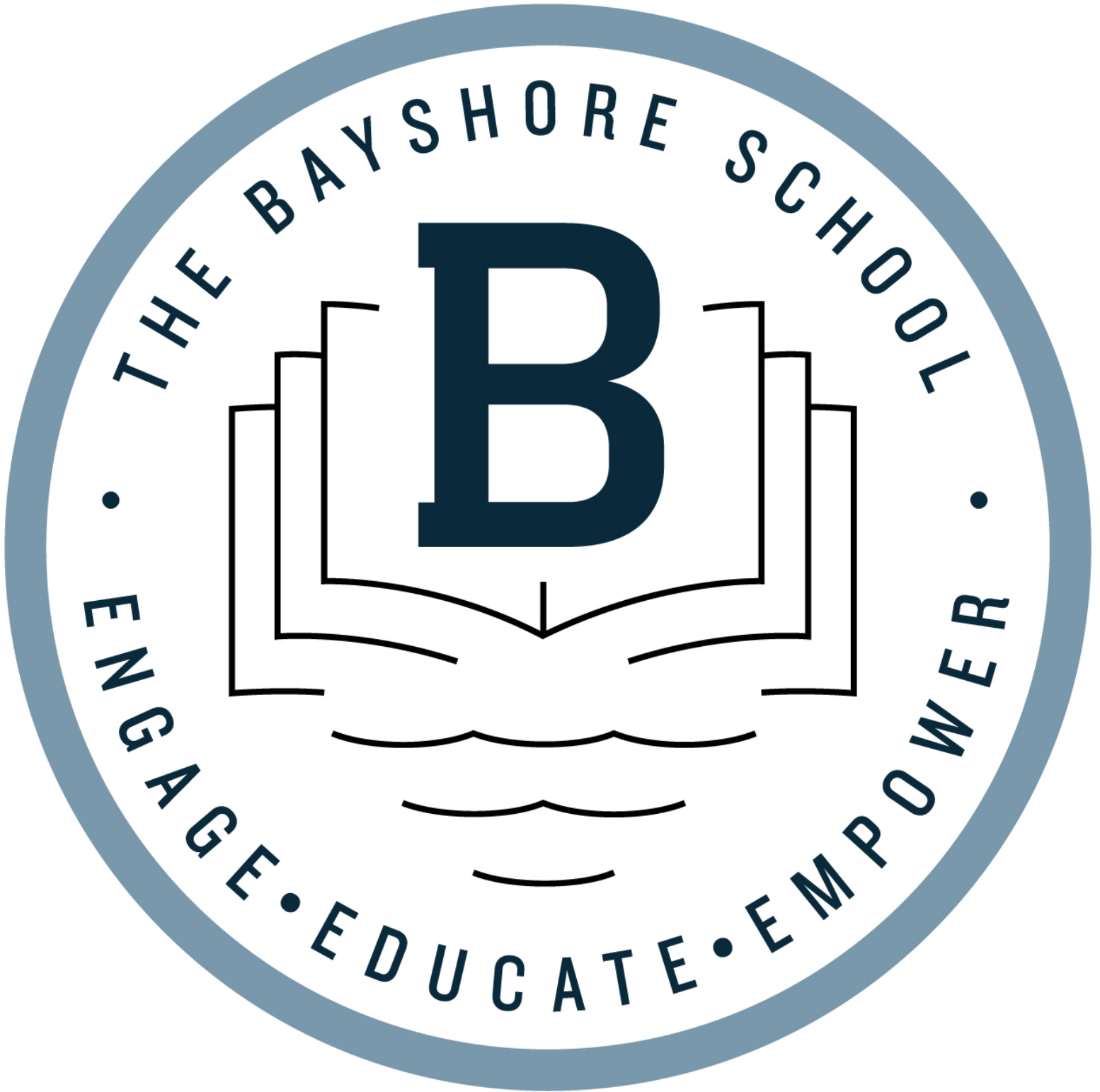


# Bayshore School

2022-2023 School Accountability Report Card  
(Published During the 2023-2024 School Year)



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2023-24 School Contact Information

<b>School Name</b>	Bayshore School
<b>Street</b>	155 Oriente St.
<b>City, State, Zip</b>	Daly City, CA 94014-1530
<b>Phone Number</b>	415.467.5443
<b>Principal</b>	Mrs. Brandy McDill-Zamarripa
<b>Email Address</b>	bmcz@thebayshoreschool.org
<b>School Website</b>	www.thebayshoreschool.org
<b>County-District-School (CDS) Code</b>	41688586000000

## 2023-24 District Contact Information

<b>District Name</b>	Bayshore Elementary School District
<b>Phone Number</b>	415.467.5443
<b>Superintendent</b>	Elizabeth Veal
<b>Email Address</b>	eveal@thebayshoreschool.org
<b>District Website</b>	www.thebayshoreschool.org

## 2023-24 School Description and Mission Statement

### Description:

Bayshore School is located in Daly City, just south of San Francisco, in the northeast corner of San Mateo County. Bayshore has an ethnically diverse population of approximately 350 students in grades PK-8. Most students live within walking distance to the school. Bayshore School has a dedicated staff, supportive parents, a small community feeling and a wealth of school spirit. The school mascot is a dolphin and the school expectations are, "Be Safe, Be Respectful, Be Responsible, Be Kind."

### MISSION STATEMENT:

Engage. Educate. Empower.

### VISION:

The Bayshore Community – Growing engaged hearts, educated minds, and empowered visionaries.

### VALUES AND PRINCIPLES:

The Bayshore School is committed to equity, excellence, creativity, and integrity in carrying out its work of providing educational and social services to students and families throughout the Bayshore Community.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	39
Grade 2	31
Grade 3	34
Grade 4	26
Grade 5	36
Grade 6	44
Grade 7	36
Grade 8	41
<b>Total Enrollment</b>	<b>322</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.5%
Male	47.5%
American Indian or Alaska Native	0.3%
Asian	14.6%
Black or African American	1.6%
Filipino	18.3%
Hispanic or Latino	47.8%
Native Hawaiian or Pacific Islander	5%
Two or More Races	8.7%
White	3.1%
English Learners	27.6%
Foster Youth	0.3%
Homeless	0.6%
Socioeconomically Disadvantaged	58.7%
Students with Disabilities	10.6%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.00	76.13	14.00	76.13	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.44	1.00	5.44	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	5.44	1.00	5.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	10.88	2.00	10.88	12115.80	4.41
<b>Unknown</b>	0.40	2.18	0.40	2.18	18854.30	6.86
<b>Total Teaching Positions</b>	18.30	100.00	18.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.10	86.43	17.10	86.43	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	5.03	1.00	5.03	11953.10	4.28
<b>Unknown</b>	1.70	8.55	1.70	8.55	15831.90	5.67
<b>Total Teaching Positions</b>	19.80	100.00	19.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	2.00	0.00
<b>Total Out-of-Field Teachers</b>	2.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.5	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2022, September	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher's College Readers K-5, Teacher's College Writers Workshop K-8, Schoolwide Reading 6-8, Schoolwide Grammar K-8, Fountas and Pinell K-3, TCWRP Phonics K-1	Yes	0

<b>Mathematics</b>	Illustrative Mathematics K-8	Yes	0
<b>Science</b>	NGSS aligned FOSS Kits and Science Resource books K-8	Yes	0
<b>History-Social Science</b>	Teachers Curriculum Institute (TCI) Social Studies Curriculum K-8	Yes	0
<b>Foreign Language</b>	na	No	0
<b>Health</b>	na	No	0
<b>Visual and Performing Arts</b>	na	No	0

## School Facility Conditions and Planned Improvements

Bayshore School was rebuilt in 2016-2017 and opened its doors on September 13, 2017. The new classrooms are each equipped with an interactive whiteboard and flexible seating. The district maintains the cleanliness of its restrooms, buildings and school grounds. Restrooms are cleaned several times each day. The buildings are clean and floors clean and polished. Grounds are maintained to be safe, and as attractive as possible. A school garden has been created and K-5th grade classes visit weekly utilizing science plans that reflect their grade level Next Generation Science Standards.

**Year and month of the most recent FIT report**

2022, September

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	34	34	34	34	47	46
<b>Mathematics</b> (grades 3-8 and 11)	22	26	22	26	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	226	224	99.12	0.88	34.08
<b>Female</b>	117	117	100.00	0.00	42.24
<b>Male</b>	109	107	98.17	1.83	25.23
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	36	36	100.00	0.00	41.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	45	44	97.78	2.22	50.00
<b>Hispanic or Latino</b>	99	98	98.99	1.01	24.74
<b>Native Hawaiian or Pacific Islander</b>	13	13	100.00	0.00	30.77
<b>Two or More Races</b>	22	22	100.00	0.00	36.36
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	56	55	98.21	1.79	9.26
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	141	139	98.58	1.42	26.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	29	93.55	6.45	13.79

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	226	224	99.12	0.88	25.89
<b>Female</b>	117	117	100.00	0.00	26.50
<b>Male</b>	109	107	98.17	1.83	25.23
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	36	36	100.00	0.00	36.11
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	45	44	97.78	2.22	38.64
<b>Hispanic or Latino</b>	99	98	98.99	1.01	17.35
<b>Native Hawaiian or Pacific Islander</b>	13	13	100.00	0.00	38.46
<b>Two or More Races</b>	22	22	100.00	0.00	22.73
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	56	55	98.21	1.79	5.45
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	141	139	98.58	1.42	20.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	29	93.55	6.45	6.90

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.79	31.17	12.79	31.17	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	77	100.00	0.00	31.17
Female	36	36	100.00	0.00	25.00
Male	41	41	100.00	0.00	36.59
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	38.46
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	35	35	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	6.25
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents are encouraged to attend Back to School nights, concerts, festivals, special daytime events, and formal and informal conferences with teachers. Prior to March 2020, we encouraged parents to volunteer in the schools. Volunteers would assist by photocopying, assisting individual children, and supporting classrooms. Due to COVID-19, our on campus volunteer program is in the process of being rejuvenated to return to pre-COVID practices. As health and safety practices permits, our parent engagement opportunities will increase to pre-COVID practices.

##### Parent Teacher Organization

The PTO is headed by elected parents and meet monthly. The PTO help create community events that support connection and engagement, and fundraisers that support teachers and staff. PTO supports staff by providing money for activities like classroom library books, field trips and additional supplies for school projects. They also support staff by providing treats and lunches to recognize the staff's hard work.

##### Board Meetings

Board Meetings are held the 2nd Thursday of every month. Parents are always welcome to attend and submit a public comment. Since March, 2020, all board meetings are live-streamed via Zoom (previously) and the Bayshore YouTube Channel (currently). The YouTube link is posted monthly on our school website at [www.thebayshoreschool.org](http://www.thebayshoreschool.org).

##### Lunch with the Principal:

The principal holds a weekly lunch meeting for parents to share any ideas or concerns regarding the school, which provides opportunities for parents to support one another and build a stronger sense of community.

##### LCAP Stakeholder Engagement Meetings

All stakeholder meetings this year are held in person on campus as health and safety practices permit. In the event that an in person meeting is not an option, the meetings are moved to a virtual option (i.e. Zoom).

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	346	341	55	16.1
Female	181	178	32	18.0
Male	165	163	23	14.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	53	50	3	6.0
Black or African American	12	11	2	18.2
Filipino	61	61	4	6.6
Hispanic or Latino	163	162	37	22.8
Native Hawaiian or Pacific Islander	18	18	3	16.7
Two or More Races	28	28	4	14.3
White	10	10	1	10.0
English Learners	102	99	22	22.2
Foster Youth	1	1	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	203	198	36	18.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	39	11	28.2

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.80	1.16	0.00	0.80	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.16	0
Female	0	0
Male	2.42	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.84	0
Native Hawaiian or Pacific Islander	5.56	0
Two or More Races	0	0
White	0	0
English Learners	0.98	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.48	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The school safety plan, that includes the Big Five Emergency, was written in the 16-17 school year. It is revised annually. The school had no issues to report on the California Safe Schools Assessment this year. The current Safety Plan follows the guidelines from the Big Five Emergency through the Coalition for Safe Schools and Communities.

Key elements include: Child Abuse Reporting Procedures, Disaster Procedures including Earthquake procedures, Procedures to Notify Staff of Dangerous Pupils, Procedures for Safe Ingress and Egress of Pupils, Discipline Policies and Practices and Lock Down procedures. This year, the Pandemic Recovery Framework was implemented within the Big Five Emergency Protocols.

Due to COVID-19, our reopening plan was submitted to and approved by the SMCOE and the SMC Health Office following the Pandemic Recovery Framework and the CDPH Pandemic Recovery guidelines.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	5		
1	10	4		
2	8	4		
3	9	4		
4	11	4		
5	11	4		
6	12	16		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1	2	
1	10	3		
2	14	3		
3	14	2		
4	18	2		
5	23		2	
6	22	10		1

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	0	0
1	13	3	0	0
2	8	4	0	0
3	12	3	0	0
4	14	2	0	0
5	19	2	0	0
6	24	0	10	1
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	322

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$13,467	\$3,757	\$9,710	\$66,353.42
<b>District</b>	N/A	N/A	\$9,710	
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$7,607	\$75,753
<b>Percent Difference - School Site and State</b>	N/A	N/A	38.2	-11.0



## Fiscal Year 2022-23 Types of Services Funded

Bayshore School Provided in 2021-2022:

The Bayshore Elementary School District serves its students by providing access to the following for all students:

- English Language Arts through Teachers College Readers and Writers Workshop
- Mathematics
- Science through the Next Generation Science Standards Integrated Approach
- Social Studies
- Physical Education and Health
- Chorus

In addition to the above, the following services are provided:

- Instructional aides to support lower pupil-teacher ratio.
- A full-time library aide to maintain the school libraries and help teachers select books for children.
- Summer school for all students.
- Homework Assistance and tutoring for students after school.
- Assistance in English language learning.
- Outdoor Garden Teacher for grades K-5.
- Full day Kindergarten
- 1-1 technology via Chromebooks and iPads
- School to Home Chromebook Program for 6th - 8th grade
- Free After School program

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$48,481
<b>Mid-Range Teacher Salary</b>		\$73,129
<b>Highest Teacher Salary</b>		\$99,406
<b>Average Principal Salary (Elementary)</b>		\$117,381
<b>Average Principal Salary (Middle)</b>		\$128,158
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		\$138,991
<b>Percent of Budget for Teacher Salaries</b>	33.5%	29.34%
<b>Percent of Budget for Administrative Salaries</b>	5.41%	5.99%

## Professional Development

All teachers participate in formal staff development each year. In previous years, teachers have participated in more than 60 hours of staff training. Currently, our school has Early Release Wednesdays that provide teachers time to attend professional development. The priority areas this year are: 1) PDSA cycles of Math and ELA instructional practices, 2) ELD instructional strategies and practice analysis. Through these sessions, teachers are learning and being supported in deepening their

## Professional Development

instructional strategies. Teachers are also provided release time for peer lesson studies and coaching for both Math and English Language Arts.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	