

Bayshore School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Bayshore School
Street	155 Oriente St.
City, State, Zip	Daly City, CA 94014-1530
Phone Number	415.467.5443
Principal	Mrs. Brandy McDill-Zamarripa
Email Address	bmcz@thebayshoreschool.org
School Website	www.thebayshoreschool.org
Grade Span	K-8
County-District-School (CDS) Code	416885860000000

2025-26 District Contact Information

District Name	Bayshore Elementary School District
Phone Number	415.467.5443
Superintendent	Bhavna Narula
Email Address	bnarula@thebayshoreschool.org
District Website	www.thebayshoreschool.org

2025-26 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:

2025-26 School Description and 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	20
Kindergarten	46
Grade 1	38
Grade 2	37
Grade 3	39
Grade 4	29
Grade 5	40
Grade 6	27
Grade 7	38
Grade 8	48
Total Enrollment	342

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
Asian	14.3
Black or African American	2.3
Filipino	15.2
Hispanic or Latino	46.8
Native Hawaiian or Pacific Islander	6.4
Two or More Races	8.2
White	6.7
English Learners	32.2
Foster Youth	0.3
Socioeconomically Disadvantaged	63.7
Students with Disabilities	10.2

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.1	86.43	17.1	86.43	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	5.03	1	5.03	11953.1	4.28
Unknown/Incomplete/NA	1.7	8.55	1.7	8.55	15831.9	5.67
Total Teaching Positions	19.8	100	19.8	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.5	94.52	21.5	94.52	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.39	1	4.39	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	1.1	0.2	1.1	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	22.8	100	22.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.7	40.18	8.7	40.18	230039.4	100
Intern Credential Holders Properly Assigned	2	9.15	2	9.15	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.5	20.87	4.5	20.87	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	6.4	29.7	6.4	29.7	13705.8	4.91
Total Teaching Positions	21.8	100	21.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	4.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	4.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0.2	0
Total Out-of-Field Teachers	1.00	0.2	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	30.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	18.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

2022, September

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SAVVAS: My View K-5; SAVVAS: My Perspectives 6-8	0
Mathematics	Illustrative Mathematics K-8	0
Science	NGSS aligned FOSS Kits and Science Resource books K-8	0
History-Social Science	Teachers Curriculum Institute (TCI) Social Studies Curriculum K-8	0
Foreign Language	na	0
Health	na	0
Visual and Performing Arts	na	0
Science Laboratory Equipment (grades 9-12)	na	

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

School Facility Conditions and Planned Improvements

The Bayshore School and district office 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. There is a school garden that 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	34	29	34	47	48
Mathematics (grades 3-8 and 11)	29	30	29	30	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	218	98.20	1.80	33.80
Female	116	114	98.28	1.72	37.72
Male	106	104	98.11	1.89	29.41
American Indian or Alaska Native	0	0	0	0	0
Asian	38	38	100.00	0.00	52.63
Black or African American	--	--	--	--	--
Filipino	41	39	95.12	4.88	51.28
Hispanic or Latino	96	95	98.96	1.04	21.28
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	20.00
Two or More Races	16	16	100.00	0.00	43.75

White	11	10	90.91	9.09	--
English Learners	59	58	98.31	1.69	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	136	97.14	2.86	23.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	4.55

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	218	98.20	1.80	29.82
Female	116	114	98.28	1.72	30.70
Male	106	104	98.11	1.89	28.85
American Indian or Alaska Native	0	0	0	0	0
Asian	38	38	100.00	0.00	44.74
Black or African American	--	--	--	--	--
Filipino	41	39	95.12	4.88	35.90
Hispanic or Latino	96	95	98.96	1.04	25.26
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	20.00
Two or More Races	16	16	100.00	0.00	25.00
White	11	10	90.91	9.09	--
English Learners	59	58	98.31	1.69	5.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	140	136	97.14	2.86	21.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	0.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.84	17.44	18.84	17.44	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	86	100.00	0.00	17.44
Female	49	49	100.00	0.00	18.37
Male	37	37	100.00	0.00	16.22
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	25.00
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	33.33
Hispanic or Latino	39	39	100.00	0.00	7.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	53	100.00	0.00	11.32
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to attend Back to School night, Open House, concerts, festivals, special daytime events, family education evening events, and formal and informal conferences with teachers. Volunteering in classrooms and on fieldtrips is also something we continue to encourage as a way of strengthening the home/school connection.

Parent Teacher Organization

The PTO is headed by elected parents and meet monthly. The PTO helps to 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. Community members can stream live meetings through our Bayshore YouTube Channel. The YouTube link is posted monthly on our school website at www.thebayshoreschool.org.

LCAP Community Partner Engagement Meetings

All meetings are held in person on campus.

School Site Council

Parents and students are encouraged to attend School Site Council Meetings to stay informed and provide valuable feedback around school initiatives impacting all students.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	358	356	49	13.8
Female	172	172	23	13.4
Male	186	184	26	14.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	8	15.7
Black or African American	--	--	--	--
Filipino	56	56	6	10.7
Hispanic or Latino	169	167	23	13.8
Native Hawaiian or Pacific Islander	22	22	4	18.2
Two or More Races	28	28	2	7.1
White	24	24	6	25.0
English Learners	128	126	21	16.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	230	228	42	18.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	39	38	9	23.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.16	0.85	3.91	1.16	0.85	3.91	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.91	0.00
Female	1.16	0.00
Male	6.45	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	0.00	0.00
English Learners	7.81	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The school safety plan, that includes the Big Five Emergency, 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.

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	12	4	1	0
1	19	6	0	0
2	13	9	0	0
3	10	9	0	0
4	13	9	0	0
5	13	6	0	0
6	20	6	6	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	9	3		
1	15	3	2	
2	19	4		
3	15	5		
4	11	3	2	
5	16	3	2	
6	27		6	

2024-25 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
Pupils to Academic Counselor	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	\$13,467	\$3,757	\$9,710	\$66,353.42
District	N/A	N/A	\$9,710	\$89,457
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-10.4	-17.9

Fiscal Year 2024-25 Types of Services Funded

Bayshore School Provided in 2024-2025:

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

- English Language Arts through SAVVAS My View & My Perspectives
- Mathematics through Illustrative Mathematics
- Science through the Next Generation Science Standards Integrated Approach
- Social Studies through TCI
- Physical Education and Health
- Music Instruction PreK-8

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.

Fiscal Year 2024-25 Types of Services Funded

- 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$65,704	\$55,248
Mid-Range Teacher Salary	\$103,318	\$80,746
Highest Teacher Salary	\$129,021	\$109,655
Average Principal Salary (Elementary)	\$139,920	\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$193,228	\$155,954
Percent of Budget for Teacher Salaries	30.73%	25.26%
Percent of Budget for Administrative Salaries	6.89%	6.12%

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 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4