



Bayside Community Day School

24975 Bay Avenue • Moreno Valley, CA 92553 • (951) 571-7890 • Grades 9-12

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<http://baysidecommunityschool.org>

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Moreno Valley Unified School District

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**Assistant Superintendent,
Educational Services**

Mays Kakish
**Chief Business Official, Business
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Robert J. Verdi, Ed.D.
**Assistant Superintendent, Human
Resources**

School Description

Bayside Community Day School offers an alternative education program not intended to be juvenile court school, although students on probation may be assigned. The targeted population of Bayside Community Day School are students in grades 9 through 12 who are identified as at-risk due to attendance affecting their behavior, or academic standing for the purposes of accepting expelled students, or those in the suspension/expulsion progress, Bayside Community Day School is similar to the MVCLC - Charter School. However, in the organization of our alternative educational program, currently there are few expelled students enrolled in Bayside Community Day School and those are on a suspended expulsion and placed on contract at the time they enroll.

Bayside Community Day School represents the belief the addition of this alternative school within the Moreno Valley Unified School District, provides a unique and additional opportunity to address the educational needs and desires of the students in Moreno Valley.

The fundamental goals of Bayside Community Day School are to provide at-risk students in grades 9 through 12 with an opportunity to maintain a connection to the academic process, to make-up their credits, to increase their basic academic skills and to prepare themselves to return to their regular comprehensive high school program or to pursue a vocational career.

Bayside Community Day School's curriculum is committed to articulate with the curriculum of the high schools in the Moreno Valley Unified School District. Students' skills are increased and reinforced. Students are provided with opportunities to learn and apply problem solving and critical thinking techniques. In addition, lessons are presented emphasizing various student-learning modalities to maximize the potential for success. The counselor meets with the student and parent and an Individual Graduation Plan is prepared for each student, to ensure students are enrolled in the appropriate classes to complete their high school graduation requirements.

About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (951) 571-7890.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 10	1
Gr. 11	58
Gr. 12	127
Total	186

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	24.2
American Indian or Alaska Native	0.0
Asian	0.5
Filipino	0.5
Hispanic or Latino	69.9
Native Hawaiian/Pacific Islander	0.0
White	4.8
Two or More Races	0.0
Socioeconomically Disadvantaged	90.9
English Learners	22.0
Students with Disabilities	1.6

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			
Bayside Community Day School	12-13	13-14	14-15
Fully Credentialed	9	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Moreno Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Bayside Community Day School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* 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 (School Year 2014-15)

The District provides all students with high-quality textbooks and instructional resources. Instructional materials are reviewed and approved by State committees for local adoption in grades K-8; high school materials are reviewed and approved locally. All core instructional materials are reviewed by District level committees of teachers and administrators and approved by the Board of Education prior to use within MVUSD schools. This process is aligned with the State Department of Education’s seven-year review cycle. The State Board’s adoption cycle is: • 2004-05: Health • 2005-06: History-Social Science • 2006-07: Science and Visual & Performing Arts • 2007-08: Mathematics • 2008-09: Reading-Language Arts The District normally adopts new material within twenty-four months of adoption by the State Board of Education. As a result of state budget shortfalls, Assembly Bill X42 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, until the 2013-14 school year and allowed districts to postpone. Each school has a library to supplement and enrich the school’s instructional program. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/28/2010 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Moreno Valley Unified School District.

**Textbooks and Instructional Materials
Year and month in which data were collected: 10/11/13**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>The Language of Literature, McDougal Littell (Adopted in 2005)</p> <p>The Humanities in Western Culture, Glencoe (Adopted in 2000)</p> <p>Writer’s Inc., Great Source (Adopted in 2000)</p> <p>The Creative Writer’s Craft, Glencoe (Adopted in 2000)</p> <p>British Literature, McDougal Littell (Adopted in 2005)</p> <p>World Literature, McDougal Littell (Adopted in 2005)</p> <p>Read 180 Stage C, Scholastic (Adopted in 2005)</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: No</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Passport to Algebra, McDougal Littell (Adopted in 2003)</p> <p>Passport to Geometry, McDougal Littell (Adopted in 2003)</p> <p>Geometry: Tools for a Changing World, Prentice Hall (Adopted in 1999)</p> <p>Pre-Algebra, Prentice Hall (Adopted in 2003)</p> <p>Algebra 1, Prentice Hall (Adopted in 2003)</p> <p>Algebra 2, McDougal Littell (Adopted in 2000)</p> <p>Calculus of a Single Variable, McDougal Littell (Adopted in 2000)</p> <p>Contemporary Pre-Calculus, A Graphing Approach, Thomson Learning (Adopted in 2000)</p> <p>Mathematics of Money with Algebra, Glencoe (Adopted in 2003)</p> <p>Problem Solving Strategies, Key Curriculum Press (Adopted in 2003)</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 10/11/13

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>California Physics, Holt, Rinehart & Winston (Adopted in 2008)</p> <p>Essentials of Anatomy and Physiology, Prentice Hall (Adopted in 2008)</p> <p>Modern Earth Science, McDougal Littell (Adopted in 1999)</p> <p>California Chemistry, Prentice Hall (Adopted in 2008)</p> <p>California Biology, Prentice Hall (Adopted in 2008)</p> <p>Biology-AP, Prentice Hall (Adopted in 2008)</p> <p>Lifetime Science, Holt, Rinehart & Winston (Adopted in 2005)</p> <p>Earth Science, Prentice Hall (Adopted in 2005)</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World Geography, Glencoe (Adopted in 2000)</p> <p>Economics: Principles in Action, Prentice Hall (Adopted in 2007)</p> <p>Economics: Principles and Tools, Prentice Hall (Adopted in 2003)</p> <p>US History: American Anthem, Holt, Rinehart & Winston (Adopted in 2007)</p> <p>Magruder’s American Government, Prentice Hall (Adopted in 2007)</p> <p>American Pageant, McDougall Littell (Adopted in 2007)</p> <p>Psychology and You, Glencoe/McGraw-Hill (Adopted in 2000)</p> <p>World History: The Modern World, Prentice Hall (Adopted in 2007)</p> <p>Sociology: Understanding Society, Prentice Hall (Adopted in 2000)</p> <p>American Government, 10th Edition, McDougal Littell (Adopted in 2007)</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

General:

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District office, or on the Internet at www.mvUSD.k12.ca.us. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Building:

This school has 11 classrooms, three permanent classes, eight portable classrooms, and an administration building. The main campus was built in 1998. The school opened in 1998.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and all emergency repairs are given the highest priority.

Cleaning Process and Schedule:

The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District's M & O office. The District Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Improvement Projects:

Improvement projects recently completed at the school include the air conditioning unit was replaced in the data room.

Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District has budgeted \$1,280,000 for the Deferred Maintenance Program. This represents 0.44% of the District's general fund budget.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/11/14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: 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 Rating	Exemplary	Good	Fair	Poor	
		X			

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.

CAASPP 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science				45	43	45	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	4	8	12	42	46	45	54	56	55
Math	2	4	4	38	39	39	49	50	50
HSS	6	5	11	35	35	37	48	49	49

* 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

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

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	45	
All Student at the School		
Male		
Female		
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-25	19	77
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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

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

Bayside Community Day School and MVCLC - Charter School have developed a written Title I parental involvement policy with input from Title I parents. A policy has been distributed to parents of Title I students. School's policy describes the means for carrying out the following Title I parental involvement requirements. (Title I involvement, 20 USC 6318 a-f).

Parents/Guardians are invited and encouraged to attend the public meeting held at the beginning of each school year to discuss the school's categorical programs, their rights under Title I, and how they can be involved in the planning, review and implementation of categorical and Title I programs at Bayside.

A number of meetings are offer: ELAC and SSC meet at least three times a year in conjunction with back-to-school and Parent nights. Additional meetings are held as required to review the status of spending and the development and review of the Single Plan for Student Achievement.

Through school programs, parents of children at Bayside/Charter have regular opportunities to make recommendations or adjusting the educational needs of their children and on ways parents can help their children with 1- Three quarterly meetings. 2- School's website. 3- Teacher course descriptions. 4- Back-to-school Night and Parent Nights. 5- Newsletters and information flyers. 6- Students progress reports. 7- Parent-Teacher conferences. 8- Student Study Teams.

Parents are invited and encouraged to serve on school/district advisory committees, school-site councils, and other parent groups.

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.

School Safety Plan

The comprehensive School Safety Plan includes, but is not necessarily limited to, assessing the current status of school crime committed on school campuses and at schoolrelated functions, identifying appropriate strategies and programs that will provide or maintain a high level of school safety, and addressing procedures for complying with existing laws related to school safety.

Fire drills are held at least twice a year at the secondary schools and once a month at the elementary schools. Disaster and earthquake drills are conducted as needed. The School Safety Plan also includes the MVUSD discipline policy, which describes the consequences for student misconduct (such as detention, Saturday School, suspension, and expulsion).

The School Safety Plan was last reviewed, updated, and discussed with school staff on October 11, 2011.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	25.3	29.9	18.4
Expulsions Rate	0.0	0.3	0.3
District	11-12	12-13	13-14
Suspensions Rate	10.0	8.8	8.6
Expulsions Rate	0.0	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		21
Percent of Schools Currently in Program Improvement		67.7

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.75
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	161

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	23.2	9	13	5	30	19	10	1	2	0		
Math	23.7	17	23	5	10	1	5	4	8	1		
Science	20	9	14	4	13	5	0		3	0		
SS	22.9	21	19	4	6	5	6	5	8	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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,508	\$41,761
Mid-Range Teacher Salary	\$66,825	\$66,895
Highest Teacher Salary	\$87,021	\$86,565
Average Principal Salary (ES)	\$110,144	\$108,011
Average Principal Salary (MS)	\$120,891	\$113,058
Average Principal Salary (HS)	\$123,999	\$123,217
Superintendent Salary	\$180,796	\$227,183
Percent of District Budget		
Teacher Salaries	43	38
Administrative Salaries	4	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	450.62	348.58	102.04	60,951.37
District	♦	♦	\$4,321	\$69,819
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-97.6	-12.7
Percent Difference: School Site/ State			-97.8	-13.8

Types of Services Funded at Bayside Community Day School

The average daily attendance (ADA) dollars provide services budgeted from the general fund including regular classroom instruction and support, special education, counseling, psychology, child welfare, and attendance and program assessment. Additional services funded as categorical programs include: Title I, and Title VI assistance to targeted populations, services for English Learners, Gifted and Talented Education (GATE), School Safety and Violence Prevention, and before- and after- school tutorial programs.

Professional Development provided for Teachers at Bayside Community Day School

Professional development is designed to support the implementation of the school's plan by promoting curriculum improvement training programs focusing primarily on grade level academic content standards instructional strategies, assessment (data analysis and content training), review processes, individual school needs, and needs of special students. Such programs focus on analysis of teaching and student learning, accountability strategies, and integration of technology into the District's curricula. The Professional Development Specialists have also been trained in the Professional Learning Community model and are available for assistance with implementation on our campuses. Our schools also benefits from the various professional programs available to staff through District support. Some of these opportunities are:

- Teachers with preliminary credentials new to Moreno Valley are provided the opportunity to clear their credentials through the Induction Program coordinated by Professional Development and RCOE.
- Multilingual and Special Education trainings are all coordinated through Professional Development. CPR and Instructional Assistant trainings are also coordinated through Professional Development
- Participants may register electronically for professional development offerings.
- Local colleges and universities offer a wide variety of professional development coursework.

Teachers are compensated for attending professional development during their non-contract time. Substitutes are provided through various funding sources for trainings taking place during the school day. Professional Development works collaboratively with teacher-teams to develop Scope and Sequence manuals for teaching the Common Core State Standards. The department also facilitates teams for the creation of the new Interim Assessments. The Professional Development department is moving away from the traditional 'workshop' method of providing teacher training and is moving towards a coaching model where our twelve specialists spend a day at each school site collaborating with the staff and administration to analyze data and develop plans for increasing student achievement. Each specialist has had in-depth training on implementing the Common Core State Standards and with school staffs to implement the changes using a transformational model. Professional Development also plans and hosts the Leadership Academy for developing teacher leaders.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55	24	20	55	34	12
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Bayside Community Day School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Moreno Valley Unified School District	2011-12	2012-13	2013-14
English-Language Arts	38	41	38
Mathematics	38	41	38
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	65.85	79.76	84.56
Black or African American	58.33	72.92	75.90
American Indian or Alaska Native	100.00	75.00	77.82
Asian	100.00	82.14	92.94
Filipino	66.67	90.63	92.20
Hispanic or Latino	62.50	80.84	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	100.00	80.87	90.15
Two or More Races	100.00	75.00	89.03
Socioeconomically Disadvantaged	66.99	83.67	82.58
English Learners	10.81	45.65	53.68
Students with Disabilities	200.00	52.87	60.31

Dropout Rate and Graduation Rate			
Bayside Community Day School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	20.0	16.9	11.9
Graduation Rate	69.94	74.74	81.51
Moreno Valley Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	20.0	16.9	11.9
Graduation Rate	69.94	74.74	81.51
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	157
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	23%

Career Technical Education Programs