

2013–14 School Accountability Report Card Template (Word Version)

(To be used to meet the state reporting requirement
by February 1, 2015)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

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Important!

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before using the
School Accountability Report Card
template**

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013–14 School Year
Published During 2014–15

Bayhill High School

Address: 521 Boden Way, Oakland CA
Principal: Shelley Lobell

Phone: 510.268.1500
Grade Span: 9-12

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 principal or the district office.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information – Most Recent Year

District Name	DPC
Phone Number	DPC
Superintendent	DPC
E-mail Address	DPC
Web Site	DPC

School Contact Information – Most Recent Year

School Name	Bayhill High School
Street	521 Boden Way
City, State, Zip	Oakland CA 94610
Phone Number	510.268.1500
Principal	Shelley Lobell
E-mail Address	lobell@bayhillhs.org
Web Site	www.bayhillhs.org
County-District-School (CDS) Code	01.61259.011.7002

School Description and Mission Statement – Most Recent Year

Bayhill High School is a private, non-public high school for students with learning differences

Student Enrollment by Grade Level (School Year 2013–14)

Grade Level	Number of Students
Kindergarten	DPC
Grade 1	DPC
Grade 2	DPC
Grade 3	DPC
Grade 4	DPC
Grade 5	DPC
Grade 6	DPC
Grade 7	DPC
Grade 8	DPC
Ungraded Elementary	DPC
Grade 9	15
Grade 10	15
Grade 11	18
Grade 12	20
Ungraded Secondary	DPC
Total Enrollment	DPC

Student Enrollment by Student Group (School Year 2013–14)

Group	Percent of Total Enrollment
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Black or African American	23
American Indian or Alaska Native	DPC
Asian	5
Filipino	DPC
Hispanic or Latino	5
Native Hawaiian or Pacific Islander	DPC
White	51
Two or More Races	16
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	100

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

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

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012–13	2013–14	2014–15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	DPC
All Schools in District	DPC	DPC
High-Poverty Schools in District	DPC	DPC
Low-Poverty Schools in District	DPC	DPC

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

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

Year and month in which data were collected: **Data provided by the LEA**

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2012	y	0
Mathematics	2014	y	0
Science	2012	y	0
History-Social Science	2012	y	0
Foreign Language	2011	y	0
Health	DPL	y	0
Visual and Performing Arts	DPL	y	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

School Facility Conditions and Planned Improvements – Most Recent Year

Narrative provided by the LEA

Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

Overall Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		DPL	DPL	DPL

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Science (grades 5, 8, and 10)	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
History-Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010–11	2011–12	2012–13
Statewide	DPC	DPC	DPC
Similar Schools	DPC	DPC	DPC

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

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

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

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013–14)

Narrative provided by the LEA

Use this space to provide information about Career Technical Education (CTE) programs including:

- *Programs and classes offered that are specifically focused on career preparation and or preparation for work*
- *How these programs and classes are integrated with academic courses and how they support academic achievement*
- *How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students*
- *The measurable outcomes of these programs and classes, and how they are evaluated*
- *State the primary representative of the district's CTE advisory committee and the industries represented on the committee*

Career Technical Education Participation (School Year 2013–14)

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

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

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

State Priority: Other Pupil Outcomes

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

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

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2013–14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement – Most Recent Year

Narrative provided by the LEA

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Dropout Rate	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	100	100	100	DPC	DPC	DPC	DPC	DPC	DPC

Completion of High School Graduation Requirements – Graduating Class of 2013

Group	School	District	State
All Students	100	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Suspensions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan – Most Recent Year

Narrative provided by the LEA

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.

D. Other SARC Information

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

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

AYP Criteria	School	District
Made AYP Overall	DPC	DPC
Met Participation Rate - English-Language Arts	DPC	DPC
Met Participation Rate - Mathematics	DPC	DPC
Met Percent Proficient - English-Language Arts	DPC	DPC
Met Percent Proficient - Mathematics	DPC	DPC
Met Graduation Rate	DPC	DPC

Federal Intervention Program (School Year 2014–15)

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement*	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells with NA values do not require data.

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Other	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	10	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	10	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Social Science	10	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

* 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.

Academic Counselors and Other Support Staff (School Year 2013–14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.25	16
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (librarian)	DPL	N/A
Library Media Services Staff (paraprofessional)	DPL	N/A
Psychologist	DPL	N/A
Social Worker	DPL	N/A
Nurse	DPL	N/A
Speech/Language/Hearing Specialist	.75	16
Resource Specialist (non-teaching)	DPL	N/A
Other	DPL	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012–13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2013–14)

Narrative provided by the LEA

Provide specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2012–13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

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

Advanced Placement Courses (School Year 2013–14)

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

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

* Where there are student course enrollments.

Professional Development – Most Recent Three Years

Narrative provided by the LEA

Use this space to share information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- *What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?*
- *What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?*
- *How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?*