

# Bayfront Charter High 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>	Bayfront Charter High School
<b>Street</b>	830 Bay Blvd
<b>City, State, Zip</b>	Chula Vista Ca, 91911
<b>Phone Number</b>	619-934-7000
<b>Principal</b>	Dr. Ryan Santos
<b>Email Address</b>	ryan.santos@bayfrontcharter.com
<b>School Website</b>	www.bayfrontcharter.com
<b>County-District-School (CDS) Code</b>	37680236037980

## 2023-24 District Contact Information

<b>District Name</b>	Mueller Charter School
<b>Phone Number</b>	(619)425-9600
<b>Superintendent</b>	Dr. Eduardo Reyes, Superintendent
<b>Email Address</b>	eduardo.reyes@cvesd.org
<b>District Website</b>	www.cvesd.org

## 2023-24 School Description and Mission Statement

Mission Statement:

"Bayfront Charter High School illuminates multiple pathways toward each student's college, career and life aspirations through our culture of high expectations, caring and support, and opportunities for meaningful participation."

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	127
Grade 1	96
Grade 2	114
Grade 3	115
Grade 4	113
Grade 5	127
Grade 6	132
Grade 7	109
Grade 8	93
Grade 9	159
Grade 10	131
Grade 11	157
Grade 12	133
<b>Total Enrollment</b>	<b>1,606</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1%
Male	52.9%
American Indian or Alaska Native	0.1%
Asian	0.2%
Black or African American	1.7%
Filipino	1.4%
Hispanic or Latino	90%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.2%
White	5.2%
English Learners	41.2%
Foster Youth	0.1%
Homeless	2.3%
Socioeconomically Disadvantaged	78.5%
Students with Disabilities	10%

## 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>	64.50	92.36	1227.00	88.68	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.10	0.37	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.80	4.05	31.40	2.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.00	1.01	12115.80	4.41
<b>Unknown</b>	2.40	3.56	106.00	7.66	18854.30	6.86
<b>Total Teaching Positions</b>	69.90	100.00	1383.70	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.00	94.66	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	4.27	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	0.71	33.90	2.36	11953.10	4.28
Unknown	0.20	0.35	109.80	7.63	15831.90	5.67
<b>Total Teaching Positions</b>	<b>75.00</b>	<b>100.00</b>	<b>1440.10</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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	2.80	3.20
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.80</b>	<b>3.20</b>

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	0.50
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.50</b>

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)	3.6	6.5
<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)	4.9	4.3

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

We have 1 to 1 use of Apple laptops for students and do not use textbooks.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance and Benchmark Adelante - adopted July 2017		0
<b>Mathematics</b>	iReady Math Curriculum - adopted July 2023	Yes	0
<b>Science</b>	TWIGs Science Curriculum - adopted July 2023		0
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.		0
<b>Foreign Language</b>	N/A		0
<b>Health</b>	N/A		0
<b>Visual and Performing Arts</b>	N/A		0

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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## 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)	49	47	54	53	47	46
<b>Mathematics</b> (grades 3-8 and 11)	31	36	41	43	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>	848	832	98.11	1.89	47.00
<b>Female</b>	406	396	97.54	2.46	49.24
<b>Male</b>	442	436	98.64	1.36	44.95
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	12	100.00	0.00	41.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	759	744	98.02	1.98	46.10
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	38.46
<b>White</b>	50	50	100.00	0.00	54.00
<b>English Learners</b>	311	296	95.18	4.82	15.88
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	23	22	95.65	4.35	31.82
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	658	645	98.02	1.98	43.41
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	79	78	98.73	1.27	23.08

## 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>	848	846	99.76	0.24	35.70
<b>Female</b>	406	405	99.75	0.25	35.06
<b>Male</b>	442	441	99.77	0.23	36.28
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	12	100.00	0.00	33.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	759	757	99.74	0.26	35.01
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	30.77
<b>White</b>	50	50	100.00	0.00	40.00
<b>English Learners</b>	311	311	100.00	0.00	19.61
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	23	23	100.00	0.00	26.09
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	658	657	99.85	0.15	33.49
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	79	79	100.00	0.00	20.25

## 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
<b>Science</b> (grades 5, 8 and high school)	26.71	30.37	36.97	34.95	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
<b>All Students</b>	510	508	99.61	0.39	30.31
<b>Female</b>	232	231	99.57	0.43	32.03
<b>Male</b>	278	277	99.64	0.36	28.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	453	451	99.56	0.44	28.82
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	35	35	100.00	0.00	40.00
<b>English Learners</b>	113	113	100.00	0.00	2.65
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	364	363	99.73	0.27	26.45
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	51	100.00	0.00	3.92

## 2022-23 Career Technical Education Programs

During the 2021-22 school year, Bayfront worked with its community partners to develop its first CTE Pathway. Bayfront Charter High School will offer the Patient Care CTE Pathway which falls under the Health Science and Medical Technology Industry Sector. This pathway aligns with both industry need and student interest. The sequence of courses for Bayfront's Patient Care Pathway includes Human Anatomy and a college-level Medical Terminology course. Please note that this pathway was not available to students until the 2022-23 School Year.

All students take career assessments during their 10th grade year and participate in financial literacy workshops.

Bayfront's CTE committee is comprised of the Executive Director, Principal, Financial Director, Lead School Counselor, and additional school counselor. The committee has worked in partnership the San Diego County of Education and CTE Regional Director. The committee also brings in the site's Student Advisory Committee for input from time to time.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	38
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	62.12

## 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
Grade 9	89.38%	89.38%	89.38%	89.38%	89.38%

## 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 actively involved in our Community Counsel which meets regularly to discuss opportunities for student success and to keep everyone updated on school related logistics including, budget updates, construction on building, partnerships with outside organizations, new programs, events, and more.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	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
Dropout Rate	0	0.7	2.3	1.9	1.5	6.8	9.4	7.8	8.2
Graduation Rate	100	98.5	97.7	97.3	96.6	92.5	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	133	130	97.7
<b>Female</b>	64	62	96.9
<b>Male</b>	69	68	98.6
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	114	112	98.2
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	14	13	92.9
<b>English Learners</b>	21	19	90.5
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	108	106	98.1
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	16	16	100.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1691	1661	352	21.2
Female	793	779	167	21.4
Male	897	881	185	21.0
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	3	3	0	0.0
Black or African American	33	30	7	23.3
Filipino	25	25	1	4.0
Hispanic or Latino	1518	1491	318	21.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	22	22	5	22.7
White	85	85	21	24.7
English Learners	717	699	143	20.5
Foster Youth	2	2	0	0.0
Homeless	48	44	18	40.9
Socioeconomically Disadvantaged	1348	1324	296	22.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	187	186	51	27.4

### 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	1.10	0.89	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.89	0
Female	0.5	0
Male	1.23	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.03	0
Filipino	0	0
Hispanic or Latino	0.86	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.18	0
English Learners	0.28	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.82	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.6	0

## 2023-24 School Safety Plan

The School Site Council (Leadership Council) approved the School Safety Plan in January 2020

### 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	17	2	6	
1	16	8		
2	10	13		
3	12	11		
4	13	10		
5	16	5	3	
6	30		4	

## 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	13	8		
1	11	11		
2	9	13		
3	12	10		
4	13	10		
5	21	2	4	
6	25	1	4	

## 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	14	6	3	0
1	12	8	0	0
2	10	12	0	0
3	12	10	0	0
4	11	10	0	0
5	21	4	2	0
6	33	0	0	0
Other	0	0	0	0

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	13	8	
Mathematics	30	1	27	6
Science	28	2	7	2
Social Science	28	2	6	5

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6	11	
Mathematics	26	13	21	4
Science	29	1	7	3
Social Science	28	1	12	1

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	8	10	0
Mathematics	27	6	27	3
Science	27	1	10	0
Social Science	25	2	6	3

## 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>	214.13

## 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>	7.5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	2.3
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	11.5

## 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>	11940	2388	9552	90640
<b>District</b>	N/A	N/A	8,864.49	\$87,887
<b>Percent Difference - School Site and District</b>	N/A	N/A	7.5	5.8
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A	36.6	3.8

## Fiscal Year 2022-23 Types of Services Funded

Mueller/Bayfront Charter School provides a wide variety of support and services for students including, but by no means limited to the following:

- An extended school year of 196 days (16 additional instructional days for students);
- Full-time support positions including Coordinator of Instruction, Dean of Achievement, nurse, psychologist, student advocate, and counselors;
- A technology infrastructure that supports 1 to 1 devices for all students. Each classroom offers a classroom set of laptops or devices including desktop computers and IPADS, a laser printer, document camera and LCD projector with support for instructional videos, DVD's and Internet-related content. We also have over 700 laptop computers on carts to help facilitate research and writing projects, as well as a substantial investment in software providing both assessment and instruction tied to state grade level standards;
- Home visits by all classroom teachers at the beginning of the school year, and parent conferences during the year to create and maintain home-school partnerships and support;
- Funding for annual enhancements to classroom reading libraries and materials, field trips for students, and collaboration time offering art and music instruction;
- Substantial investment in professional development opportunities and programs for all staff.

## 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>	\$54,003	\$54,215
<b>Mid-Range Teacher Salary</b>	\$81,474	\$86,843
<b>Highest Teacher Salary</b>	\$108,524	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$147,193	\$140,851
<b>Average Principal Salary (Middle)</b>	\$0	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$270,400	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	36.2%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	4.69%	5.15%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	1

## Professional Development

We have professional development days every Friday and they focus on student achievement based on assessment data, community suggestions for programming, restorative practices as a school culture, use of technology as educators, diversity training, RSP support in classrooms, partnering with outside organizations to create student opportunities and more (e.g. distance learning). Teachers also have department chairs who offer individual support and training in lesson design.

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>			