Executive Summary School Accountability Report Card, 2025–26

For The Bay School

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Program Director: Andrea Gold, Ph.D., BCBA-D **Grade Span:** K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2024–25 school year. School finances and school completion data are reported for the 2024–25 school year. Contact information, facilities, curriculum, and instructional materials, and select teacher data are reported for the 2024–25 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Bay School provides science-based education and clinical intervention services to children in grades K through 12 diagnosed with autism, autism spectrum disorders, and/or developmental disabilities. The instructional approach is based on the principles of applied behavior analysis. Functional skills comprise the core of the curriculum with instructional emphasis on building skills in the following developmental domains: communication, social, cognitive, adaptive behavior, motor, vocational and leisure skills. Skills are systematically taught through highly structured one-to-one and small group instruction. Families are requested to participate in their children's program and implement teaching procedures at the home. Entrance criteria include a diagnosis of an autism spectrum disorder and/or developmental disability. Exit criteria include sufficient achievement of IEP goals and objectives for successful transition as determined by the IEP team. The school provides a full day, twelve months per year education.

Student Enrollment

Group	Enrollment
Number of students	39
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	%
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%

Teachers

Indicator	Teachers
Teachers with full credential	5
Teachers without full credential	#
Teachers Teaching Outside Subject Area of Competence	#
Misassignments of Teachers of English Learners	#
Total Teacher Misassignments	#

Student Performance

Subject	Students Proficient and Above on STAR[1] Program Results
English-Language Arts	%
Mathematics	%
Science	%
History-Social Science	%

Academic Progress[2]

Indicator	Result
2025 Growth API Score (from 2021 Growth API Report)	#
Statewide Rank (from 2022 Base API Report)	#
Met All 2022 AYP Requirements	Yes/no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met # of #
2024–25 Program Improvement Status (PI Year)	#

School Facilities

Summary of Most Recent Site Inspection

Narrative provided by the LEA

Repairs Needed

Narrative provided by the LEA

Corrective Actions Taken or Planned

Narrative provided by the LEA

[1] Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.
[2] The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	%
Mathematics	%
Science	%
History-Social Science	%
Foreign Language	%
Health	%
Visual and Performing Arts	%
Science Laboratory Equipment (grades 9-12)	%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$
District	$
State	$

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	%
Graduates Who Completed All Courses Required for University of California or California State University Admission	%

School Accountability Report Card
Reported Using Data from the 2025–26 School Year
Published During 2025–26

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.

- 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/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

Throughout this document the letters DPL means Data provided by the LEA, and the letters DPC means Data provided by the CDE.

II. About This School

Contact Information (School Year 2025–26)

School		District	
School Name	The Bay School	**District Name**	Santa Cruz City Elementary
Street	1026 Capitola Road	**Phone Number**	(831) 429-3410
City, State, Zip	Santa Cruz, CA 95062	**Web Site**	http://www.sccs.santacruz.k12.ca.us/
Phone Number	(831) 462-9620	**Superintendent**	Kris Munro
Principal	Andrea Gold, Ph.D., BCBA-D	**E-mail Address**	superintendent@sccs.net
E-mail Address	agold@thebayschool.org	**CDS Code**	44698157103534

School Description and Mission Statement (School Year 2025–26)

The Bay School (TBS) is a 501(c)(3) nonprofit, nonpublic school founded in 1998 by parents of children with autism. The Bay School provides students with autism and related developmental disabilities ages five to twenty-one, comprehensive, extended year, educational and clinical services regardless of their race, national or ethnic origin, cultural heritage, political beliefs, age, gender, marital status or religion. Most recently, TBS has committed to opening a state-of-the-art prevocational/vocational training center for adolescents and young adults with autism and related developmental disabilities.

The Bay School's mission is to provide scientifically-based educational and clinical services that ensure long term social change for students with autism and related developmental disabilities. As a result, The Bay School utilizes procedures and methodologies that have peer-reviewed research supporting their effectiveness. The Bay School’s education and treatment approach is based on the principles of applied behavior analysis (ABA), a methodology that applies principles of behavior to learning and is monitored by objective data measures to assess desired outcomes. Skills are systematically taught through individualized and small group teaching sessions. The defining characteristics of TBS’s instructional program are the use of explicit and systematic instruction. These instructional strategies are used both in highly structured settings and in more natural settings, as a means of facilitating generalization and increasing the motivation of students with autism.

The Bay School’s curriculum is scientifically-based, communication focused, developmentally appropriate, and transition oriented. The ultimate goal for each student is to develop functional, “real world” skills that will enable the student to live more independently and productively. For each student, an Individualized Education Plan (IEP) or Individualized Transition Plan (ITP) is developed annually. This plan contains an analysis of the student's primary presenting problems and constitutes an approach to remediating skill deficits and behavioral excesses. The treatment objectives included in the IEP/ITP are generally stated in terms of Annual Goals which are broken down into specific Objectives. These quarterly objectives constitute much of the student's day-to-day programming. All objectives are criteria-based and data is collected daily until the objective is met. Progress Reports are written quarterly to coincide with objectives. The plan is developed by TBS staff most familiar with the student through formal and informal assessment tools, with input from the student’s IEP/ITP team members, and interviews with parents and caregivers. Plans are prepared and reviewed at regular intervals to ensure that each student's rights as a student and individual are protected in receiving the most effective, least restrictive treatment based on his/her specific needs.

Opportunities for Parental Involvement (School Year 2025–26)

Narrative provided by the LEA

Student Enrollment by Grade Level (School Year 2025–26)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	24
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6		Ungraded Secondary	15
Grade 7		Total Enrollment	39

Student Enrollment by Subgroup (School Year 2025–26)

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2023-24 Number of Classes*			Avg. Class Size	2024–25 Number of Classes*			Avg. Class Size	2025–26 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2023–24 Number of Classes*			Avg. Class Size	2024–25 Number of Classes*			Avg. Class Size	2025-26 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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.

III. School Climate

School Safety Plan (School Year 2025–26)

It is the policy of The Bay School to provide a safe, healthy, and accessible environment for students and each employee; and to follow protocols to ensure safety in case of an emergency. An “Emergency Management Plan” is at The Bay School in each classroom. The book contains procedures and documentation of safety procedures, drills, and reporting requirements.

Suspensions and Expulsions

Rate*	School 2023–24	School 2024–25	School 2025–26	District 2023–24	District 2024–25	District 2025–26
Suspensions	*Data provided by the CDE*					
Expulsions						

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2025–26)

Narrative provided by the LEA

School Facility Good Repair Status (School Year 2025–26)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2023–24	School 2024–25	School 2025–26	District
With Full Credential	5	5	5	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2023–24	2024–25	2025-26
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 2025–26)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

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		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2025–26)

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

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2025–26)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	*Data provided by the LEA*		
Mathematics			
Science			
History-Social Science			
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2025–26)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	*Data provided by the LEA*			
District			*Data provided by the CDE*	
Percent Difference – School Site and District			*Data provided by the LEA*	
State			*Data provided by the CDE*	
Percent Difference – School Site and State			*Data provided by the LEA*	

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. ***Basic/unrestricted*** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2025–26)

Narrative provided by the LEA

Teacher and Administrative Salaries (Fiscal Year 2025–26)

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

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at https://www.cde.ca.gov/re/pr/star.asp.

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		
	2023–24	2024–25	2025–26	2023–24	2024–25	2025–26	2023–24	2024–25	2025–26
English-Language Arts	*Data provided by the CDE*								
Mathematics									
Science									
History-Social Science									

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 by Student Group – Most Recent Year

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

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

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		
	2023–24	2024–25	2025–26	2023–24	2024–25	2025–26	2023–24	2024–25	2025–26
English-Language Arts									
Mathematics									

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

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

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 Physical Fitness Test Results (School Year 2025–26)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

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

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The ***statewide API rank*** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The ***similar schools API rank*** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2023	2024	2025
Statewide			
Similar Schools			

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

Group	Actual API Change 2023–24	Actual API Change 2024–25	Actual API Change 2025–26
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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.

Academic Performance Index Growth by Student Group – 2022 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2018 Growth API at the school, LEA, and state level.

Group	2022 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP* Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2025–26)

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

Federal Intervention Program (School Year 2025–26)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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* Web page at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2023–24	2024–25	2025–26	2023–24	2024–25	2025–26	2023–24	2024–25	2025–26
Dropout Rate (1-year)									
Graduation Rate									

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2025–26 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2026		
	School	District	State
All Students	*Data provided by the LEA*		N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2025–26)

Narrative provided by the LEA

Career Technical Education Participation (School Year 2025–26)

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

Courses for University of California and/or California State University Admission (School Year 2025–26)

UC/CSU Course Measure	Percent
2024–25 Students Enrolled in Courses Required for UC/CSU Admission	Data provided by the CDE
2024–25 Graduates Who Completed All Courses Required for UC/CSU Admission	Data provided by the CDE

Advanced Placement Courses (School Year 2025–26)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	*Data provided by the CDE*	
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		*Data provided by the CDE*

Note: Cells shaded in black do not require data.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Bay School is committed to supporting the professional development of our staff which includes continual training opportunities (e.g., daily supervision, weekly meetings, and a minimum of 40 hrs of intensive training in the first 90 days of employment) and significant tuition reimbursement and funding for conference and workshop attendance.