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BAYPOINT PREPARATORY ACADEMY HEMET ACADEMIC MEMO APRIL 2019

When BPA-H opened in 2015-16, the student economic and ethnic population did not reflect the district or surrounding schools. The majority of students enrolled came from the closed private school as BPA-H located in that facility. Over the past 3 years based on a concerted outreach to the surrounding community, BPA-H has become more diverse and similar to the surrounding schools. This demographic change now mirrors the district and surrounding schools' student populations. (See table below)

Because if this change, BPA-H has served a changing student population who are new to our academic and instruction program.

BPA-H DEMOGRAPHIC DATA 2015-2018			
UPP			
2015-16	2016-17	2017-18	HEMET USD
53.80%	64.90.%	79.10.%	82.40%
FRLP			
51.90%	71.80%	78.20%	81%
EL			
5.30%	9.90%	12.10%	12.50%
ETHNIC DIVERSITY			
38%	45%	44%	42%

At the end of year one, staff reviewed the CAASPP data. Because ELA and Math scores were significantly lower than expected, staff reviewed the local districts and schools students would have attended, based on demographic mapping of enrollment, to see if BPA-H scores were below, equal or above. We have continued to do so each year. (See data tables below) In addition, we analyzed grade level CAASPP data including all students as well as applicable subgroups in order to drive changes and implement new strategies.

The initial LCAP goals focused on qualified staffing, access to a-g courses as a college prep school and a safe and secure campus. In year three, based on the two previous years' CAASPP assessment data, the LCAP was revised adding new separate goals in both math and ELA. One goal was modified (highly qualified teaching staff) and three new goals were added (Math, ELA and fostering student growth). All of these goals are directly related to improving student academic achievement.

The following was implemented to improve/support student achievement:

School-wide Implementation:

- Small group instruction/leveled instruction/use of instructional coaches
- Added more in depth CAASPP staff training/Digital library resources
-
- Continued with NWEA MAP assessment with additional support and PD
- More in depth PD for ELA and Math was implemented. This PD was provided by various sources: companies/vendors, off site PD, best practices support from successful staff, conferences as well as County and online trainings/webinars
- ST Math implemented with additional staff support
- Edgenuity: My Path (ELA and Math) intervention/enrichment computer based program
- Lexia-Data did not support Imagine Learning improving student achievement on ELA standards, therefore, Lexia was implemented in the Fall of 2018
- Adopted/Implemented IAB's plus training and support for teachers
- Time on schedule dedicated to daily intervention/enrichment

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- Professional development on best practices for classroom instruction and using data
- In December 2018, two grades in middle school (6th and 8th) were restructured to mirror K-5 station rotation small group instruction delivery method based on K-5 CAASPP assessment data compared to middle school CAASPP student assessment data.

Subgroup Focus:

- Integrated and designated English Language Development
- ELAC meeting discussion with parents
- Access to full curriculum
- Initial and Summative ELPAC assessments
- Ongoing, informal classroom observation
- Staff attends training/webinar to improve instructional practices and services provided
- Staff works together with County agencies to ensure services are being provided
- Professional development on serving diverse student populations
- Time on schedule dedicated to daily intervention/enrichment

Monitoring Results:

NWEA MAP results - Google Sheets
- Tracking results over time
- points increase/decrease
- K-5th staff will track percentage complete/hours on ST Math and Lexia to make a correlation between MAPS growth and programs used.
- 3rd-11th we will also include CAASPP results

IAB results
- Teachers are using results for their classrooms to target specific groups, skills needs

EL results - Google Sheets
- Tracking current EL students, and those who have been RFEP for 4 years

BPA-H used the student demographics to generate academic performance comparison for the schools/districts BPA-H students would be required to attend. Despite the decrease and less than desired assessment results, BPA-H has either outperformed or been comparable with these schools in all student and subgroup populations.

BPA-H CAASPP DATA COMPARISON								
SCHOOL/DISTRICT	2015-16 ELA	2016-17 ELA	2017-18 ELA	2018-19 ELA	2015-16 MATH	2016-17 MATH	2017-18 MATH	2018-19 MATH
BPA-H	**43**	**44**	**38**		**38**	**30**	**30**	
RAMONA ELEM	18	16	15		15	13	12	
JACOB WIENS ELEM	25	19	26		23	18	22	
HEMET ELEM	N/A	N/A	23		N/A	N/A	14	
WHITTIER ELEM	24	25	22		19	20	17	
ACACIA MS	27	33	26		14	12	12	
HEMET UNIFIED	38	37	36		24	23	22	
SAN JACINTO UNIFIED	35	36	35		20	20	21	

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2015-16 CAASPP ELA SUBGROUPS						
SCHOOL	ALL	SPED	SED	HISPANIC/LATINO	AFRICAN AMERICAN	EL
BPA-H	43	17	35	29	N/A	0
RAMONA ELEM	18	4	17	17	13	5
JACOB WIENS ELEM	25	4	25	24	24	3
HEMET ELEM	N/A*	N/A	N/A	N/A	N/A	N/A
WHITTIER ELEM	24	4	22	23	6	4
ACACIA MS	27	5	26	24	28	5
HEMET UNIFIED	38	8	31	33	23	5
SAN JACINTO UNIFIED	35	7	32	34	30	8

N/A* closed for remodeling

2015-16 CAASPP MATH SUBGROUPS						
SCHOOL	ALL	SPED	SED	HISPANIC/LATINO	AFRICAN AMERICAN	EL
BPA-H	38	8	26	25	N/A	14
RAMONA ELEM	15	6	14	14	10	5
JACOB WIENS ELEM	23	6	22	23	24	5
HEMET ELEM	N/A	N/A	N/A	N/A	N/A	N/A
WHITTIER ELEM	19	3	17	18	10	6
ACACIA MS	14	1	12	9	28	2
HEMET UNIFIED	24	5	21	20	12	6
SAN JACINTO UNIFIED	20	6	17	19	14	8

2016-17 CAASPP ELA SUBGROUPS						
SCHOOL	ALL	SPED	SED	HISPANIC/LATINO	AFRICAN AMERICAN	EL
BPA-H	44	13	40	32	27	17
RAMONA ELEM	16	6	16	15	7	5
JACOB WIENS ELEM	19	5	19	20	9	5
HEMET ELEM	N/A*	N/A	N/A	N/A	N/A	N/A
WHITTIER ELEM	25	4	23	24	16	0
ACACIA MS	33	6	30	32	19	5
HEMET UNIFIED	37	7	5	33	21	5
SAN JACINTO UNIFIED	36	8	32	34	31	8

N/A* closed for remodeling

2016-17 CAASPP MATH SUBGROUPS						
SCHOOL	ALL	SPED	SED	HISPANIC/LATINO	AFRICAN AMERICAN	EL
BPA-H	30	7	25	20	27	11
RAMONA ELEM	13	6	13	11	9	4
JACOB WIENS ELEM	18	5	18	22	3	4
HEMET ELEM	N/A	N/A	N/A	N/A	N/A	N/A
WHITTIER ELEM	20	7	18	19	14	5
ACACIA MS	12	0	10	11	7	0
HEMET UNIFIED	23	5	4	20	10	4
SAN JACINTO UNIFIED	20	5	17	19	14	7

2017-18 CAASPP ELA SUBGROUPS						
SCHOOL	ALL	SPED	SED	HISPANIC/LATINO	AFRICAN AMERICAN	EL
BPA-H	38	22	36	37	25	26
RAMONA ELEM	15	12	14	16	6	0
JACOB WIENS ELEM	26	7	25	26	2	5
HEMET ELEM	23	5	21	22	11	4
WHITTIER ELEM	22	7	20	19	17	3
ACACIA MS	26	5	25	25	17	1
HEMET UNIFIED	36	7	21	32	18	3
SAN JACINTO UNIFIED	35	8	33	34	27	11

2017-18 CAASPP MATH SUBGROUPS						
SCHOOL	ALL	SPED	SED	HISPANIC/LATINO	AFRICAN AMERICAN	EL
BPA-H	30	17	29	23	17	14
RAMONA ELEM	12	9	12	11	10	2
JACOB WIENS ELEM	22	7	22	24	17	3
HEMET ELEM	14	8	12	13	4	1
WHITTIER ELEM	17	9	16	15	14	8
ACACIA MS	12	1	12	10	6	2
HEMET UNIFIED	22	4	18	19	9	3
SAN JACINTO UNIFIED	21	5	19	20	16	9

Continued tracking/monitoring of all student groups will occur in the 2018-2020 school years in order to assess the impact of additional strategies, instruction and PD implemented as well as modifying/adjusting instruction, curriculum and teacher support.