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April 4, 2018

June SBE Academic Report

Charter School Name: Baypoint Preparatory Academy

Charter Term: July 1, 2016 through June 30, 2021

Grade Levels Served: K-12

Charter Number: 1759

CDS Code: 33-76943-0132522

Introduction:

Baypoint Preparatory Academy opened in August 2015 with 290 students serving grades kindergarten through twelfth grade. The school year began with two Kindergarten classes, two first grade classes and one class in grades 2-12. Class size is 25 students per class in grades k-8. Baypoint began this year (2017-2018) with 427 students serving grades kindergarten through twelfth grade. Currently there are three Kindergarten classes, 3 first grade classes and two classes in grades 2-8. Each year an additional class per grade level will be added until each grade level has three classes with 25 students. Of the 427 students Baypoint began the 2017-2018 school year with, only 40 are in grades 9-12. As the lower elementary feeds into middle school and high school, there is a projected growth each year.

As we entered our third year at Baypoint, we have continued with our blended learning model of instruction. This model has technology embedded in all grades and across curricula. The K-5 grades operate as self-contained station rotation classrooms. Grades 6-12 utilize a computer-based curriculum where students work independently on subjects as they rotate in and out of small group instruction classes that are subject specific.

Data

Summary of Performance Element 2: Measurable Pupil Outcomes

BPA has implemented a plan for “Performance Element 2: Measurable Pupil Outcomes” by use of a variety of summative and formative assessments for all students, K-12. Student benchmark assessments for all students via Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) occur three times a year to get initial data at the beginning of each academic year, track growth and progress at the mid-year point, and then end of year total growth. All grades tested the majority of students in both reading and mathematics.

Edgenuity: Sixth through twelfth grade progress and work completion in Edgenuity. Each student has two attempts for a passing grade on a quiz; the third one is up to the teacher. Each attempt is issued under the supervision of the teacher. Students who want to move ahead are able to do so; Instructional coaches provide accommodations by personalizing each student’s progress. Approximately 60% of the students are on track, however, with the individualized learning goals, the students are quickly monitored and back on track.

In addition to the NWEA MAP assessment, teachers utilize data and reports from a variety of age-group specific resources. Edgenuity and My Path are used in the blended learning setting 6-12 grades, to provide student support based on his/her academic readiness level in each of the

content areas assigned to students. In the K-5 program, online resources in the form of the adaptive programs: Imagine Learning Literacy and ST Math are used daily. These online programs assess student readiness and then assign various content based on each student's current levels. Teachers have the ability to adjust students' exposure to content based on other observations and identified needs.

BPA teaching staff record anecdotal notes, evaluate projects, and assess written assignments/reports, presentations, as well as grade online or paper pencil quizzes/tests. The variety and types of formative assessments are a strength of BPA teaching staff as we strive to reach all students.

California Assessment of Student Performance and Progress (CAASPP) is the state-mandated assessment for all 3rd-8th grade and 11th grade students. BPA students participate in the CAASPP during the final portion of the school year and BPA follows the regulations regarding testing as set by the state of California. While BPA teachers and staff make every effort to not "teach to the test," the students do participate in the Smarter Balanced Assessments in the form of the Interim Comprehensive Assessment (ICA) administered at the mid-year point, with the Interim Assessment Blocks (IAB) being used to address areas of weakness/struggle for students in each of the testing domains.

Summary of Performance Element 3: Method for Measuring Pupil Outcomes

At BPA, student growth and achievement is measured as stated above: a variety of ongoing formative assessments, benchmark assessments three times a year, and student projects/presentations. Teachers record assessment data and create four quarterly standards-based report cards for the K-5 grades; as well as first quarter and third quarter progress reports, and two semester report cards for the 6-12th grade students.

The K-5 report cards and the 6-12 progress reports are one method of communicating to parents/guardians the progress of the student in each of the academic content areas. The focus of these reports is to show progress in the mastery and growth of the skills being learned in the classroom. The reports help to keep parents/guardians informed of student progress, identify areas of weakness for continued support, identify areas of strength for continued enrichment, and identify significant areas of concern to be monitored by further data collection, Response to Intervention (RtI), and perhaps a Student Support Team (SST) meeting to help address the significant gaps in student learning.

NWEA MAP assessments are the benchmark BPA uses to track progress and growth in the content areas for all students K-12. Once MAP assessments are completed during beginning of the year, mid-year, and end of year time periods, staff members gather as a group: to analyze data, make groups for targeted instruction, provide enrichment opportunities for students who have exceeded expectations, and to help bridge the gaps in student learning.

ICAs are also a data source for teaching staff to target specific instructional needs for students in an effort to prepare for the end of year state mandated CAASPP assessments for 3rd-8th, and 11th grade students. Once ICAs have been administered in the mid-year, BPA staff analyze student data from the ICAs, targeted support in the form of rotation activities and RtI for K-5 students, or workshops and after school tutoring for 6-12 students, occur on a daily basis.

Next Steps: As a result of the data analysis, additional and ongoing teacher professional development will be provided for curriculum implementation. Imagine Learning and ST math

specialists have been brought out to the school for PD twice during the year. The blended learning specialist from Bayshore was brought back to observe and give immediate feedback to the k-5 teachers. The Director of Education recently did a guided reading workshop that took place over an 8-week period. A math workshop will be implemented after spring break that will cover math problem solving using Exemplars.

Baypoint hires teachers through intensive screening to ensure they are highly qualified in the area they are teaching and are familiar with the blended learning environment.

The SPED department will continue to provide professional development for the staff as well as individual support and strategies for the teachers and coaches who work with these students. As mentioned earlier, the classroom management provided to the staff will be at the suggestion and coordination of the SPED Coordinator in conjunction with EDCOE

EL Students: There are 39 EL students. 22 were reclassified based on CELDT information and reports in November 2017.

For the English Learner (EL) population, the California English Language Development Test (CELDT) was administered at BPA twice each year until the spring of 2018. All incoming kindergarten students, new students from out of state, and any students whose home primary language survey indicates any language other than English, were administered the CELDT assessment within 30 days of enrolling at BPA. In the spring of 2018, the CELDT was replaced by the English Language Proficiency Assessments for California (ELPAC). Students at BPA, who would have been assigned the CELDT for the summative assessment for 2018, are now assigned the ELPAC assessment.

CELDT scores are kept in each EL's cumulative records file and are used by the classroom teachers to help target the specific needs of each EL student, either through English Language Development (ELD) standards, or through Specifically Designed Academic Instruction in English (SDAIE). Once ELPAC scores and standards for re-classification are submitted by the state of California, BPA will comply with all state regulations and mandates.

State Priority #1- Basic Services

Subpriority A- Teachers

Progress towards meeting MPO: This year, Baypoint ensured 100% of teachers met credential requirements as defined by the California Commission on Teacher Credentialing, and maintained assignment requirements as demonstrated by initial and annual verification of core teachers as reported by the CA Commission on Teacher Credentialing and CALPADS report 3.5 NCLB Course Section Compliance. During the hiring process, Baypoint's administrative staff diligently collects resumes, CSET/CBEST results, official transcripts, credentials, and licenses to ensure that teachers were fully qualified for specified assignment. Baypoint administrative staff verified that all teaching staff had ELD authorization to effectively work with students learning English. Baypoint provides support to all new teachers clearing their credentials by financially paying for their two-year BTSA program, while employed at our school and offering support through the school year.

Subpriority B - Instructional Materials

MPO: 100% of students receive and have access to CCSS based instructional materials as outlined in the charter petition. Baypoint will purchase instructional material aligned with CCSS.

Progress towards meeting MPO: During the 2016-2017 school year, Baypoint made sure that 100% of students received and had access to CA Common Core Standards-based instructional materials as outlined in the charter petition. In grades, k-5 students used GO Math, Journeys, Step up to writing along with our technology components ST Math and Imagine Learning. For grades 6-12, students used Edgenuity computer based program.

Next Steps: Baypoint, in collaboration with the Executive Director, Site Administrator and faculty will review and when approved by the Board of Directors, will purchase additional instructional materials aligned with CCSS. Currently Baypoint has materials on site that will ensure 100% of students receive and have access to Common Core State Standards-based instructional materials.

Subpriority C – Facilities

MPO: Ensure that facilities are safe and maintained in satisfactory repair as reported in the annual publication of SARC.

Progress towards meeting MPO: During the 2016/2017, school year Baypoint ensured that all relevant architecture, building, health and safety codes were adhered to at all times. Baypoint's custodial staff conducted daily general cleaning of entire campus. The custodian maintained HVAC systems and filters during the duration of the school year and also notified administration if there were any facility issues that needed repair. These items were then repaired immediately. Baypoint placed a blue fencing around the property to help the privacy of the school. Walkie talkies were placed in each classroom for the safety of all students and staff.

Next Steps: Baypoint will ensure that facilities are safe and maintained in satisfactory repair as reported in the annual publication of School Accountability Report Card. Baypoint will ensure that all relevant architecture, building and health and safety codes are adhered to at all times. The custodial staff will continue to conduct daily general cleaning and maintain campus cleanliness. The Site Administrator, or designee, will conduct monthly and quarterly facility inspections to screen for safety hazards, actual or perceived.

State Priority #2 – Implementation of CCSS**Subpriority A – CCSS Implementation**

MPO: Participate in CCSS professional development to ensure utilization and delivery of instruction aligned with CCSS curriculum to 100% of students as demonstrated by professional development agendas and curriculum guides/lesson plans.

Progress towards meeting MPO: Baypoint staff participated in the CCSS professional development during the 2016/2017 school year. Some of the professional development programs that were used to ensure the delivery of instruction aligned with CCSS curriculum to 100% of students were CCSS Webinars, presentations by in house staff leaders who specialize in various areas of CCSS training and implementation, curriculum presenters and CDE Professional Learning Modules. For all core class professional development staff went through training with certified trainers.

Next Steps: Baypoint plans to have mandatory CCSS developmental trainings for staff. This will be monitored and recorded by administration. Baypoint will continue to contract with publishers and curriculum providers to develop and guide instruction. All teachers will be trained in the use of instructional materials aligned to the academic content and performance standards adopted by the CDE. All teachers will utilize lesson plans based on Common Core State Standard

Subpriority B – EL Students & Academic Content Knowledge

MPO: 100% of ELs progress at least one grade level as demonstrated by student performance on CELDT and reclassification documentation. EL reclassification rates will meet or exceed the local district's reclassification rate.

Progress towards meeting MPO: There are approximately 38 or 39 ELL students. 22 were reclassified based on CELDT information and reports in November 2017.

For the English Language Learner (ELL) population, the California English Language Development Test (CELDT) was administered at BPA twice each year until the spring of 2018. All incoming kindergarten students, new students from out of state, and any students whose home primary language survey indicates any language other than English, were administered the CELDT assessment within 30 days of enrolling at BPA. In the spring of 2018, the CELDT was replaced by the English Language Proficiency Assessments for California (ELPAC). Students at BPA, who would have been assigned the CELDT for the summative assessment for 2018, are now assigned the ELPAC assessment.

CELDT scores are kept in each ELL's cumulative records file and are used by the classroom teachers to help target the specific needs of each ELL student, either through English Language Development (ELD) standards, or through Specifically Designed Academic Instruction in English (SDAIE). Once ELPAC scores and standards for re-classification are submitted by the state of California, BPA will comply with all state regulations and mandates

Next Steps: During the upcoming year, Baypoint will focus on testing all EL students in language skills. The teachers will focus more on the EL language skills along with their reading skills. Baypoint will work with the teaching staff to help individualize the curriculum towards EL student needs.

State Priority #7 – Course Access

MPO: All Baypoint students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to enroll in our academic and educational programs outlined in the school's charter.

Progress towards meeting MPO: Baypoint provides students with Exceptional Needs access through Child Find, informally meeting with families to answer questions about the special education program and then holding the IEP transition meeting within 30 days of attending the charter school. Baypoint students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to enroll in our academic and education programs outlined in the school's charter. During the 2016/2017 school year, Baypoint served 30 students with exceptional needs. Baypoint enrolled a total of 41 EL students and 47 free meal program. All these students had access to enroll in our program and access to 100% of the curriculum Baypoint uses.

Next Steps: Baypoint will ensure that all academic content areas are available to all students, including student subgroups, at all grade levels. Baypoint will expand its Child Find by placing a Student Support tab on the Website. This will include staff and their contact numbers for those who may have questions about at-risk students or students with exceptional needs.

Subpriority C- UC/CSU Course Requirements (or CTE)

MPO: By 2020, 95% of high school graduates will be accepted to a community college, trade school, or a four-year college/university.

Progress towards meeting MPO: Baypoint only had one graduating senior in 2017. This student was accepted to a local community college. Student coursework during the 2016/2017 school year met the A-G college entrance requirements. Teachers and Coaches met with students to develop a post-secondary education plan as part of their individualized learning plans. Baypoint invited representatives from San Jacinto Community College to come to our campus and give a presentation about their college to the 11th and 12th grade students. We also had representatives from UC Santa Barbara on campus giving a presentation for all High School students. Students with Disabilities (SWD) have active transition plans and goals that are written within their IEP. Progress towards these goals are measured and reported to the parents throughout the school year.

Next Steps: Baypoint has partnered with Edgenuity to purchase classes that meet the Dual Enrollment standards.

Summary review of fall 2017 Dashboard results, greatest progress/greatest need

The fall 2017 Dashboard results for Baypoint Preparatory Academy (BPA) indicate English Language Arts (ELA) is an area of weakness for our Hispanic population; BPA is at “Declined by 3 to 15 points” for that specific population. BPA is at “Maintained Declined by less than 3 points or increased by less than 3 points” for the Socioeconomically Disadvantaged population of students. ELA performance is slightly better for this population of students than the Hispanic students.

The Fall 2017 Dashboard results for BPA indicate Mathematics performance is an area of weakness for our Hispanic population, BPA is at “Maintained, Declined by less than 3 points or increased by less than 3 points” for that specific population of students.

BPA is at “Increased by 3 to less than 15 points” for the Socioeconomically Disadvantaged population of students.

BPA students identified as Socioeconomically Disadvantaged and/or Hispanic performed better on the Mathematics portion of the CAASPP assessment for 2017, than the same populations did for the ELA portion of the CAASPP assessment for that same reporting year.

The 2017 Suspension rates indicate that ALL students: white, Hispanic, and Socioeconomically Disadvantaged rates were the same across all student groups. Suspension rates for 2017 are low, “Low greater than 1.0% to 2.5%” and BPA is in the yellow according to the California Dashboard for “Increased by 0.3% to 2.0%.”

As a result of the Fall 2017 Dashboard results, Mathematics is an area BPA is more successful than ELA for the Hispanic student population, as well the Socioeconomically Disadvantaged.

Implementation Plan Detail

K-5, 6-12 Building ELA/Math Achievement Plan of Action

3-5, 6-12: Implementation Plan: Interim Comprehensive Assessment/Interim Assessment Blocks.

- a. Tested grade levels completed the ICA assessments in December of 2017. Teaching staff graded ICA assessments, reviewed data by subgroups and have begun to implement reteaching, interventions and direct instruction to address areas of weakness based on the ICA data.
 - b. IABs are being implemented in class, during ELA/Math block rotations and/or during Intervention and Enrichment time that is built into the daily schedule for K-5 and in the Learning Centers for the 6-12 testing grades.
 - c. Implementation of Imagine Learning and St Math curriculum with additional training on how to effectively utilize the data to drive instruction and support for struggling students.
2. 6-12: Implementation Plan: Advanced Workshop Model (35 minutes 4 days a week).
- a. Student data is reviewed by subgroups and grouped based on the MAP, ICAs, and in-class formative and summative assessments data. Workshops focus on specific skills and are executed through small group interactions to maximize the learning experience.
 - b. 6-12 My Path (60 minutes per week): Designed for Math and ELA support, My Path is a computer based intervention program that utilizes NWEA MAP individual student data to differentiate instruction. Grade level standards are delivered at the student's reading level. The focus is on the standards students are prepared to learn utilizing direct instruction videos, practice intervention, remediation, and/or enrichment opportunities.
3. K-12: Implementation Plan: Professional Development Opportunities
- a. ST Math/Imagine Learning trainings for all K-5 teachers and instructional coaches.
 - b. Grade level meetings to analyze data by subgroups as well as sharing of best practices.
 - c. Guided Reading (GR) PD - Jan Richardson GR Workshop Model provided on-site for K-5 teachers.
 - d. Math instructional strategies for all K-12 teaching staff and instructional coaches.
 - e. Problem Solving/Problem Based Learning - Buck Institute for Education off-site training.
 - f. Off-site conferences and workshops as well as onsite webinars are supported and encouraged.
4. K-12: 2018-19 Implementation Plan: Breakfast/Lunch Program
- a. BPA is actively working to acquire grants and funding from various sources to implement breakfast/lunch program for students. With the high socioeconomically disadvantaged population, a breakfast/lunch program for students should address possible food/hunger issues that may be impacting student readiness for instruction and ability to learn.

Conclusion: In addition to the details described above, the governing board has implemented a plan to improve the engagement and participation with stakeholders. A Parent Advisory Committee (PAC) has been reorganized to align more with the mission and vision of BPA. The board has assigned oversight of this committee to the administrative team at BPA. PAC

meetings are held monthly to engage parents. The meetings focus on LCAP goals and how events and activities can support the mission and vision of the school as well as the current LCAP goals: safety, course offerings for all students, and hiring and retaining a highly qualified teaching staff. In addition, the administrative staff has shared with this committee the CAASPP data and BPA dashboard results. Educational staff are encouraged to attend/participate in these meetings. As a result of the two years of CAASPP data and how the school has addressed/met the current LCAP goals, new academic goals will be implemented in this year's LCAP.

For all assessments, BPA teaching staff analyze the data collected and use the data to drive instruction. Student growth, targeted areas of need, targeted areas of enrichment, and parent engagement are all areas BPA continues to grow in each year. Transparency and accountability are highly important to the BPA teaching staff and governing Board. When BPA teaching staff identify a trend or need, the staff works together to address the concern.