

This document was provided, as is, to the California Department of Education (CDE) by the **Baypoint Preparatory Academy - San Diego**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.

BAYPOINT PREPARATORY ACADEMY - SAN DIEGO
ACADEMIC MEMO 2019-2020

Baypoint Preparatory Academy - San Diego (BPA-SD) served students in Transitional Kindergarten through grade seven during the 2019-2020 academic year. Prior to the first day of instruction, BPA-SD's staff participated in eight days of professional development focusing on topics such as differentiation, meeting the needs of subgroup populations, reviewing data from the 2018-2019 California Assessment of Student Progress and Performance (CAASPP) and reviewing BPA-SD's internal benchmark data from the 2018-2019 school years as collected using NWEA's Measures of Academic Progress (MAP). This allowed teachers to identify areas of strength and areas where additional support is needed before the first day of instruction. Professional development was on-going throughout the year in order to continually monitor student growth data, and support instructional staff with best practices to implement in their classrooms.

BPA-SD administrative staff regularly reviewed the credential status/assignments with teachers to ensure credential requirements were met and maintained. BPA-SD provided support and mentorships to teachers with preliminary credentials through the CTI induction program. Novice teachers had on-going opportunities to expand their knowledge, apply new methods, and complete evidence-based self-reflection while receiving feedback from their mentor teacher/coach. Teachers in the CTI induction program developed short and long-term professional goals with input from their CTI coaches, veteran colleagues, and administration.

BPA-SD's academic model and adopted curriculum provides equitable and academically differentiated instruction for all BPA-SD students, including the subgroup populations of English learners, socioeconomically disadvantaged, and foster youth. Students access the differentiated curriculum through small group instruction while utilizing resources such as Houghton Mifflin's Journeys and Go Math, ST Math, Lexia, Eureka Math, and Pearson ELA. In addition, BPA's assessments, including NWEA MAP, and CAASPP Interim Assessment Blocks (IAB) provide instructional staff data to guide instructional decisions throughout the academic year.

The following is an accounting of what has been implemented/is ongoing to support student learning and academic achievement.

School-wide Implementation:

- Small group instruction
- Use of leveled and mixed-ability groups
- Use of trained instructional coaches

- CCSS aligned ELA and Math curriculum
- ICA and IAB - CAASPP test preparation
- Time on schedule dedicated to daily intervention/enrichment
- Professional development on best practices for classroom instruction and using data

Subgroup Focus:

- Access to full curriculum
- Ongoing, informal classroom observation
- Staff attends trainings/webinars 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
 - English Learners
 - Integrated and designated English Language Development
 - ELAC meeting discussion with parents
 - Initial and Summative ELPAC assessments
 - Small group designated EL instruction to target learning needs
 - Auditory and visual read aloud component for reading passages/books
 - Recorded video lessons in which teachers use visuals/manipulatives to model and deliver instruction
 - Offering differentiated online learning programs such as Lexia, ST Math, Epic, and Newsela to meet students at their varied levels of need
 - Offering 1-1 tutoring sessions for students needing additional assignment support
 - Utilizing the same set phrases and language cues during instruction
 - Incorporating repetition, songs, chants, rhymes, visual aids and physical response/motions when new vocabulary is introduced
 - Foster Youth
 - Foster youth liaison attends regular professional development from San Diego county and is ready to assist when needed
 - Socioeconomically Disadvantaged
 - Provided Chromebooks for home use
 - Information on assistance with internet access at home
 - Provided printed packets in addition to accompany online component of distance learning

Monitoring Results:

NWEA MAP results

- Tracking results over time
- Points increase/decrease
- K-7th staff track percentage complete/hours on ST Math and Lexia to make a correlation between MAPS growth and programs used

IAB results

- Teachers are using results for their classrooms to target specific groups and skills needs.

EL results - Google Sheets

- Tracking current EL students, and those who have been RFEP for 4 years.

Based on internal NWEA MAPS data, the greatest growth from the beginning of the year to mid-year has been in Reading and Language (specifically 3rd-6th grade). The greatest area of support is needed in English Language Arts (specifically in Kindergarten, 3rd grade, 4th grade and 5th grade). The 2019 Dashboard reports that BPA-SD is 16.7 points above standard in mathematics, and 3.1 points below standard in English Language Arts. BPA-SD will continue to focus efforts on improving mastery of standards in ELA and mathematics beyond basic proficiency to ensure students are prepared for high school, college, and careers well beyond their time at BPA-SD.

Despite the challenges that COVID-19 has presented, BPA-SD is continuing to monitor progress during distance learning. BPA-SD students are completing end of the year assessments along a common strand in ELA and mathematics. Students in Transitional Kindergarten through 2nd grade are completing assessments via Zoom one-on-one with their classroom teachers. Students in 3rd - 7th grade are completing the IAB assessments.

BPA-SD references the California Dashboard results to address areas of needed improvement per Local Control Accountability Plan (LCAP) goals. All data gathered has been used to inform stakeholders of student progress and has been shared during parent/teacher conferences. In addition, the Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meet monthly to work collaboratively in support with school staff to support their students' academic goals and social-emotional well being.

BPA-SD believes the partnership with school stakeholders, diverse curriculum offerings, targeted instructional supports and staff development will produce positive academic growth in ELA and mathematics for all BPA-SD students.



Baypoint Preparatory Academy: Academic Memo 2020-2021

In early August, BPA Staff engaged in developing detailed plans for the 2020-2021 COVID-19 virtual school year. In compliance with Governor Gavin Newsom's order, BPA began the academic year, remotely 100% at every grade level. BPA reopened the fall semester on August 17, 2020, offering families two alternative instructional delivery models:

Distance Learning (DL) in which BPA teachers provide robust instruction (synchronous and asynchronous) via online tools (Zoom, Google Classroom, Seesaw, etc.).

- Five (5) days a week instruction
- Group and individual instruction
- Remediation and accelerated instruction
- Performance-based assessments
- Feedback
- Progress monitoring
- Technology devices (1:1)
- Instructional materials/Curriculum for all subjects
- Progress reports and/or report cards

BPA parents/guardians were informed that DL provides five days a week instruction and requires mandatory attendance (based on virtual meeting participation and assignment completion; synchronous and asynchronous, grading, and accountability).

Independent Study/Homeschooling (IS) in which BPA provides a credentialed teacher to deliver robust curriculum resources and parent academic support. Where the parent/guardian is responsible for delivering instruction and monitoring the student's daily learning activities. Via phone, email or in person, the teacher collects assignments, checks for understanding, provides reteaching and enrichment if necessary and supports the following assignments.

- Academic curriculum (TK-8)
- Regularly scheduled meeting with assigned teacher via phone, email, or in-person
- Instructional/academic support vial phone, email, or in-person
- Additional educational resources
- Lesson pacing calendar/guides
- Supplemental academic materials
- Technology devices (1:1)
- Progress reports

BPA parents/guardians were informed that IS requires daily instruction/academics. BPA's goal is to actively partner with students, parents and the community to support students' academic success and personal goals. Additionally, at the start of the academic year parents were offered an option to be able to switch from one program to another. Should BPA be allowed to utilize the school site, educational events/activities will be available to DL and IS students and they will have the opportunity to participate, with the same standards of safety and security of all students and families.



All students (DL, IS) are required to use a school issued Chromebook setup with browsers. The Chromebook setup is designed to ensure the continuity of instruction utilizing school provided curriculum, state and internal assessments, and teacher specific programs. BPA remains in compliance with the Children's Internet Protection Act (CIPA), Family Educational Rights and Privacy Act (FERPA), and Children's Online Privacy Protection Rule (COPPA) requirements. To ensure equity of access, BPA's technical support staff provided devices (1:1) to all students, including at-risk Special Needs (SN), English Learners (EL), Foster Youth (FY), and Low-income: Socio-Economically Disadvantaged (SED) students to access all curricula and various assessment platforms. The staff will remain available to the families during the DL to provide onsite support and devices repair. Families in need of a high-speed internet connection were provided resources to free/reduce cost service with the community's service Wi-Fi providers. All student devices are programmed to route internet access back to BPA's content filters/firewalls. BPA's security system monitors and controls incoming and outgoing network traffic based on numerous security rules. The currently installed firewalls provide barriers between a trusted network and an untrusted one.

At the start of the school year, all teachers were provided with a laptop and document cameras to conduct various assignments and responsibilities. BPA's academic model and adopted curriculum provides equitable and academically differentiated instruction for all BPA students, including the subgroup populations of at-risk (EL, SN, SED, and FY) students. Students access the differentiated curriculum through small group instruction while utilizing resources such as Houghton Mifflin's Journeys and Go Math, ST Math, Lexia, Eureka Math, and Pearson My Perspectives. Daily, BPA teachers engage with students and parents through remote instructions with Zoom Conferencing, SeeSaw (TK-4), and Google Site (5-8) platforms, where instruction is managed and available to all students, including the subgroup populations of at-risk (EL, SN, SED, and FY) students. These forums allow for personalized social-emotional and customized learning (written/verbal communications and immediate feedback). These platforms enable BPA teachers to provide delivery of equitable services through one-on-one instruction, intervention, and tracking student progress to effectively adapt instruction and guidance to meet the needs of each student, including at-risk (EL, SN, SED, and FY) students.

In addition, BPA's diagnostic assessments, including Measures of Academic Progress (NWEA MAP), and CAASPP (IAB) provide instructional staff data to guide instructional decisions throughout the academic year. The following is an accounting of what is implemented and is ongoing to support student learning and academic achievement.

School-wide Implementation:

- Tier I: Universal Interventions: small group instruction



- Use of leveled and mixed-ability groups
- Use of trained instructional coaches
- CCSS aligned ELA and Math curriculum
- ICA and IAB - CAASPP test preparation
- Time on schedule dedicated to daily intervention/enrichment
- Professional development on best practices for classroom instruction

Subgroup Focus:

- Access to full curriculum
- Designated ELD instruction
- Ongoing, informal classroom observations
- Program specific PD throughout the academic year to improve instructional practices and services in BPA diverse student populations
- Tier I, II, III: Universal, Targeted, and Intensive Interventions

At BPA all students, including at-risk (EL, SN, SED, and FY) students continue to participate in a rigorous, and coherent standards-based curriculum that supports the achievement of the academic standards and schoolwide learner outcomes.

This is accomplished through standards-based learning. By offering several different curricular and instructional options, students are given the opportunity to meet their learning needs and address certain if any learning loss due to COVID-19 and the virtual continuation of the academic program.

The social-emotional health of BPA students have direct association with student academic progress and learning loss. The instructional staff monitors student behavior and its effects on the student's academic performance (motivation and level of engagement). Teachers monitor students for signs of emotional changes and stress.

To prevent mental and academic regression and steep decline, BPA invested in additional resources to support and monitor students through research based Social-Emotional Learning "Second Step" curriculum (TK-8th grade), and school community connectedness through virtual extracurricular activities after school hours. Both resources will improve students' social-emotional skills and help students to be successful in their academics and in daily/long term life activities.

Financially, BPA has monitored its cash diligently through the COVID-19 recession period to ensure ample reserves once deferrals come. The school is pursuing financing options through CSFA's ASAP program, receivable sales through Charter School Capital, or a line of credit with its banking institution. BPA is working with its back office to choose the best and most cost effective financing available, and working with its vendors to allow for 30, 60, and 90 day terms on payments.