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BAYPOINT PREPARATORY ACADEMY - SAN DIEGO ACADEMIC MEMO 2021-2022

Baypoint Preparatory Academy-San Diego (BPA-SD) served students in TK-8th grade during the 2020-2021 Distance Learning (100%) academic year with a total enrollment of **151** students (Black or African American: 6%, Hispanic or Latino: 46%, White: 35%, Other Asian: 5%, At-Risk Students: Free and Reduced Lunch; 35.7%, Special Education; 9.3%, English Learners (EL); 12.6%, Foster Youth; 0.0%).

The Learning and Continuity Plan as well as the ongoing 2021-22 Local Control Accountability Plan (LCAP) process informed and secured BPA-SD's stakeholders' commitment to continue fostering and accelerating BPA-SD students' growth, both academically and socially-emotionally. As stated in the LCAP goals (framed by: students, staff, parents/guardians), BPA-SD's highest priority remains the need for supplemental instruction and the mental-socioemotional well-being of all students, including at-risk students. The successful activities/practices were evident throughout the academic model, adaptive curriculum, and school community engagement. All BPA-SD students, including at-risk students, accessed the adaptive curriculum through small group instruction conducive to academic and personal support for students. The distance learning educational plan delivered equitable and academically differentiated instruction in each subject curriculum, program, and served to enhance and improve student learning.

These activities were possible by providing Chromebooks to all students, purchasing Social Emotional Learning curriculum, and providing extended PD opportunities for BPA-SD staff on newly acquired curriculum and programs. Consequently, an additional improvement was achieved with greater teacher connectedness with students and their parents/guardians to serve their needs (daily instruction, after-school hours tutoring, and a variety of extracurricular activities). These actions will continue into the future academic years stated in the 2021-22 LCAP.

BPA-SD's diagnostic assessments and personalized learning programs were evaluated and compared with the students' set goals and outcomes. This process allowed the instructional staff to look at student performance and growth over time at various levels in ELA and Math.

The 2020-21 academic year started with BPA-SD instructional staff implementing the Northwest Evaluation Association: Measures of Academic Progress (NWEA: MAP) benchmarks to establish a baseline for each student. BPA-SD implemented NWEA MAP assessments tri-annually to measure proficiency and growth on meeting Common Core State Standards (CCSS).

Based on MAP internal Winter 2020 to Spring 2021 data, the greatest growth was achieved in ELA by 15%, where 49% of the 2-8th grade of continuously enrolled students met the end of the year benchmarks, while in Math, students' results reported growth of 9% where 35% of the 2-8th grade of continuously enrolled students met the end of the year benchmarks.

In order to identify students' learning loss and areas of greatest need, all stakeholders were given an opportunity to engage in discussions during virtual meetings to help identify supplemental instruction and support strategies for BPA-SD students, including at-risk students.



The use of survey results from students, parents, and staff combined with academic data was essential throughout the process as they provided a systematic and organized way to consolidate information. The stakeholders conveyed that social-emotional well-being and the need for supplemental instructions and support strategies in the area of foundational skills as vital to addressing the learning loss. As a result, Baypoint leadership refined and strengthened all the actions within the 2021-22 LCAP.

Furthermore, BPA-SD is committed to effectively address learning loss that aligns with State Priorities (1-8) in the BPA-SD petition (Element 2):

- BPA-SD leadership will continue to ensure 100% of teachers meet credential requirements and maintain assignment requirements. Baypoint provides support to all new teachers clearing their credentials while employed and offering PD support through the academic year. During monthly staff professional development, Baypoint veteran/master teachers and administrators will be available to the novice teachers to provide guidance and support.
- All Baypoint students receive and have access to CCSS instructional materials as outlined in the charter petition. 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, Pearson ELA, Discovery Education (Science and Social Science), Second Step (Social Emotional Learning), Meet the Masters (Art), etc.
- Throughout the academic year, Baypoint staff participated and will continue to participate in the CCSS professional development. Webinars and in-house workshops were performed at the start of the 2021-22 academic year by leaders who specialize in various areas of CCSS training and implementation to ensure the delivery of instruction aligned with the CCSS curriculum to 100% of students. All teachers will utilize lesson plans based on CA CCSS to encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at each grade level. To ensure the CCSS instructional delivery, teachers are required to submit their lesson plans to the site administrator for review, followed by constructive feedback to make the necessary adaptations to the delivery of their lessons.
- BPA-SD 100% of EL students receive instruction in English Language Development (ELD), including ELD standards, CA ELD Roadmap, and specific strategies, such as Specially Designed Academic Instruction for English during general as well as designated EL instruction time.
- Baypoint encourages an open-door policy with all parents/guardians. Through parent/teacher conferences, focus groups (surveys), Parent Advisory Committee/English Language Advisory Committee (PAC/ELAC) monthly meetings, board meetings, BPA-SD will generate input and feedback from stakeholders to further make the necessary changes to provide a safe and productive learning environment.
- BPA-SD leadership and instructional staff continually examine assessment data to drive and improve instruction aligned with the CCSS. All subjects' execution takes place through a variety of activities including collaborative, cross-curriculum, hands-on



project-based learning investigation (utilizing research and an inquiry-based approach), and field trips/virtual field trips experiences. Station rotations are developed to ensure individualized learning paths and outcomes.

- After a final inspection and approval of the fire, engineering, public works, planning, and safety departments, BPA-SD welcomed all students to a permanent school facility for the 2021-22 academic year. Moving forward, BPA-SD will ensure that all relevant architecture, building, health, and safety codes are adhered to at all times to provide a positive and safe learning environment for all students.

Consequently, in the current academic year, BPA-SD teachers will address academic regression (Covid-19 learning loss) with direct changes to the individual student, small group, or class daily schedule and structure as needed, monitor usage and the quality of task completion to guide the instruction and continue to evaluate student performance.

BPA-SD leadership will extend its program to a foundational after-school program to support the current academic practices. With targeted guidance from teachers, instructional coaches will provide individualized and small group tutorials in a high-quality learning environment outside of the classroom. This approach will strengthen the students' knowledge/skill-set by addressing the learning loss. The foundational instruction will be taught with a holistic approach to building students' comprehension by reaching more profound layers of understanding and processing information. This approach will develop transferable learning foundational skills that will enhance students' academic success and help them to excel in their homeroom classes/subjects.

Finally, as an alternative to classroom-based instruction and in efforts to adapt to the current Covid-19 climate, the 2021-22 Independent Study (IS) program serves a wide range of students and families as an educational option. For the 2021-22 academic year, BPA-SD's IS is available to Transitional Kindergarten through 8th grade students and is designed to respond to their unique educational needs, interests, and abilities within BPA-SD's board policy. Students who participate in IS (ADA: 7) have the same course requirements as students in classroom-based instruction. IS students/families work independently, according to a written agreement, and under the general supervision of a credentialed teacher in conjunction with BPA-SD's extracurricular activities. For TK-3rd grade students, the teacher schedules and offers opportunities for daily synchronous instruction, and in 4-8th grades, synchronous instruction and daily live interaction. Additionally, Modified IS is provided/used on a short-term or long-term basis to accommodate student/family needs (personal, Covid-19 quarantine, etc.).

		Continuously enrolled students (3 years period)		
		NWEA: MAP CAASPP Prediction Levels: % of Met Standards		
		Fall 2020-21	Winter 2020-21	Spring 2020-21
ELA				
	K	-	-	-
	1	-	-	-
	2			
	3	16	33	33
	4			
	5	44	11	33
	6	40	20	40
	7	33	33	33
	8	50	50	50
				49 (+ 15% increase/recovery Winter-Spring)
MATH				
	K	-	-	-
	1	-	-	-
	2			
	3	33	0	33
	4	50	50	50
	5	22	11	11
	6	33	16	16
	7	0	0	0
	8	100	50	50
				35 (+ 9% increase/recovery Winter-Spring)
ELA				
	SPED	22	11	11
	ELs	0	0	40
	SED	33	22	39
	Black or African American	-	-	-
	Hispanic or Latino			
MATH				
	SPED	33	0	0
	ELs	20	20	20
	SED	56	33	33
	Black or African American	-	-	-
	Hisp			

Total BPA-SD Student Enrollment: 151		NWEA: MAP CAASPP Prediction Levels: % of Met Standards		
		Fall 2020-21	Winter 2020-21	Spring 2020-21
	ELA			
	Kinder	81	62	50
	1st	78	50	65
	2nd	57	27	57
	3rd	45	50	50
	4th	25	42	50
	5th	44	11	33
	6th	41	6	35
	7th	29	14	57
	8th	22	33	33
	Total	47	33	48
	MATH			
	Kinder	93	63	63
	1st	76	40	80
	2nd	71	37	60
	3rd	55	25	50
	4th	58	42	50
	5th	33	19	19
	6th	24	24	24
	7th	28	14	14
	8th	50	38	33
	Total	54	34	35
	ELA			
	SPED	36	13	13

	ELs	28	16	26
	SED	41	28	32
Black or African American		43	14	29
Hispanic or Latino		42	25	35
	MATH			
	SPED	50	13	7
	ELs	33	16	26
	SED	53	30	39
Black or African American		43	29	57
Hispanic or Latino		48	27	37