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Baypoint Preparatory Academy–San Diego – Academic Memorandum Response

General Information

School Address: 520 E. Carmel Street, San Marcos, CA 92078-83811

Website Address: www.baypointprep.org

County-District-School Code: 37 77172 0138099+

Charter Term: July 1, 2018, through June 30, 2025

School Description: Baypoint Preparatory Academy–San Diego (BPA–SD) provides a rigorous, college preparatory curriculum in a flexible, student-centered learning environment. BPA–SD is committed to providing an intimate, friendly, academic environment that recognizes and values a student's unique learning profile, defines clear expectations, sets appropriate yet challenging goals, and celebrates the achievement of these goals.

Grade Levels Served: Transitional Kindergarten through Grade Eight

2021–22 Enrollment: 182

Site Based or Non-Site Based: Site Based

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

BPA–SD opened in 2018-2019. As such, no data is provided for 2016-17 through 2017-18.

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
School ELA	No Data	No Data	47.73%	No Data	10 or fewer students tested	59.14%
School Math	No Data	No Data	50.00%	No Data	10 or fewer students tested	51.62%
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners (EL)	Foster Youth	Homeless	Socioeconomically Disadvantaged (SED)	Students with Disabilities
School ELA	45.45%	No Data	No Data	56.52%	38.46%
School Math	9.09%	No Data	No Data	43.48%	23.07%
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

¹ Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

² Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	High	Very High
Suspension Rate	Low	Medium
English Learner Progress	Not Reported / 78.9% Making Progress	Medium / 50.3% Making Progress
Graduation Rate	Not Applicable	Medium
College/Career	Not Applicable	Not Reported
ELA	High	Low
Math	Medium	Low

Areas of Greatest Progress and Need

Based on the charter school’s internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the school’s areas of greatest progress and greatest need.

1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

To demonstrate students’ areas of progress, BPA-SD partnered with **NWEA** diagnostic assessment for the 2021-22 academic year, and **i-Ready** diagnostics assessment for the 2022-23 academic year, both identified on the CDE’s approved verified data list.

2. Identify the school’s areas of greatest progress:

BPA-SD’s educational partners’ commitment is to foster academic and social growth using the adopted curriculum and proven methodologies. BPA-SD’s highest priority is to provide instruction and a positive environment that supports the socioemotional well-being of all students, including at-risk students (SED, EL, foster youth, homeless students, students with disabilities, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year).

Under the guidance of BPA-SD LCAP 2021-22 goals, successful activities, and practices have been evident throughout the academic model and school community engagement.

BPA-SD's academic model and adopted curricula provided equitable and academically differentiated instruction for all BPA-SD students, including the subgroup populations of at-risk students. All BPA-SD students accessed the differentiated curriculum through small group instruction while utilizing resources such as Houghton Mifflin's Journeys and Go Math, Big Day for PreK, Lexia, ST Math, Eureka Math, Pearson ELA, Discovery Education, Mystery Science, Meet the Masters (art), and Second Step (social-emotional learning).

Additionally, it has been a joint effort of all educational partners to build and shape working relationships among the community members to ensure that all students succeed. BPA-SD's Parent Advisory Committee (PAC) as well as Educational Partners Committee: School Site Council, Wellness Committee, English Learners Advisory Committee, and District English Learner Advisory Committee (ESWED) met monthly/quarterly to work collaboratively with school staff and leadership to review, develop, and recommend new strategies. As a result, BPA-SD students practiced mindful engagement to cultivate academic and social experiences (educational school events on and off campus).

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

BPA-SD's diagnostic and CAASPP assessment and personalized learning programs were evaluated and compared with the students' set goals and outcomes.

BPA-SD's NWEA MAP internal assessments (Fall 2021 to Spring 2022) data has shown the greatest growth of all students (K-8) in Math by **+22%** (Fall 38%, Spring 60%) and in ELA by **+12%** (Fall 36%, Spring 48%) meeting the benchmarks/grade-level standards. Reviewing internal benchmark quantitative and qualitative data, allowed teachers to identify areas of strength and areas where additional support was needed.

CAASPP testing in the 2018-19 school year revealed that 48% of all students met or exceeded grade-level standards in ELA, and 50% met or exceeded standards in Math. In the 2021-22 school, CAASPP testing revealed **59%** of all students met or exceeded grade-level standards in **ELA**, and **52%** met or exceeded standards in **Math** (scoring above state levels).

While the growth of **+11% in ELA** is substantial and **+2% in Math** is adequate, BPA-SD will continue improving upon students' meeting and exceeding grade-level standards.

BPA-SD's SED student subgroup has demonstrated improvement in ELA by **+26%**: 2019; 31%, 2022; 57%), and BPA-SD's Hispanic/Latino student subgroup has demonstrated improvement in ELA by **+13%**: 2019; 35%, 2022; 48%).

While growth in both subgroups in ELA is substantial, BPA-SD will continue improving upon students' meeting and exceeding grade-level standards.

Due to safe and positive school culture, BPA-SD **Chronic Absenteeism** was reduced from 16.7% (2018-19) to 16.3% (2021-22), recording a positive improvement of **+0.5%**, while the **Suspension Rate** was reduced from 3.6% (2018-19) to 1% (2021-22) recording a positive improvement of **+2.6%**.

After the review of LCAP 2021-22 and assessment data, BPA-SD leadership refined and strengthened all the actions within the 2022-23 LCAP.

BPA-SD leadership decided to discontinue services with NWEA (diagnostic assessment), ST Math, and Lexia (ELA), and partner with i-Ready, opting to use a program that combined instruction and assessments. To secure all students' academic growth and progress, the instructional staff and leadership (for monitoring purposes) needed assessments that would be directly linked to instructional tools and lessons. The i-Ready program offers assessments and lessons (progress monitoring) for teachers to develop appropriate and effective instruction and to measure students' academic needs, ensuring that all students, including at-risk students, are mastering grade-level standards.

Consequently, the 2022-23 academic year began with instructional staff implementing the i-Ready benchmarks to establish a baseline for each student. BPA-SD will implement i-Ready assessments tri-annually to measure proficiency and growth in meeting grade-level standards.

Based on i-Ready internal **Fall 2022 to Winter 2023** data, the greatest growth was achieved in **ELA** by **+33%**, where **62%** of the TK/K-8th grade met set benchmarks, while in **Math**, students' results reported growth of **+33%** where **59%** of the TK/K-8th grade met set benchmarks.

Additionally:

SED students achieved growth in **ELA** by **+22%**, where 47% met set benchmarks, and **+32%** growth in **Math**, where 44% of students met set benchmarks.

EL students achieved growth in **ELA** by **+28%**, where 40% met set benchmarks, and **+20%** growth in **Math**, where 28% of students met set benchmarks.

SPED students achieved growth in **ELA** by **+21%**, where 37% met set benchmarks, and **+26%** growth in **Math**, where 26 % of students met set benchmarks.

Hispanic/Latino students achieved growth in **ELA** by **+27%**, where 49% met set benchmarks, and **+32%** growth in **Math**, where 45% of students met set benchmarks.

4. Identify the school's areas of greatest need, including references to student sub-groups.

BPA-SD's CAASPP and internal data were evaluated and compared with the students' set goals and outcomes. This process allowed the instructional staff to look at student academic performance and identify learning gains and losses. Significant gains were made in ELA, while Math data identified gaps in foundational building blocks necessary for multi-step processes to master math concepts at each grade level. This gap was especially evident within the EL students population (11 students: 9/11 continuously enrolled), where uniquely 9.09% demonstrated/developed proficiency in Math. Regardless of a low EL student population, BPA-SD plans to enroll more EL families and therefore continue to develop its EL integrated and designated English Language Development (ELD) program based on the CA EL Roadmap and ELA/ELD Framework. Through surveys, students, parents/guardians, and teachers conveyed the need for supplemental instructions and support strategies in the area of foundational skills in ELA and Math. Consequently, BPA-SD leadership extended its practices to before-school foundational tutoring in ELA and MAT to support the current academic program and interventions for all students, including at-risk students. With targeted guidance, teachers provided individualized and small group skill-set tutorials catered to at-risk students based on their individual achievement plans prior to the start of daily classroom instruction.

Additionally, BPA-SD initiated homework assignments to reinforce the concepts that were learned at school. This practice allowed the parent(s)/guardian(s) to visualize what their student was taught in the classroom. It served as a tool that opened lines of communication between the teacher, the parent(s)/guardian(s), and the school. To prevent mental and academic regression, BPA-SD invested in additional resources to support school community connectedness activities and school-wide events.

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

Based on 2019 and 2022 Math CAASPP data, BPA-SD's SED student subgroup has demonstrated a regression of -3% (2019: 46% of students met/exceeded grade-level standards, 2022: 43% of students met/exceeded grade-level standards) and BPA-SD's Hispanic/Latino student subgroup has demonstrated regression by -7% (2019: 45% of students met/exceeded grade-level standards, 2022: 38% of students met/exceeded grade-level standards). Furthermore, BPA-SD's EL student population has demonstrated a regression in Math, scoring below the state average by 0.6%.

6. How is the school addressing these areas of need? Include references to student sub-groups.

BPA-SD instructional staff reflect and review students' newly learned skills and tailor their practices to retain those skills. BPA-SD supports and develops personalized student practice as a critical need to address any remaining learning loss with the support Multi-tiered System of Support (MTSS). Exclusively, BPA-SD instructional staff will engage in targeted EL Math instruction PD where teachers strengthen conversational tools for Math practices with a focus on increasing EL students' comprehension, participation, and inquiry. Therefore, BPA-SD's EL students access subject matter math content as a foundation for developing a high level of Math literacy and proficiency alongside with the English language.

Since the need for intervention is evident, BPA-SD offers the Expanded Learning Opportunities Program (ELOP) for the remainder of the 2022-23 academic year. BPA-SD's ELOP focuses on developing students' academic, social-emotional, and physical needs through hands-on, engaging learning experiences.

Moreover, ELOP includes tutoring and homework assistance designed to help all student sub-groups meet grade-level standards. All ELOP activities are intended to have students motivated and actively engaged. The educational activities include core subjects (ELA, MAT, Art, Science) that students and parents/guardians expressed interest in surveys. The ELOP plan was shared and developed with the educational partners at the ESWED and Governing Board meetings and was guided by the QualityStandards for Expanded Learning and its principles.

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

BPA-SD leadership ensures 100% of teachers meet credential requirements and maintain assignment requirements. BPA-SD provides support to all new teachers clearing their credentials while employed. During weekly/monthly staff professional development, BPA-SD veteran teachers and administrators are available to the novice teachers to provide guidance and support.

All BPA-SD students receive and access Common Core State Standards (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, i-Ready (ELA and Math), Eureka Math, Pearson ELA, Discovery Education (Science and Social Science), Second Step (Social Emotional Learning), Meet the Masters (Art).

BPA-SD staff participates in the CCSS professional development. Webinars and in-house workshops are performed at the start of the academic year by leaders who

specialize in various areas of CCSS training to ensure the delivery of instruction aligned with the CCSS curriculum. All teachers 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 ELD, including ELD standards, CA ELD Roadmap, CA ELA/EL Framework, and specific strategies, such as Specially Designed Academic Instruction for English during integrated as well as designated EL instruction time.

BPA-SD 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, and Governing Board meetings, BPA-SD generates input and feedback from educational partners to enhance 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 various activities, including collaborative, cross-curriculum, hands-on project-based learning investigation (utilizing research and an inquiry-based approach) and field trips (virtual, on-site, and off-site). Station rotations are enhanced to ensure individualized learning paths and outcomes.

BPA-SD ensures 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.

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the school's 2021–22 Local Control and Accountability Plan (LCAP) goals:

The 2021-22 LCAP informed and secured BPA-SD's educational partners' commitment to continue fostering and accelerating BPA-SD students' academic and social-emotional growth. As stated in the LCAP goals, 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 practices were evident throughout the academic model, adaptive curriculum, test results, and school community engagement.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school’s work to engage community members in the process:

In order to stay focused on students’ areas of need, all educational partners were given an opportunity to engage in discussions to help identify support strategies for all BPA-SD students, including at-risk students (PAC, ESWED, Gov. Board meetings, etc.). BPA-SD students, parents/guardians, and staff conveyed that social-emotional well-being, opportunities for school-wide engagement, and innovative and engaging curriculum are vital to students’ success. Educational partners together with BPA-SD leadership, identified guided themes and the following areas in 2021-22 for continuous improvement in 2022-23:

Goal I Contributions

BPA-SD will provide a safe and positive learning environment for all students through shared expectations, support, and accountability by all educational partners (students, parents/guardians, staff, community members) to ensure utmost school-wide engagement.

Goal II Support

BPA-SD will build a school culture of excellence to foster academic and social growth using the adopted curriculum and proven methodologies.

Goal III Results

At the completion of each school year, 80% of continuously enrolled students will demonstrate progress toward mastery of standards in English Language Arts (ELA) and Mathematics (MAT) as demonstrated by local assessments and/or CAASPP results.

These targeted goals provide a destination for the educational partners to achieve. As a result, BPA-SD students were able to become more engaged and invested in their learning. BPA-SD will continue to forge a system of support unique to each student's needs, striving toward excellence and building on its academic and community successes.

3. How is the school addressing learning loss from the prior school year?

Guided by the LCAP goals and actions, BPA-SD leadership extended its program to a foundational ELOP to support the current academic practices. With targeted guidance from teachers, the academic coaches provide individualized and small group tutorials in a high-quality learning environment outside of the classroom. To reduce learning loss, BPA-SD Independent Study (IS) program serves students and families as an

educational option. For the 2022-23 academic year, the IS is available short-term or long-term to accommodate student/family needs (personal, Covid-19 quarantine, etc.).

2022–23 Plan for Independent Study

1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS: BPA-SD's IS is available to serve TK/K-8th-grade students (ADA: 100%). 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. Additionally, modified IS is offered on a short-term or long-term basis to accommodate student/family needs (personal, Covid-19 quarantine, etc.).