California Department of Education

Charter Schools Division

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Attachment 6

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Baypoint Preparatory Academy-San Diego (Charter #1966). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## Baypoint Preparatory Academy-San Diego2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Baypoint Preparatory Academy-San Diego |
| School Address | 520 E Carmel St |
| City | San Marcos  |
| ZIP Code | 92078 |
| Located in District | San Marcos Unified School District |
| County | San Diego |
| Website Address | www.baypointacademy.org |
| County District School (CDS) Code | 37-77172-0138099 |
| Charter Number | 1966 |
| Current Charter Term Start Date | 7/1/2018 |
| Current Charter Term End Date | 6/30/2026 |
| Grade Levels Served | TK-8 |
| 2023–24 Enrollment | 237 |
| Instruction Type | Classroom-based |

**School Description:**

Baypoint Preparatory Academy-San Diego (BPA-SD) is a college-prep, tuition-free, and nonprofit public charter school (TK –8). BPA-SD was authorized by the California State Board of Education in March 2018 and is WASC-certified until the 2027–28 academic year (The Accrediting Commission for Schools, Western Association of Schools and Colleges; ACS-WASC). BPA-SD utilizes a blended learning, station-rotation model to educate its students. To facilitate this, students participate in a rigorous, college-prep curriculum with cutting-edge educational technology and resources. Their time is spent working independently, collaboratively, and in daily small group instruction. BPA-SD's curriculum is based on Common Core State Standards in all subjects, and all students are taught by fully credentialed teachers. At the foundation of BPA-SD's program is a partnership between student(s), parents/guardians, and BPA-SD staff. High expectations and individualized choices are encouraged in order for students to become college-and-career prepared and ready, be actively engaged and passionate learners capable of communicating across gender, race, and socio-economic status, and to value service to others in society. College readiness requires students to obtain mastery of foundational skills in English Language Arts, Mathematics, and Science at each grade level. Therefore, the BPA-SD program inspires college-destined culture early on, starting in TK through 8th grade. When students develop a college-destined mindset early, they will be motivated to work toward meeting and exceeding state standards at each grade level, get involved in school activities, have good attendance, and participate in volunteering programs. All attributes mentioned would prepare BPA-SD students to graduate from high school with a high GPA, get accepted to college, and complete a four-year program. BPA-SD’s comprehensive program ensures that all students, including the most vulnerable student populations (socio-economically disadvantaged (SED): low-income students, English learners (EL), foster youth, homeless students, and students with special needs (SN), disengaged students, and students who are below grade level), are healthy, safe, engaged, challenged, and supported under BPA-SD’s positive behavior interventions. Under the guidance of the CDE’s Multi-Tiered System of Support (MTSS) Framework, (collaboration, use of data, differentiated instruction, proactive and targeted interventions), BPA-SD aligns its college-prep program and provides culturally responsive professional development (PD) to its staff to ensure all BPA-SD diverse student populations succeed to their fullest potential. MTSS framework allows BPA-SD to align its academics, behavior, and mental health supports into comprehensive service to individual student and family needs while adapting to systematic changes in student life. BPA-SD is an equity-driven and assets-building school transformation program.

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 11.4 |
| Foster Youth | 0 |
| Homeless | 1.3 |
| Socioeconomically Disadvantaged | 42.6 |
| Students with Disabilities | 9.7 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 3.4 |
| American Indian | 0 |
| Asian | 5.9 |
| Filipino | 2.1 |
| Hispanic | 55.3 |
| Pacific Islander | 0 |
| Two or More Races | 9.3 |
| White | 22.8 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 13.9 | Yellow |
| Suspension Rate | 0.4 | Green |
| English Learner Progress | 73.7 | No Performance Color |
| Graduation Rate | [No Response] | No Performance Color |
| College/Career | [No Response] | No Performance Color |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Green | Above standard | 23.5 |
| Mathematics | Green | Below standard | 4.4 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 61 |
| Mathematics | 47 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter 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 the most vulnerable student populations. Under the guidance of BPA-SD LCAP 2024–25 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 the most vulnerable students. Based on the CA School Dashboard, BPA-SD consistently demonstrates strong ELA performance for all students in grades 3–8, with an average distance from standards at 23.5 points. BPA-SD EL students demonstrated improvement in ELA, with an average above distance from standards at 42.9 points. BPA-SD SED students demonstrated improvement in ELA, with an average above distance from standards at 15.7 points and Hispanic students at 14.3 points. Further, BPA-SD 3–8 grade students demonstrated improvement in Math, with a 4.5-point increase, however, they continue to measure below standards. BPA-SD EL students demonstrated improvement in Math, with a 10.9-point increase, however, they continue to measure below standards. Similarly, BPA-SD Hispanic students demonstrated improvement in Math, with a 1.2-point increase, however, they continue to measure below standards. Further, it has been a joint effort of all educational partners to decrease students' chronic absenteeism rate as well as the suspension rate. BPA-SD educational partners build and continue to shape working relationships among the community members to ensure that all students succeed. BPA-SD’s 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 engaged mindfully to foster productive and positive academic and social experiences through interventions, tutoring, and educational events both on and off campus. BPA-SD serves as an example of how a positive and supportive educational environment can lead to favorable outcomes, as evidenced by a 0 percent Suspension Rate Status at the "Very Low" level for all grades. Additionally, the BPA-SD Chronic Absenteeism Rate decreased by 2.8 percent across all grades and all student subgroups. This improvement is largely attributed to the strong engagement from students, teachers, and parents, fostering a supportive community where everyone feels valued, heard, and empowered. The positive school culture BPA-SD has cultivated prioritizes open communication, mutual respect, and inclusive decision-making processes, creating a setting where students are motivated to learn and grow. BPA-SD’s collaborative approach has effectively minimized conflicts and misunderstandings, ensuring that every student is guided towards positive behavior through understanding and empathy rather than punishment. This relationship between all members of the BPA-SD community has been the foundation of BPA-SD success in maintaining a safe and nurturing environment for all educational partners.

1. What internal assessments (not CAASPP) are being used to demonstrate the charter 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 i-Ready diagnostics assessment identified on the CDE’s approved verified data list (student grade level placement by domains in ELA and Mathematics). BPA-SD’s i-Ready internal assessments (Fall 2024 to Winter 2025) data for all grades TK–8 has shown the greatest growth in Math by +26 percent (Fall 18 percent, Winter 44 percent) and in ELA by +25 percent (Fall 28 percent, Winter 53 percent) meeting the benchmarks/grade-level standards. Analyzing both quantitative and qualitative internal benchmark data enabled teachers to identify areas of mastery and those requiring further support, therefore informing and guiding instructional strategies.

1. Based on Dashboard data, identify the charter school’s areas of greatest need. Include references to student groups.

CAASPP testing in the 2022–23 school year revealed that 55 percent of all students met or exceeded grade-level standards in ELA, and 49 percent met or exceeded standards in Math. In the 2023–24 school year, CAASPP testing revealed that 62 percent of all students met or exceeded grade-level standards in ELA (a seven percent increase), and 47 percent met or exceeded standards in Math (a two percent decline). For SN students, the Dashboard data showed a decline in both ELA, with a 0.9-point drop, and Math, with a 10.7-point decrease, with both areas continuing to fall below standards. For SED students, the Dashboard data showed a 0.5-point decline in Math, with performance remaining below standards. Despite the decline in Math, BPA-SD continues to score above state levels. In the 2023–24 academic year, CAASPP testing revealed that BPA-SD's SED student population significantly outperformed the state average in ELA, achieving grade-level standards by 21 percent more than their peers statewide. Specifically, 58 percent of BPA-SD students met the standards, compared to 37 percent at the state level. In Mathematics, SED students significantly outperformed the state average achieving grade-level standards by 14 percent more than their peers statewide. Specifically, 39 percent of BPA-SD students met the standards, compared to 25 percent at the state level. BPA-SD's Hispanic/Latino students significantly outperformed the state average in ELA, achieving grade-level standards by 13 percent more than their peers statewide. Specifically, 50 percent of BPA-SD students met the standards, compared to 37 percent at the state level. In Mathematics, Hispanic/Latino students significantly outperformed the state average achieving grade-level standards by 16 percent more than their peers statewide. Specifically, 40 percent of BPA-SD students met the standards, compared to 24 percent at the state level. BPA-SD's SN students, CAASPP data is unavailable to protect student privacy, as there are fewer than four students in a given grade level. BPA-SD's EL students outperformed the state average in ELA, achieving grade-level standards by 28 percent more than their peers statewide. Specifically, 38 percent of BPA-SD students met the standards, compared to 10 percent at the state level. In Mathematics, EL students performed lower than the state average achieving grade-level standards at 10 percent lower than their peers statewide. Specifically, 0 percent of BPA-SD students met the standards, compared to 10 percent at the state level. BPA-SD is committed to continuing to improve upon students’ meeting and exceeding grade-level standards. 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 needs to inform and guide their instructional strategies.

1. How is the charter school addressing these areas of need? Include references to student groups.

ELA data revealed deficiencies in both vocabulary acquisition and the analysis of informational text in all students groups. 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 student population. 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 differentiated 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 Math to support the current academic program and interventions for all students, including the most vulnerable student groups. With targeted guidance, teachers provided individualized and small group skill-set tutorials catered to the most vulnerable 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. Further, 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 deficiencies with the 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). 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 groups meet grade-level standards. All ELOP activities are intended to have students motivated and actively engaged.

### Section 4. Summary of Performance on Measurable Pupil Outcomes

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter petition. Summarize the performance for each outcome.

BPA-SD leadership ensures that 100 percent 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 McGraw-Hill: Wonders and i-Ready-Classroom Mathematics, i-Ready ELA-My Path, i-Ready Math-My Path, Generation Genius (Math and Science), Eureka Math, Pearson ELA, Discovery Education, Mystery Science, Meet the Masters (art), and Second Step (social-emotional learning). BPA-SD staff participate 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. At BPA-SD, 100 percent 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), ESWED 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.

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

The 2023–24 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 that supports differentiation that caters to individual student abilities to acquire the skills and support for the mental and social well-being of all students, including the most vulnerable student groups. The progress made was evident throughout the academic model, adaptive curriculum, and school community engagement. BPA-SD continues to increase parental participation in ESWED meetings, completion of surveys, achieving a 0 percent suspension rate, as well as meeting the benchmarks/grade-level standards. Since the start of the 2024–25 academic year, BPA-SD’s i-Ready internal assessments (Fall 2024 to Winter 2025) data for all grades TK–8 has shown the greatest growth in Math by +26 percent (Fall 18 percent, Winter 44 percent) and in ELA by +25 percent (Fall 28 percent, Winter 53 percent) meeting the benchmarks/grade-level standards. The 2023–24 LCAP served as a guide to solidify BPA-SD's educational partners' commitment to nurturing and accelerating the academic and social-emotional development of BPA-SD students. Emphasizing the priority outlined in the LCAP goals, BPA-SD continues to focus on delivering supplementary instruction that caters to the diverse needs of individual students while prioritizing support for their mental and social well-being, particularly for most vulnerable students. Progress has been evident across the academic framework, adaptive curriculum, and engagement within the school community. BPA-SD has made strides in enhancing parental involvement in ESWED meetings, increasing survey completion rates, maintaining a 0 percent suspension rate, and meeting benchmarks and grade-level standards.

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter school is doing to increase community input.

The 2024–-25 mid-year update for the BPA-SD's LCAP highlights several strategic actions undertaken to enhance community engagement and input. Recognizing the importance of involving parents, students, and community members in the decision-making process, BPA-SD has implemented a multifaceted approach to ensure their voices are heard and integrated into the planning and evaluation of educational programs and initiatives. BPA-SD has increased its outreach efforts through various channels, including social media, newsletters, and community meetings, to ensure that information about the LCAP process reaches a broader audience. This initiative aims to inform the community about how they can participate and contribute their feedback. Regularly and in advanced scheduled student/parent/teacher conferences, ESWED meetings, BPA-SD wide on site events, and Gov. Board meetings. All meetings have been set up to gather input from educational partners. These meetings are designed to be interactive and provide a platform for open dialogue about the BPA-SD's goals, strategies, and progress. The formation of advisory committees (ESWED) has been a significant step towards integrating community input into the LCAP process. These committees meet regularly to review data, discuss strategies, and make recommendations for the school's plans and actions to serve all students, with emphasis on the most vulnerable students. BPA-SD has launched surveys and other feedback mechanisms to collect input from the community at large. These tools are accessible online to accommodate all participants, ensuring that everyone has the opportunity to contribute their perspectives and suggestions. To foster trust and encourage active participation, BPA-SD has committed to greater transparency in its LCAP process. This includes providing clear, understandable updates on the plan's progress and how community input is being used to inform decisions. Understanding the diverse needs of the community, BPA-SD offers translation services and accessibility support during meetings and in the dissemination of materials. This ensures that language barriers do not hinder participation and that all community members can engage fully in the process. Through these comprehensive efforts, BPA-SD aims to deepen its engagement with the community, ensuring that the LCAP reflects the needs, aspirations, and priorities of all its educational partners. The focus on increasing community input is a testament to BPA-SD's commitment to fostering a collaborative, inclusive, and responsive educational environment. Since the beginning of the 2024–25 academic year, BPA-SD has seen significant growth in i-Ready internal assessments across all grades TK–8, demonstrating substantial progress towards meeting benchmarks and grade-level standards. LCAP 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.

### Section 6. Differentiated Assistance

1. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter school selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

SCh

#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

SCh

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
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