California Department of Education
Charter Schools Division
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memo-lacb-csd-jun24item02
Attachment 7

# Baypoint Preparatory Academy - San Diego Academic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address (Include city and zip code):** 520 East Carmel St. San Marcos, CA 92078-3811
2. **Located in District:** San Marcos Unified School District
3. **Website Address:** www.baypointprep.org
4. **County-District-School (CDS) Code:** 37771720000000
5. **Charter Number:** 2018
6. **Current Charter Term Start Date (mm/dd/yyyy):** 2018
7. **Current Charter Term End Date (mm/dd/yyyy):** 2026
8. **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.
9. **Grade Levels Served:** TK-8
10. **2022–23 Enrollment:** 199
11. **Instruction Type:** Site Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 13.1% | 13.4% |
| Foster Youth | 0% | 0.2% |
| Homeless | Not listed | Not listed |
| Socioeconomically Disadvantaged | 41.7% | 38.4% |
| Students with Disabilities | 8.5% | 14% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 2.5% | 0% |
| American Indian | Not Listed | Not Listed |
| Asian | 4.5% | 5.8 |
| Filipino | Not Listed | Not Listed- |
| Hispanic | 55.8% | 45.4 |
| Pacific Islander | Not Listed | Not Listed- |
| Two or More Races | Not Listed | Not Listed- |
| White | 27.1% | 38.9 |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | Orange 16.7% chronically absent | **Yellow**24.3% chronically absent |
| **Suspension Rate** | Blue0% suspended at least one day | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | No Color78.3% making progress | **Yellow**48.7% making progress |
| **Graduation Rate** | N/A | **Orange**86.4% graduated |
| **College/Career** | N/A | **Medium**43.9% prepared |
| **English Language Arts** | Green15.4 points below standard | **Orange**13.6 points below standard |
| **Mathematics** | Yellow8.9 points below standard | **Orange**49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at https://caaspp-elpac.ets.org/caaspp/.

## Section 3. Areas of Greatest Progress and Need

1. **Based on California School Dashboard (Dashboard) data, identify the School’s areas of greatest progress.**

Academically, Baypoint Preparatory Academy-San Diego (BPA-SD) maintains a high level of performance in ELA in grades 3rd-8th (Color: Green), including a very high status level for the EL Progress Indicator, which demonstrates BPA-SD’s EL students making progress toward ELPAC. Since BPA-SD’s EL student population is less than 30 students, the performance level (color) is not presented for accountability purposes. Additionally, 27% of SPED students met or exceeded standards in Math (an increase of 4% from the previous year).

Further, 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). BPA-SD serves as an example of how a positive and supportive educational environment can lead to favorable outcomes, as evidenced by a 0% Suspension Rate Status at the "Very Low" level (Color: Blue) for grades K-8. This achievement includes a notable decline in the suspension rates among SED students, dropping by 2% (from 2% in 2022 to 0% in 2023), and among the Hispanic student group, decreasing by 1% (from 1% in 2022 to 0% in 2023).

1. **What internal assessments (not 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?**

BPA-SD partnered with i-Ready diagnostics assessment identified on the CDE’s approved verified data list. BPA-SD’s i-Ready internal assessments (Fall 2022 to Spring 2023) data for all grades TK-8 has shown the greatest growth in Math by +40% (Fall 26%, Spring 66%) and in ELA by +39% (Fall 29%, Spring 68%) meeting the benchmarks/grade-level standards. For state testing, grades 3-8 have shown the greatest growth in Math by +35% (Fall 26%, Spring 61%) and in ELA by +25% (Fall 33%, Spring 58%), meeting the benchmarks/grade-level standards.

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

CAASPP testing in the 2021-22 school year revealed that 59% of all students met or exceeded grade-level standards in ELA, and 52% met or exceeded standards in Math. In the 2022-23 school year, CAASPP testing revealed that 55% of all students met or exceeded grade-level standards in ELA (a 4% decline), and 49% met or exceeded standards in Math (a 3% decline). For SED students, CAASPP testing in the 2021-22 school year revealed that 57% of all students met or exceeded grade-level standards in ELA, and 43% met or exceeded standards in Math. In the 2022-23 school year, CAASPP testing revealed that 44% of all SED students met or exceeded grade-level standards in ELA (a 13% decline), and 40% met or exceeded standards in Math (a 3% decline). For Hispanic/Latino students, CAASPP testing in the 2021-22 school year revealed that 48% met or exceeded grade-level standards in ELA, and 38% met or exceeded standards in Math. In the 2022-23 school year, CAASPP testing revealed that 41% of all Hispanic/Latino students met or exceeded grade-level standards in ELA (a 7% decline), and 34% met or exceeded standards in Math (a 4% decline). For EL students, CAASPP testing in the 2021-22 school year revealed that 45% of all students met or exceeded grade-level standards in ELA, and 9% met or exceeded standards in Math. In the 2022-23 school year, CAASPP testing revealed that 13% of all EL students met or exceeded grade-level standards in ELA (a 32% decline), and 7% met or exceeded standards in Math (a 2% decline). For SPED students, CAASPP testing in the 2021-22 school year revealed that 38% of all students met or exceeded grade-level standards in ELA, and 23% met or exceeded standards in Math. In the 2022-23 school year, CAASPP testing revealed that 27% of all SPED students met or exceeded grade-level standards in ELA (an 11% decline), and 27% met or exceeded standards in Math (a 4% increase). Despite the decline in both ELA and Math, BPA-SD continues to score above state levels. In the 2022-23 academic year, BPA-SD's SED student population significantly outperformed the state average in ELA, achieving grade-level standards by 9% more than their peers statewide. Specifically, 44% of BPA-SD students met the standards, compared to 35% at the state level. In Mathematics, SED students significantly outperformed the state average achieving grade-level standards by 17% more than their peers statewide. Specifically, 40% of BPA-SD students met the standards, compared to 23% at the state level. BPA-SD's Hispanic/Latino students significantly outperformed the state average in ELA, achieving grade-level standards by 5% more than their peers statewide. Specifically, 41% of BPA-SD students met the standards, compared to 36% at the state level. In Mathematics, Hispanic/Latino students significantly outperformed the state average achieving grade-level standards by 11% more than their peers statewide. Specifically, 34% of BPA-SD students met the standards, compared to 23% at the state level. BPA-SD's SPED students significantly outperformed the state average in ELA, achieving grade-level standards by 11% more than their peers statewide. Specifically, 27% of BPA-SD students met the standards, compared to 16% at the state level. In Mathematics, SPED students significantly outperformed the state average achieving grade-level standards by 15% more than their peers statewide. Specifically, 27% of BPA-SD students met the standards, compared to 12% at the state level. BPA-SD's EL students outperformed the state average in ELA, achieving grade-level standards by 2% more than their peers statewide. Specifically, 13% of BPA-SD students met the standards, compared to 11% at the state level. In Mathematics, EL students performed lower than the state average achieving grade-level standards at 3% lower than their peers statewide. Specifically, 7% of BPA-SD students met the standards, compared to 10% at the state level.

1. **How is the 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 students population (15 students total), where uniquely 7% demonstrated 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. Further, BPA-SD leadership extended its practices to before-school foundational tutoring in ELA and MAT. With targeted guidance, teachers provided individualized and small group skill-set tutorials catered to at-risk students based on their individual achievement plans. 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.

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

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

BPA-SD leadership ensures that 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, Big Day for PreK, i-Ready ELA, i-Ready Math, Generation Genius (Math and Science), Newsela ELA, UF Literacy Institute (Science of Reading), Wordly Wise (Vocabulary support), 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. At 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), PAC/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. Further, 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

1. **Provide a summary of progress made in meeting the School’s 2022–23 Local Control and Accountability Plan (LCAP) goals.**

The progress made was evident throughout the academic model, adaptive curriculum, and school community engagement. BPA-SD continues to increase parental participation in PAC and ESWED meetings, completion of surveys, achieving a 0% suspension rate, as well as meeting the benchmarks/grade-level standards. Since the start of the 2023-24 academic year, BPA-SD’s i-Ready internal assessments (Fall 2023 to Winter 2024) data for all grades TK-8 has shown the greatest growth in Math by +18% (Fall 18% to Winter 36%) and in ELA by +15% (Fall 36% to 51%) meeting the benchmarks/grade-level standards. The 2022-23 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 at-risk 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 PAC and ESWED meetings, increasing survey completion rates, maintaining a 0% suspension rate, and meeting benchmarks and grade-level standards.

1. **Provide a summary of the School’s 2023–24 LCAP mid-year update that describes what the School is doing to increase community input.**

Regularly scheduled PAC, ESWED, Gov. Board meetings, etc., meetings have been set up to gather input from educational partners. These monthly 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 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. BPA-SD has launched surveys and other feedback mechanisms to collect input from the community at large. Since the beginning of the 2023-24 academic year, BPA-SD has seen significant growth in i-Ready internal assessments across all grades TK-8. Notably, there has been an impressive increase of +18% in Math (from 18% in Fall to 36% in Winter) and +15% in ELA (from 36% in Fall to 51% in Winter), demonstrating substantial progress towards meeting benchmarks and grade-level standards.