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Informe de responsabilidad escolar 2019-2020

[Descarga de responsabilidad de traducción](#)

Informe de responsabilidad escolar

Reportado usando datos del año escolar 2019-2020

Departamento de Educación de California

Para el 1 de febrero de cada año, la ley estatal exige que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el rendimiento de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres / tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

DataQuest

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel de control de la escuela de California

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Mrs. Heather Herrera, Site Administrator

- Principal, Baypoint Preparatory Academy - San Diego



About Our School

On behalf of the board and staff at Baypoint Preparatory Academy-San Diego (BPA-SD), it is a great pleasure to welcome you to view our Executive Summary of the School Accountability Report Card (SARC). The purpose of the SARC is to provide parents and the community with information about our school, our educational program, and our performance. The SARC serves as an important form of communication between BPA-SD and the community.

BPA-SD is an independent charter school that opened its doors to students on August 20, 2018. After unanimously being approved by the State Board of Education in March 2018, Baypoint opened and is working to bring a school of excellence to the San Marcos community. BPA-SD adheres to a Personalized Learning model of education and is committed to providing an intimate, respectful, academic learning environment that recognizes and values students' unique learning needs. BPA-SD strives to actively partner with students, parents, and the community to support students' academic success and personal goals.

BPA-SD aspires to prepare students to become responsible citizens in the 21st century, a world of cultural diversity and rapid technological change. Students are held to the highest academic standards, yet given the nurturing required to reach those standards. Students learn in an integrated, multi-disciplinary environment that incorporates computer technology and real-life cooperative experiences.

Mrs. Heather Herrera

Site Administrator

Contact

Baypoint Preparatory Academy - San Diego
520 E. Carmel St.
San Marcos, CA 92078-3811

Phone: 760-203-4383

Email: hherrera@baypointprep.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name SBE - Baypoint Preparatory Academy San Diego

Phone Number (760) 203-4383

Superintendent Sabina Chaar

Email Address schaar@baypointprep.org

Website www.baypointprep.org

School Contact Information (School Year 2020–2021)

School Name Baypoint Preparatory Academy - San Diego

Street 520 E. Carmel St.

City, State, Zip San Marcos, Ca, 92078-3811

Phone Number 760-203-4383

Principal Mrs. Heather Herrera, Site Administrator

Email Address: hherrera@baypointprep.org

Email Address nrerrera@baypointprep.org

Website <http://www.baypointprep.org>

**County-District-School
(CDS) Code** 37771720138099

Last updated: 2/1/2021

School Description and Mission Statement (School Year 2020–2021)

BPA-SD Mission Statement

Our mission at Baypoint Preparatory Academy - San Diego is to educate TK/K-8 students through a rigorous college-prep curriculum in a flexible, student-centered learning environment. Our goal is to actively partner with students, parents, and the community to support students' academic success and personal goals.

Schoolwide Learner Outcomes

BPA-SD is committed to providing an intimate, respectful, academic learning environment that recognizes and values students' unique learning needs. BPA-SD clearly defines expectations, sets challenging yet attainable goals, and celebrates student achievement. BPA-SD believes that students who are actively involved in their educational program develop self-direction and thus become lifelong learners who are productive global citizens.

Academic Achievers who:

Take personal responsibility in the life-long learning process
Demonstrate organizational and time management skills
Endeavor to develop their full academic potential according to their individual ability

Effective Communicators who:

Exhibit proficiency in communication through listening, speaking, reading, writing, and the arts
Comprehend and interpret messages respectfully
Research, document, and convey information reflectively, critically, and clearly

Critical Thinkers who:

Demonstrate logical and effective decision-making skills
Analyze, evaluate and synthesize information
Apply problem-solving strategies to real-life situations Formulate personal values
Technology Users who: Develop necessary skills to function in a
constantly changing technological society Utilize technology as a tool for learning

Career-focused students who:

Achieve their postsecondary goals

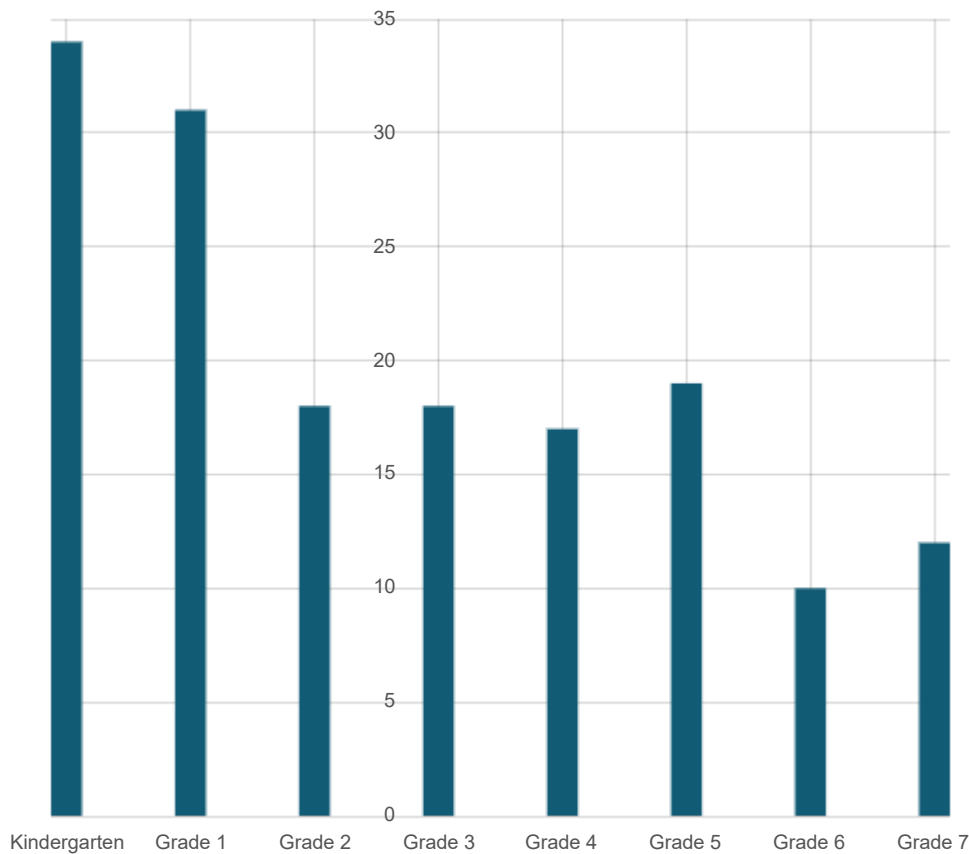
Achieve their postsecondary goals

BPA-SD utilizes a blended learning, station-rotation model to educate its students. To facilitate this, students participate in a rigorous, relevant, college-prep curriculum with cutting-edge educational technology and resources. BPA-SD's curriculum is based on Common Core State Standards and support BPA-SD's mission statement and Schoolwide Learner Outcomes. Time is spent between working independently, collaboratively, and in daily small group instruction. Even though a challenging curriculum and program model can be very powerful, BPA'SD's instructional staff is the key component to student success. All teachers and instructional coaches are encouraged to use innovative instructional methods.

Last updated: 2/1/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total Enrollment
Number of Students	34	31	18	18	17	19	10	12	159



Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	3.80 %	%	4.40 %	5.00 %	44.00 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	49.70 %	13.20 %	12.60 %	0.60 %	

State Priority: Basic

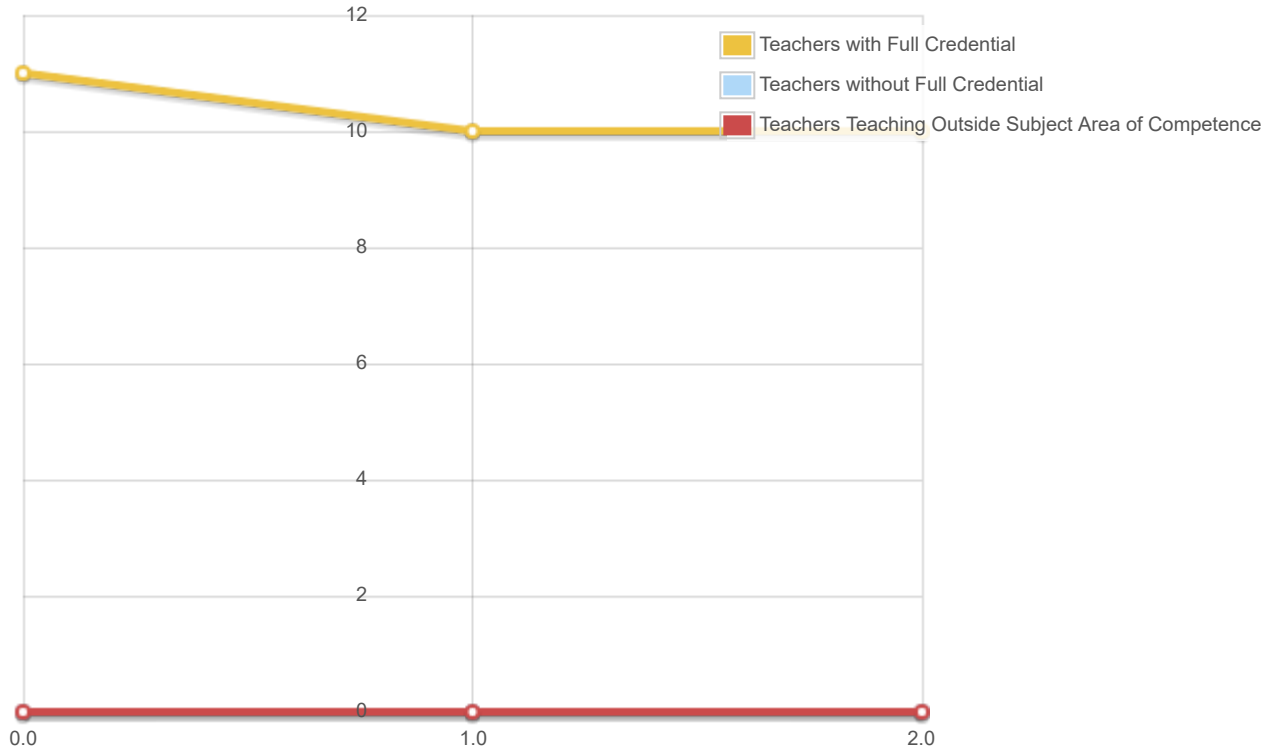
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

BPA-SD was established in August 2018, therefore, data from previous years is not available.

Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	11	10	10	0
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

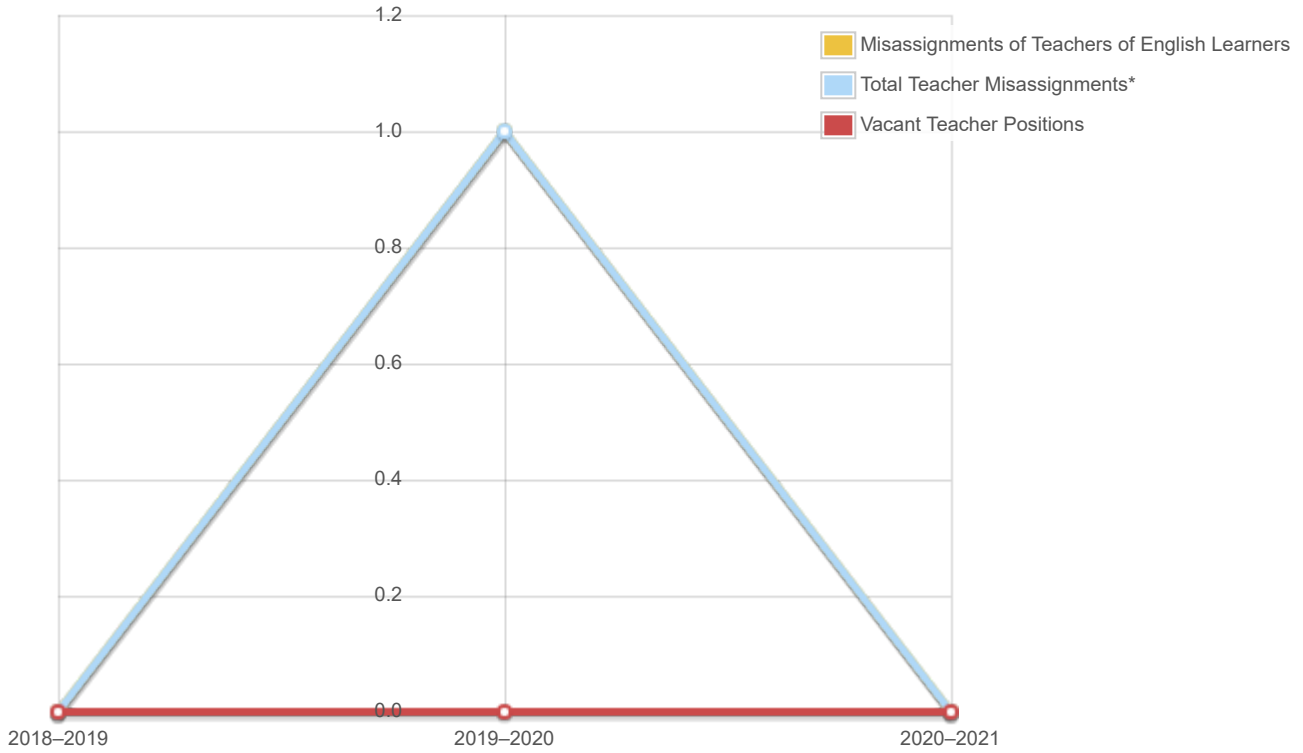


Last updated: 2/1/2021

Teacher Misassignments and Vacant Teacher Positions

BPA-SD was established in August 2018, therefore, data from previous years is not available.

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0



Nota: "Asignaciones incorrectas" se refiere a la cantidad de puestos ocupados por maestros que carecen de autorización legal para enseñar ese nivel de grado, materia, grupo de estudiantes, etc.

* El total de asignaciones incorrectas de maestros incluye el número de asignaciones incorrectas de maestros de estudiantes de inglés.

Última actualización: 2/1/2021

Calidad, vigencia, disponibilidad de libros de texto y otros materiales educativos (año escolar 2020-2021)

Año y mes en que se recopilaron los datos: enero de 2021

Tema	Libros de texto y otros materiales didácticos / año de adopción	¿De la adopción más reciente?	Porcentaje de estudiantes sin copia propia asignada
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Tema	Libros de texto y otros materiales didácticos / año de adopción	¿De la adopción más reciente?	Porcentaje de estudiantes sin copia propia asignada
Lectura / Artes del lenguaje	Viajes de Houghton Mifflin Harcourt (K-5) Pearson MyPerspectives (6-7) Lexia Learning Core 5 (TK-5) Lexia Learning Power Up (6-7) Common Core State Standards (TK-7) CA Foundational Preschool Learning Foundations (TK)	Yes	0.00 %
Mathematics	Houghton Mifflin Harcourt Go Math! (K-5) Great Minds Eureka Math (6-7) ST Math (TK-7) Common Core State Standards (TK-7) CA Foundational Preschool Learning Foundations (TK)	Yes	0.00 %
Science	Mystery Science (TK-5) Next Generation Science Standards (TK-7) Online resources that are designed to implement and follow NGSS(TK-7)	Yes	0.00 %

Tema	Libros de texto y otros materiales didácticos / año de adopción	¿De la adopción más reciente?	Porcentaje de estudiantes sin copia propia asignada
History-Social Science	Online resources that are designed to implement and follow CA History-Social Science Standards (TK-7)	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	Rights, Respect, and Responsibility (7)	Yes	0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Nota: las celdas con valores N / A no requieren datos.

Última actualización: 2/1/2021

Condiciones de las instalaciones escolares y mejoras planificadas

BPA-SD está comprometido con un entorno escolar seguro, en buen estado en todo momento, limpio y ordenado.

La instalación es atractiva y segura y brinda acceso a la administración, los maestros y los estudiantes o padres que visitan la escuela. La instalación tiene aire acondicionado, calefacción y buena iluminación. La instalación brinda accesibilidad para discapacitados en todas las áreas, incluidos baños y estacionamientos.

BPA-SD complies with Education Code Section 47610 by utilizing the facility compliant with the California Building Standards Code or local building codes. BPA-SD tests sprinkler systems, fire extinguishers, and fire alarms annually at its facility to ensure that they are maintained in an operable condition at all times. BPA-SD complies with all fire inspection policies. BPA-SD conducts monthly fire drills as required under Education Code Section 32001.

Last updated: 2/1/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair

- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2020

Overall Rating	Exemplary
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Last updated: 2/1/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Percentage of Students Meeting or Exceeding the State Standard

BPA-SD was established in August 2018, therefore, data from previous years is not available, and the data for 2018-19 is limited due to 10 or fewer students tested in a given grade level.

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	N/A	48.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	50.0%	N/A	50.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/1/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/1/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/1/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

"--" Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	--	N/A	--	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 2/1/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
En desventaja socioeconómica	N / A	N / A	N / A	N / A	N / A
Aprendices de ingles	N / A	N / A	N / A	N / A	N / A

Estudiantes con discapacidades Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Estudiantes que reciben servicios de educación migrante	N / A	N / A	N / A	N / A	N / A
Juventud de crianza	N / A	N / A	N / A	N / A	N / A
Vagabundo	N / A	N / A	N / A	N / A	N / A

Nota: las celdas con valores N / A no requieren datos.

Nota: Los datos de 2019–2020 no están disponibles. Debido a la pandemia de COVID-19, se emitió la Orden Ejecutiva N-30-20 que eximió el requisito de exámenes estatales para el año escolar 2019-2020.

Última actualización: 2/1/2021

Programas de educación vocacional técnica (CTE) (año escolar 2019-2020)

BPA-SD no ofrece un programa de educación técnica profesional.

N / A

Rango de calificaciones BPA-SD: TK-8

Última actualización: 2/1/2021

Participación en Educación de Carreras Técnicas (CTE) (año escolar 2019-2020)

BPA-SD no ofrece un programa de educación técnica profesional.

Medida	Participación en el programa CTE
Número de alumnos que participan en CTE	0
Porcentaje de alumnos que completan un programa CTE y obtienen un diploma de escuela secundaria	0,00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 2/1/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

BPA-SD serves students in grades K-7.

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

Last updated: 2/1/2021

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

BPA-SD was established in August 2018 for grades K-6, therefore, data from previous years is not available, and the data for 2018-19 is limited due to 10 or fewer students tested in a given grade level.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 2/1/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Beginning with the enrollment process, parents/guardians are made aware of the school's website and how to access the Student/Parent Handbook and school calendar, which provides dates of BPA Board meetings. Board meeting agendas are posted on the BPA website and at the school location in accordance with the Brown Act. Approved board meeting minutes are available at the school, as well as on the school's website.

Each year prior to school opening in August, an open house (virtual/Zoom meetings since March 2020) is conducted for parents and students to meet the Baypoint staff. Orientation

March 2020) is conducted for parents and students to meet the Dayport staff. Orientation meetings are held for new and returning students and families. Numerous virtual meetings are

held on different evenings to provide access to as many participants as possible. Notifications (English/Spanish) to parents/students are frequently made using the Parent Square System. This system can phone or email the entire student/parent body, or a select group/grade for reminders about school closures/holidays, upcoming events, or emergencies. Weekly updates are emailed as needed to keep parents and students advised of important school information.

Parents are encouraged to take advantage of the numerous communication options to support student learning, partner in problem-solving, and actively participate in decision making in order to provide their children with a successful academic experience.

The Parent Advisory Committee (PAC)/English Learner Advisory Committee (ELAC) virtually meets monthly throughout the academic year. All parents are encouraged to attend. This organization generates and oversees fundraising events, Back to School nights, parent mixers, student activities, and engages in continuous discussions about how to improve parent, community, and student involvement. This committee gives the parents a platform and an opportunity to build stronger family-school partnerships. BPA's Site Administrator participates in these meetings where open communication is encouraged.

Last updated: 2/1/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

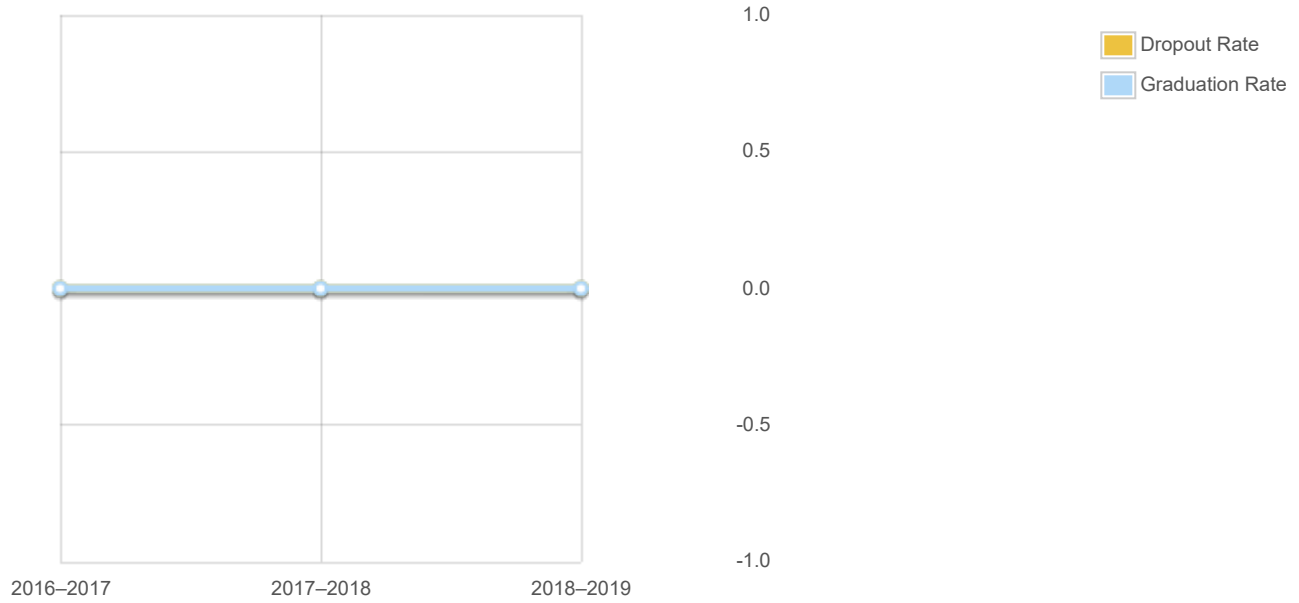
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

BPA-SD serves students in grades TK-8

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	9.10%	9.60%	9.00%
Graduation Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/1/2021

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

BPA-SD was established in August 2018, therefore, data from previous years is not available.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Suspensions	Expulsions
0.00%	0.00%
3.60%	0.00%
0.00%	0.00%
0.00%	0.00%
3.50%	0.10%
3.50%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	3.70%	0.00%
District 2019–2020	0.00%	0.00%
District 2019–2020	2.50%	0.10%

**District State
2017–2018 2019–2020**

**District
2018–2019**

**State
2017–2018**

**State
2018–2019**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 2/1/2021

School Safety Plan (School Year 2020–2021)

BPA-SD prides itself on maintaining a safe, clean, and orderly campus. Due to the COVID-19 pandemic, BPA-SD is conducting all school functions virtually through Distance Learning.

When permitted by the state authorities to resume all school functions back on site, BPA-SD will continue to maintain a school plan that provides a safe and productive learning environment.

Baypoint’s closed campus is secured around the entire perimeter. All campus visitors must check-in at the Main Office and wear a visitors’ s badge while on campus. All staff works with the Site Administrator to maintain safety and to assist during safety drills and actual emergencies. In addition, all staff members are trained to report disturbances or unauthorized visitors. The administrative staff is frequently visible on campus to ensure the well being of all students.

All BPA-SD faculty and staff receive ongoing professional development and training in school safety utilizing the Comprehensive Emergency Preparedness Handbook. Baypoint has partnered with local law enforcement agencies to provide hands-on training. Additionally, these agencies serve as community resources.

A safe, secure campus is a high priority at Baypoint. Fire drills are conducted monthly. Earthquake drills, lockdown drills, and shelter in place drills are also planned and practiced. Comprehensive disaster preparedness plans exist for emergencies.

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. Last updated: 2/1/2021

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

BPA-SD was established in August 2018, therefore, data from previous years is not available.

2019-2020:

1/2 grades single split class: 24 students

6/7 grades single split class: 22 students

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Number of Classes * 1-20	0	0	0	0	0	0	0	0
Number of Classes * 21-32	0	0	0	0	0	0	0	0
Number of Classes * 33+	0	0	0	0	0	0	0	0

**Number of Classes *
33+** * Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	16.00	8.00	8.00	18.00	7.00	9.00	7.00	0.00
Number of Classes * 1-20	2	1	1	1	1	1	1	0
Number of Classes * 21-32	0	0	0	0	0	0	0	0
Number of Classes * 33+	0	0	0	0	0	0	0	0

**Number of Classes *
33+** * Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	17.00	25.00		18.00	17.00	19.00	10.00	24.00
Number of Classes * 1-20	2		0	1	1	1	1	1
Number of Classes * 21-32	0	0	0	0	0	0	0	2
	0			0	0	0	0	0

**Number of Classes *
33+**

* El número de clases indica cuántas clases caen en cada categoría de tamaño (un rango del total de estudiantes por clase).

** La categoría "Otro" es para clases de niveles de varios grados.

Última actualización: 2/1/2021

Tamaño de clase promedio y distribución del tamaño de clase (secundaria) (año escolar 2017-2018)

BPA-SD se estableció en agosto de 2018, por lo que no se dispone de datos de años anteriores.

BPA-SD sirvió a estudiantes en los grados TK-6.

Tema	English	Mathematics	Science	Social Science
Tamaño promedio de clase	0.00	0.00	0.00	0.00
Número de clases * 1-22	0	0	0	0
Número de clases * 23-32	0	0	0	0
	0	0	0	0

**Number of Classes *
33+**

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

English	Mathematics	Science	Social Science
0.00	0.00	0.00	0.00
0	0	0	0
0	0	0	0
0	0	0	0

U U U U

Subject

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Number of Classes *

1-22

Number of Classes * Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Number of Classes *

23-32

Subject	English	Mathematics	Science	Social Science
Average Class Size	0.00	0.00	0.00	0.00
Number of Classes * 1-22	0	0	0	0
Number of Classes * 23-32	0	0	0	0

Number of Classes *

33+

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00

Number of FTE* Assigned to School	
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.00

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

BPA-SD was established in August 2018, therefore, data from previous years is not available.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15029.98	\$4601.45	\$10428.53	\$55756.30
District	N/A	N/A	\$0.00	\$0.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	25.68%	0.00%

Note: Cells with N/A values do not require data.

Last updated: 2/1/2021

Types of Services Funded (Fiscal Year 2019–2020)

Special Education Program – Services provided by BPA-SD through funding provided by the El Dorado County Charter SELPA which included funding for a SPED Coordinator, Resource Instructor, contract-related service providers, supplies, and materials.

State Categorical Block Grant – Funding provided by the State which supported regular teacher salaries, stipends, and educational materials.

State Lottery Funding – Funding provided by the state lottery board for textbook purchases and other educational materials for students.

Public Charter School Grant Program (PCSGP)- Funding provided by the federal government used for instructional purchases for students as well as improvements to the school's facilities to enhance student life.

Last updated: 2/1/2021

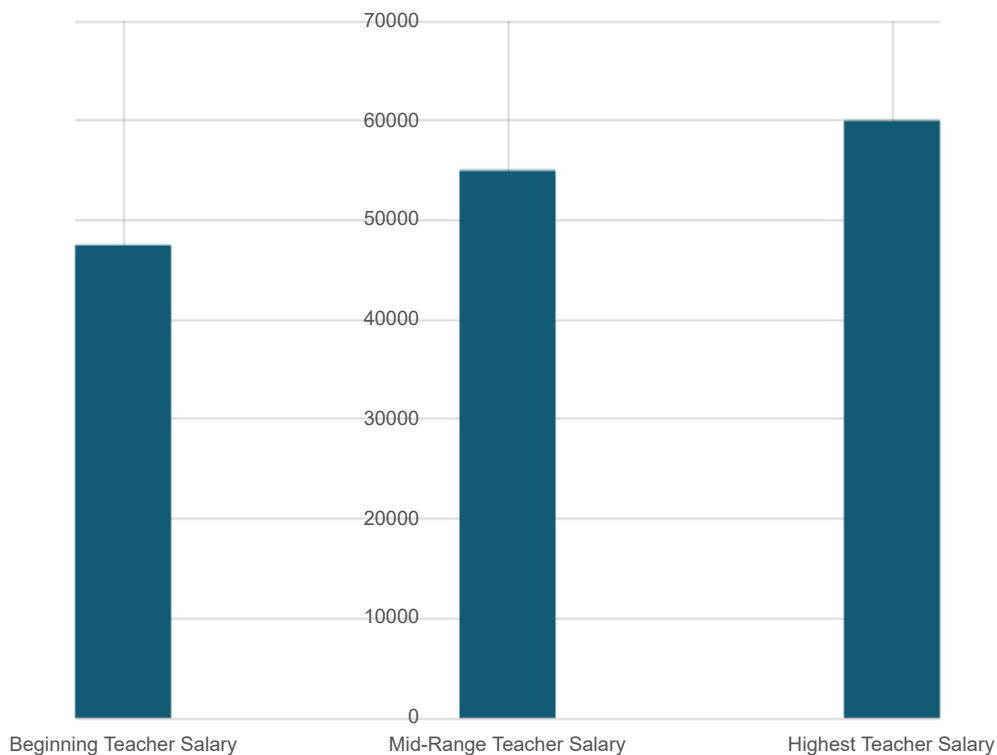
Teacher and Administrative Salaries (Fiscal Year 2018–2019)

BPA-SD was established in August 2018, therefore, data from previous years is not available.

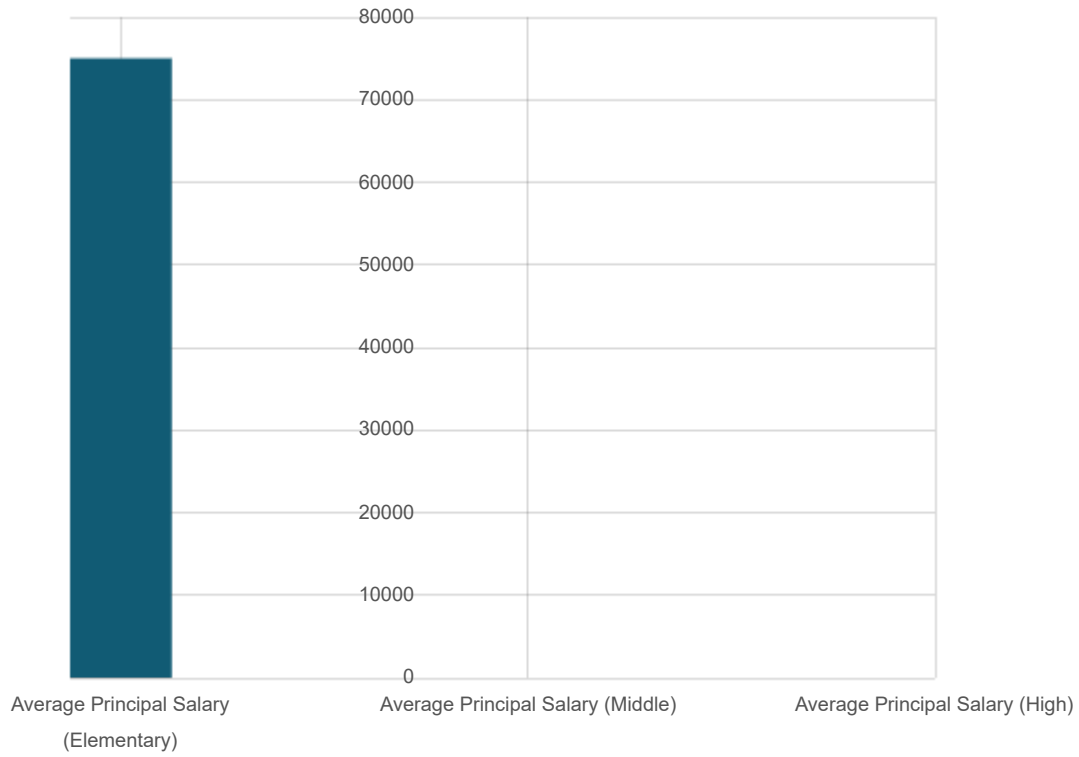
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,500	--
Mid-Range Teacher Salary	\$55,000	--
Highest Teacher Salary	\$60,000	--
Average Principal Salary (Elementary)	\$75,000	--
Average Principal Salary (Middle)	\$	--
Average Principal Salary (High)	\$	--
Superintendent Salary	\$150,000	--
Percent of Budget for Teacher Salaries	32.40%	--
Percent of Budget for Administrative Salaries	2.00%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 2/1/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

BPA-SD served students in grades TK-8.

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2021

Professional Development

BPA-SD se estableció en agosto de 2018, por lo que no se dispone de datos de años anteriores.

Medida	2018-2019	2019-2020	2020–2021
Número de días escolares dedicados al desarrollo del personal y la mejora continua	18	18	18

Preguntas: EQUIPO SARC | sarc@cde.ca.gov | 916-319-0406

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