

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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Baypoint Preparatory Academy-San Diego (Baypoint) Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes, and actions and services from the **2019-20 Local Control and Accountability Plan (LCAP)***.

***2019-20 LCAP is a growth/improvement plan over the next three years period (2017-2018, 2018-19, 2019-20)**

*Common Core State Standards (CCSS)

*California Assessment of Student Performance and Progress (CAASPP)

*Interim Assessment Blocks (IABs)

*Northwest Evaluation Association: Measures of Academic Progress (NWEA: MAP)

*At-Risk Students (Special Needs (SN), English Learners (EL), Socio-economically Disadvantaged (SED), Foster Youth (FY))

*Common Core State Standards

*Professional Development (PD)

Goal 1

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 as demonstrated by local assessments and/or CAASPP results.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: 2, 4

Annual Measurable Outcomes

Expected	Actual
NWEA: MAP benchmarks for mathematics: 85% of K-6 th grade students will meet the end-of-year MAPs point target in mathematics.	62% of continuously enrolled students met end-of-year benchmarks in the 2018-19 school year that are compatible with CAASPP testing to meet the state standards. 51% of continuously enrolled students met end-of-year benchmarks in the 2019-20 school year that are compatible with CAASPP testing to meet the state standards.

	Consequently, an 11% decrease in scores was identified.
CAASPP data for Mathematics: 53% of 3 rd -6 th grade students will meet or exceed the standard based on CAASPP mathematics scores.	The 2020 CAASPP assessments were waived due to the Covid-19 pandemic.
CAASPP subgroup data for Mathematics: 48% of economically disadvantaged students in 3 rd -6 th grade will exceed or meet the standard on CAASPP mathematics scores.	The 2020 CAASPP assessments were waived due to the Covid-19 pandemic.
CAASPP subgroup data for Mathematics: 5% of English Learners in 3 rd -6 th grade will meet the standard.	The 2020 CAASPP assessments were waived due to the Covid-19 pandemic.
CAASPP subgroup data for Mathematics: 25% of IEP/504 students will exceed or meet the standard on CAASPP mathematics scores.	The 2020 CAASPP assessments were waived due to the Covid-19 pandemic.

<p>ST Math progress and measurement: TK-7th grade students will access the ST Math program for intervention and/or enrichment.</p>	<p>100% TK-7th grade students accessed the ST Math program for intervention and/or enrichment.</p>
<p>NWEA MAP benchmarks for ELA: 75% of K-6th grade students will meet the end-of-year MAPs point target in ELA.</p>	<p>64% of continuously enrolled students met end-of-year benchmarks in the 2018-19 school year that are compatible with CAASPP testing to meet the state standards. 48% of continuously enrolled students met end-of-year benchmarks in the 2019-20 school year that are compatible with CAASPP testing to meet the state standards. Consequently, a 16% decrease in scores was identified.</p>
<p>CAASPP data for ELA: 51% of 3rd-6th grade students will meet or exceed the standard based on CAASPP ELA scores.</p>	<p>The 2020 CAASPP assessments were waived due to the Covid-19 pandemic.</p>
<p>CAASPP subgroup data for ELA: 32% of economically disadvantaged students in 3rd-6th grade will exceed or meet the standard on CAASPP ELA scores.</p>	<p>The 2020 CAASPP assessments were waived due to the Covid-19 pandemic.</p>
<p>CAASPP subgroup data for ELA:</p>	<p>The 2020 CAASPP assessments were waived due to the Covid-19 pandemic.</p>

5% of English Learners in 3 rd -6 th grade will meet the standard.	
CAASPP subgroup data for ELA: 25% of IEP/504 students in 3 rd -6 th grade will exceed or meet the standard on CAASPP ELA scores.	The 2020 CAASPP assessments were waived due to the Covid-19 pandemic.
Lexia progress and measurements: TK-7 th grade students will access the Lexia program for intervention and/or enrichment.	100% TK-7 th grade students accessed the Lexia program for intervention and/or enrichment.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>All students: Intervention and enrichment programs for TK-7 Testing grades 3-7</p> <p>Baypoint's administrative team will provide leadership to teaching staff to ensure that classroom instruction is conducive to student learning and</p>	<p>\$175,000 (5% of teacher's salaries and benefits: \$38,000, (4) Instructional Aide additions: \$122,000, NWEA at \$1250, Go math:\$3,600, Journeys reading notebooks: \$2,300 Lexia: \$2,000 Mind Research-ST Math: \$6,400)</p> <p>Source: LCFF Base, Supplemental and Concentration Funds</p>	<p>TOTAL: \$38,151 *Did not hire on additional IA's due to hold harmless</p>

teachers are provided adequate learning environments.

Baypoint will adopt appropriate Common Core State Standards (CCSS) aligned instructional materials including intervention programs for at-risk (Special Needs (SN), English Learners (EL), Socio-economically Disadvantaged (SED), Foster Youth (FY)) students including strategies in test preparation and one-on-one and/or small group tutoring.

Baypoint will continue to use instructional technology in the areas of ELA and mathematics.

Instructional staff will continue to administer NWEA MAP assessments tri-annually to measure proficiency and growth on Common Core State Standards.

Baypoint will employ instructional coaches in the classroom to support instruction and student learning.

Budget Reference: 1100, 2100, 3000, 4100, 4300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

None

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Based on multiple measures, including but not limited to 2018-2019 CAASPP, NWEA MAP, ST Math, Lexia and teacher observation, students are in need of more targeted interventions and support in ELA and Mathematics to further support continued growth towards mastery of the Common Core State Standards (CCSS).

Strategy/Activity:

- CCSS aligned adopted curriculum
- Instructional coach support
- Designated EL Intervention Time
- Adaptive support programs
- NWEA MAPS - benchmark assessment tool
- Professional Development
- Tutoring opportunities/small group intervention designated times
- Student driven goal setting for CAASPP, MAPs, and progress through standards

Baypoint's academic model and adopted curriculum provides equitable and academically differentiated instruction for all Baypoint students, including the subgroup populations of at-risk students. Students access the differentiated curriculum through small group instruction while utilizing resources such as: Houghton Mifflin's Journeys and Go Math, ST Math, Lexia, Eureka Math, and Pearson ELA.

Baypoint teachers engage students daily using remote instruction platforms such as: Zoom Conferencing, SeeSaw (TK-4), and Google Site (5-8) platforms, where instruction is managed and available to all students, including the

subgroup populations of at-risk students. These forums allow for personalized learning (written/verbal communications and immediate feedback).

These platforms enable Baypoint teachers to provide delivery of equitable services through one-on-one instruction, intervention, and tracking student progress to effectively adapt instruction and guidance to meet the needs of each student, including at-risk students.

In addition, Baypoint's diagnostic assessments, including Measures of Academic Progress (NWEA MAP), and CAASPP Interim Assessment Blocks (CAASPP-IABs) provide instructional staff data to guide instructional decisions throughout the academic year. The following is an accounting of what is implemented and is ongoing to support student learning and academic achievement.

School-wide Implementation:

- Tier I: Universal Interventions: small group instruction
- Use of leveled and mixed-ability groups
- Use of trained instructional coaches
- CCSS aligned ELA and Math curriculum
- CAASPP-IABs test preparation
- Time on schedule dedicated to daily intervention/enrichment
- Professional development on best practices for classroom instruction and using data

Subgroup Focus:

- Access to full curriculum
- Ongoing, informal classroom observations
- Program specific professional development (PD) throughout the academic year to improve instructional practices and services in Baypoint diverse student populations
- Tier I: Universal Interventions
- Tier II: Targeted Interventions
- Tier III: Intensive Interventions

At Baypoint, all students, including at-risk students continue to participate in a rigorous standards-based curriculum that supports the achievement of the academic standards and schoolwide learner outcomes.

This is accomplished through standards-based learning. By offering several different curricular and instructional options, students are given the opportunity to meet their learning needs and address certain, if any, learning loss due to COVID-19 and the virtual continuation of the academic program.

The 2020-21 academic year started with Baypoint staff implementing NWEA MAP benchmark and fall initial ELPAC (EL only) testing to establish a baseline for each student. Baypoint implements NWEA MAP benchmark testing and analysis three times during the academic year.

Baypoint teachers will continue to implement CAASPP-IABs. The assessment results are directly connected and are accompanied by a “Tools for Teachers” website that provides an assembly of structured instructional resources and teacher PD for targeted interventions and enrichment student sessions. All the assessment results guide teaching practices, address learning loss and accelerate learning when and where possible. All assessments combine to drive Baypoint’s selection of PD and intervention strategies in ongoing evaluation of school effectiveness.

Baypoint leadership and teaching staff consistently and effectively utilize assessment processes to collect, disaggregate, and analyze student progress, grades, and performance levels.

Baypoint leadership and instructional staff continually examine assessment data to drive and improve the instruction that is aligned with the Common Core Standards. Blended Learning models and station rotations are developed to ensure individualized learning paths and outcomes. This is done daily in the classroom, weekly in the Professional Learning Community (PLC) meetings, and monthly in staff meetings.

To serve at-risk students the following interventions and enrichment sessions are implemented and ongoing to support their learning and academic achievement.

English Learners

- Integrated and designated English Language Development

- ELAC meeting discussion with parents
- Initial and Summative English Language Proficiency Assessments for California (ELPAC) assessments
- Small group designated EL instruction to target learning needs
- Auditory and visual read aloud components for reading passages/books
- Recorded video lessons in which teachers use visuals/manipulatives to model and deliver instruction
- Offering differentiated online learning programs such as Lexia, ST Math, Epic, and Newsela to meet students at their varied levels of need
- Offering 1-1 tutoring sessions for students needing additional assignment support
- Utilizing the same set phrases and language cues during instruction
- Incorporating repetition, songs, chants, rhymes, visual aids and physical response/motions when new vocabulary is introduced
- Tier II: Targeted Interventions for academic acceleration
- Tier III: Intensive Interventions for academic acceleration

Foster Youth

The Foster Youth Liaison attends regular PD from San Diego County and is ready to assist when needed. The liaison seeks to ensure the foster youth students are equipped with devices and materials to achieve academic growth.

Baypoint teachers and caregivers collaborate to ensure that each student receives the resources they need.

- Tier II: Targeted Interventions for academic acceleration
- Tier III: Intensive Interventions for academic acceleration

Socioeconomically Disadvantaged

- Provided Chromebooks for home use
- Information on assistance with internet access at home
- Provided printed packets in addition to support the online component of distance learning
- Tier II: Targeted Interventions for academic acceleration
- Tier III: Intensive Interventions for academic acceleration

Special Needs

Baypoint students with Exceptional Needs receive personalized and academic support from the Special Education Team (the Team) and appropriate service providers. The Team set the pace of an environment that honors each individual's differences and is conducive to learning.

Baypoint utilized external consultation services that include, but are not limited to: a Speech Language Pathologist, an Occupational Therapist, and a Physical Therapist.

The SPED teacher provides weekly Specialized Academic Instruction and collaborates with students' General Education teachers to ensure that SN students have access to the same educational experiences as their general education classmates, ensuring teachers' focus on reaching benchmarks for Individualized Education Programs' (IEP) goals.

- Tier II: Targeted Interventions for academic acceleration
- Tier III: Intensive Interventions for academic acceleration

Baypoint applies various processes to determine the effectiveness of instructional decisions based on assessed and analyzed data from formative and summative assessments. Instructional staff use benchmarks to collaborate and determine the effectiveness of instructional practices and students' level of understanding.

Data collected from the diagnostic assessments and personalized learning programs are evaluated and compared with the students' set goals and outcomes. This process allows the team to look at student performance and growth over time at various levels in ELA and Math.

NWEA: MAP and CAASPP-IABs contain predictive performance over time that guides the teachers. Additionally, the teachers monitor usage and the quality of task completion to evaluate student performance, address any academic regression, and communicate the performance to students and parents/guardians.

Baypoint leadership and instructional staff routinely assess each program area to ensure student needs are met through a challenging, coherent, and relevant curriculum. If an online curriculum/intervention/enrichment program is evaluated by the Team and deemed inadequate, the program is altered to better suit the individual student's needs or is discontinued.

Additionally, the MAP, ELPAC, and CAASPP-IABs data and the evaluation of the effectiveness of the academic programs influence direct changes to the individual student, small group, or class daily schedule and structure as needed. Monthly staff PD days are used to assess whether the curriculum is relevant and effective to best serve Baypoint students, including at-risk students.

Goal 2

For each year of the charter, Baypoint Preparatory Academy-San Diego will continue to increase parent participation on the Parent Advisory Committee, English Language Advisory Committee, and attendance at school events.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6
 Local Priorities: 3, 5, 6

Annual Measurable Outcomes

Expected	Actual
<p>Parent Advisory Committee Sign In Sheets:</p> <p>From the baseline of 5% families attending Parent Advisory Committee, English Language Advisory Committee (PAC/ELAC) meetings, Baypoint will increase the attendance to 15% of families that would be represented at monthly PAC/ELAC meetings.</p>	<p>Average attendance at PAC/ELAC meetings: 5% of families.</p>

<p>End-of-Year Parent Survey:</p> <p>From the baseline of 31 families, 50 families will complete the survey.</p>	<p>60 families responded to the End-of-Year survey.</p>
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Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>All students</p> <p>Baypoint will advertise meetings and events through a variety of platforms including, but not limited to, Parent Square, email, Facebook, Instagram, paper flyers, and monthly school newsletters. Meeting notices will be available in English and Spanish.</p> <p>Baypoint will solicit parent feedback via various media, parent meetings, and annual satisfaction surveys for identification of school strengths and areas of need.</p>	<p>\$21,300 (\$800 for ParentSquare, \$3,500 for marketing and advertising to parents, \$12,000 for administrator salary and benefits (10% duty) to connect with parents), \$5,000 for communications to parents).</p> <p>Source: LCFF Base, Supplemental and Concentration Funds</p> <p>Budget Reference: 1300, 3000, 5300, 5900</p>	<p>TOTAL: \$9,302</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

None

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parent and community engagement is vital to the success of all students. Baypoint is committed to shaping authentic family-school partnerships in meaningful ways that systemically involve families across all grade levels. This partnership increases Baypoint students' performance in the area of test scores, building self-esteem, and consistent attendance (co-dependency of all three characteristics). To build stakeholders' support, Baypoint reaches out to all parents and community through:

Parent Square (secured school-to-home communication

Social media

School website

Class websites

Monthly Baypoint newsletter ("inside" the classroom, upcoming events, educational and community resources, etc.)

Multiple Surveys

Reminders/Notifications/Accountability: Sgnupgenius, Google Calendar, etc.

Digestible information on student assessment data and overall progress

Volunteer Opportunities: in/outside of the classroom, during and after school events, etc.

Furthermore, at the beginning of every school year, each family is directed to the Student/Parent Handbook, which outlines the school's vision, mission, schoolwide learner outcomes, and other critical information. Baypoint leadership conveys to parents and students the school's high academic expectations and what it means to attend Baypoint. This communication asks the parents to partner with Baypoint leadership and staff in support of their students' success.

The school website continues to integrate new policies and updates over time. These updates ensure that parents, students and other members of the school's community can access current documents.

In addition to Parent Square, the Baypoint Twitter and Facebook page are used to provide students, parents, and the community with information regarding school virtual extracurricular activities, etc. By establishing a variety of options for virtual communication and engagement, the goal of Baypoint leadership and staff is to promote consistent school student attendance and parent involvement.

Through informative and multiple ways of communicating Baypoint's operations, programs, and students' progress, Baypoint leadership continues to encourage parents' participation in PAC/ELAC meetings. Baypoint posts numerous invitations and reminders to PAC/ELAC meetings on ParentSquare as the most reliable form of connectedness with families. After each meeting, notes and a video recording of the meeting are made available, and efforts are made for all parties to provide feedback. In support of EL families, all Baypoint communication, and resources are translated into Spanish.

With Baypoint's "open door" practice/approach and "two-way" communication, parents are encouraged to become engaged and invested in their child's classroom through volunteering, frequent teacher communication, after-school activities and events. In addition, monthly PAC/ELAC meeting attendance is encouraged to solicit and provide input on education and social-emotional well being of all students.

To ensure parents are viewed as full partners, the PAC/ELAC meetings are built on a foundation of joint decision-making and goal setting, reinforcing that parent involvement will have a direct impact on their children's education and well-being.

Similar to the majority of families in California and nationwide, COVID-19 tremendously impacted Baypoint students, parents, and staff with the closure of the physical school site. While virtual instruction sessions, staff meetings, PAC/ELAC meetings and other distance learning measures were expeditiously carried out, the tremendous responsibility of daily supervision and instruction support was still primarily the responsibility of parents during the closure. Consequently, the majority of school activities and events were suspended, limiting physical/hands-on parent involvement. Additionally, the most common barrier/obstacle to parent engagement was time. The parents' overwhelming responsibility for attending to

their jobs, caring for extended family, and overseeing children's home education, limited their participation in PAC/ELAC meetings.

However, the use of parent surveys combined with academic data throughout the school year were essential as they provided a systematic and organized way to consolidate information and provide Baypoint parents convenience in voicing their experiences and concerns. The surveys greatly helped in identifying how to best support Baypoint students and the school community. The results communicated satisfaction with Baypoint's instructional programs and staff support during distance learning. The families conveyed that social emotional well-being will continue to be a concern and the need for targeted instructions were vital to address the learning loss. As a result, Baypoint leadership and instructional staff made the necessary modifications in support of Baypoint students and their families. Additional support for mental health and wellness was provided to Baypoint parents through community-based resources.

Moving forward, Baypoint's communication with families will be ongoing, timely, and clear throughout the year to provide updates, elicit feedback, and share further improvements at the PAC/ELAC meetings. Each communication method will invite families to attend PAC/ELAC meetings and to reach out and/or schedule an appointment with Baypoint leadership and staff to address any priorities, feedback, and concerns that they may have.

Goal 3

Baypoint will provide a clean, safe, and positive learning environment for all students with minimal attendance issues.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: 1, 3, 5, 6

Annual Measurable Outcomes

Expected	Actual
<p>Monthly Facility Inspections: Baypoint Administration will perform monthly inspections to ensure that the facility is safe and in good working order.</p>	<p>Due to Covid-19 pandemic, on-site Baypoint's operations were suspended and transitioned to a distance learning virtual platform.</p> <p>Completion of construction at 520 E. Carmel St, San Marcos (permanent facility) is expected by Fall 2021</p>
<p>Monthly ADA Reports: Baypoint will maintain an average of at least 95% ADA for the 2019-2020 school year.</p>	<p>Baypoint continues to meet or exceed (currently at 97%) the target of 95% monthly ADA</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>All students</p> <p>At a minimum, a bi-weekly cleaning service will maintain the facility.</p>	<p>\$25,000 (5% of admins salary to conduct monthly safety inspections: \$5,000, Pest Control and bi-weekly cleaning: \$15,000, \$3,000 for doorbell and auto lock, \$2,000 for attendance</p>	<p>TOTAL: \$24,754</p>

<p>A doorbell/automatic lock will need to be installed to the main office entry doors to ensure campus safety.</p> <p>Administrators will conduct monthly facility inspections to screen for safety hazards. Staff will notify administrators of any facility issues in need of repair.</p> <p>Baypoint will provide recognition and incentives for perfect attendance. Administrators will conduct periodic attendance reviews for families to remind them of the importance of school attendance. Attendance letters will be sent home to those who have unexcused absences as outlined in the policy.</p>	<p>recognition, printing/phone calls and management of attendance) Source: LCFF Base, Supplemental and Concentration Funds</p> <p>Budget Reference: 1300, 3000, 5500, 5600, 5900</p>	
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

None.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to ongoing construction of the permanent site, for the 2019-20 academic year, Baypoint leased a temporary site at the Boys and Girls Club (B&GC). The new residency provided facilities that were spacious and safe for students and staff. Apart from the classrooms and office areas, students enjoyed an outdoor playground, eating area, and gymnasium.

Additionally, Baypoint parents had access to after school program/childcare provided by the B&GC. Baypoint administration performed monthly inspections to ensure that the facility was safe and in good working order, and carried out fire/earthquake evacuation drills monthly.

However, on March 15th, 2020 due to the spread of Covid-19, Baypoint transitioned to distance learning and continues to remain in a virtual setting to maintain the school's consistent delivery of instruction; aligned to the academic goal. At this time, Baypoint administration is working diligently to complete the construction and occupancy of the permanent facility in preparation for 2021-22 academic year.

Additionally, Baypoint's leadership has worked closely with the Governing Board, teachers, and parents to develop the Baypoint COVID-19 Reopening/Prevention Plan with a focus on getting Baypoint students back in school while adhering to compliance requirements for the 2021-22 school year.

The Plan was developed in consultation with the County of San Diego Health and Human Services Agency, California Public Health Services (CDPH), and CDE Reopening In-Person Learning Framework for K-12 Schools in California. Baypoint leadership and stakeholders will regularly evaluate the Plan for compliance with CDPH guidelines.

Baypoint's COVID-19 Reopening/Prevention Plan is based on a comprehensive risk assessment of all work areas and work tasks, and available to view on the school's website.

Moreover, consistent virtual daily attendance is important for academic success. By establishing a variety of options for virtual communication and engagement, Baypoint provides crucial support to students and parents to successfully participate in synchronous and asynchronous on time daily activities. Attendance in every class/subject area is vital to student academic success. Consequently, the following actions were developed and implemented: Teachers establish daily live Zoom meetings with students to deliver instruction, monitor progress, and record attendance. Student attendance is monitored using daily instructional participation (synchronous) and daily assignment completion (asynchronous).

Baypoint utilizes the School Pathways platform (Student Information System) for recording and calculating instructional time for distance learning and independent study. The teaching staff participated in two separate professional development sessions on how to record the data. In the SIS, the instructional time during distance learning is measured and recorded based on synchronous and asynchronous academic interactions between the teacher and the student. Furthermore, during synchronous learning activity the SIS calculates the time value that takes place in real-time (teacher direct instruction during: whole class, small group, or individual meeting via virtual meeting) and asynchronous time (student independent work assignments) based on total required minutes per Education Code Section 45301.

Teachers communicate with parents via email, phone, and face-to-face Zoom meetings. Students and parents can view Baypoint's website and Student/Parent Portal (SIS) to stay up-to-date with grades, classroom activities, attendance, and announcements. Through the SIS (TK-8th), Seesaw (TK-4th), and Google Classroom (5-8th), the homeroom teacher reports any concerns to the parents and arranges any necessary follow-up Zoom meetings and interventions.

Baypoint strives to unify students, parents, and teachers to support student learning. Baypoint leadership conducted periodic attendance reviews and offered support and resources to students and parents to eliminate obstacles and to ensure that students are engaged and are meeting academic goals.

Goal 4

Baypoint will build a school climate and culture to foster student growth, both academically and socially-emotionally.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: 3, 5, 6

Annual Measurable Outcomes

Expected	Actual
<p>Attendance Rate: Expected attendance rate for 2019-20 will be at 95% per attendance tracking.</p>	<p>Attendance Rate: 97%</p>
<p>Suspension Rate: The suspension rate will be reduced to 2.5% or less.</p>	<p>Suspension Rate: 0%</p>
<p>End-of-Year Survey: 100% of students will complete the end of year student survey. 50 students' families will complete the end of year parent survey. 100% of staff members will complete the end of year staff survey.</p>	<p>End-of Year Survey: Baypoint recorded 100% students, 100% staff, and 60 families participation</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Baypoint will continue parent outreach in the form of PAC and ELAC to discuss parent engagement in school activities and to address areas of concern with student attendance.</p>	<p>Amount: \$100,000 (\$75,000 for teachers, \$25,000 for admin) Source: LCFF Base, Supplemental and Concentration Funds</p>	<p>TOTAL: \$102,825</p>

<p>Parent meetings will continue to be conducted prior to significant behavior/discipline issues where suspensions are warranted.</p> <p>Revision of Student/Parent Handbook to reflect changes in needs to address school and student safety.</p> <p>All students will be educated through instruction and school events on expected actions to show excellence in DRIVEN in order to preserve a safe, positive, and productive learning environment.</p> <p>Baypoint will provide teachers with ongoing professional development that promotes positive classroom management and appropriate student behavior.</p> <p>Baypoint staff will work together as a team empowering students to adhere to Baypoint's mission at school, home, and in the community.</p>	<p>Budget Reference: 1100,1300,3000</p>	
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

None

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Baypoint's purpose is to provide a rigorous college prep program to all students. Parent and community engagement is vital to the success of all students. To build stakeholder support, Baypoint must reach out to all parent and community support systems.

Strategy/Activity

- SEL program and adopted curriculum
- NWEA MAPS assessment and goal setting
- Parent meetings and engagement
- Parent, Student and Teacher conferences, twice annually
- Professional development
- Shared goals within a classroom setting and school-wide (online programs, behavior)
- Celebrating achievement through school-wide recognition - newsletters, assemblies

During weekly/monthly meetings, Baypoint teachers examine the data and envision the best practices for the diverse student population. Based on the findings and proposals, the Baypoint Governing Board approves various programs of changes to guarantee the support of Baypoint's mission. This process ensures the focus on specific students' groups and areas, which need to improve schoolwide.

Moreover, Baypoint surveys are annually sent out to students, teachers, and parents to ensure that Baypoint's mission, and schoolwide learner outcomes are representative of the needs of the students, families, and the community. The Baypoint staff understands the importance of maintaining a safe, caring, and professional atmosphere that contributes to the academic and personal well-being of students. If the annual feedback reveals the need for refinement of the Baypoint

mission/schoolwide learner outcomes/Student/Parent Handbook, the administration initiates discussions amongst the stakeholders at the PAC/ELAC meetings to determine if modifications are imperative. If such is the case, more information is collected and analyzed for the staff to work on the revisions, followed by a submission to the Baypoint governing board for approval.

In support of parents' engagement in their students' education, at any time, parents can monitor their student's progress through School Pathways Family Portal and may view grades, attendance, and teacher contact information. Baypoint staff, systematically monitor attendance data and communicate with parents about issues as they arise, and intervene before isolated absences become chronic absenteeism.

Furthermore, the social-emotional health of Baypoint students have direct association with student academic progress and learning loss. The instructional staff monitors student behavior and its effects on the student's academic performance (motivation and level of engagement). Teachers monitor students for signs of emotional changes and stress. To prevent mental and academic regression and steep decline, Baypoint invested in additional resources to support and monitor students through more opportunities for classroom and school community connectedness and research based Social-Emotional Learning curriculum (TK-8th grade).

Both resources improved students' social-emotional skills and helped students to be successful in their academics and in daily/long term life activities.

The following is an accounting of what is implemented and is ongoing to support student social-emotional well-being:

Class/school connectedness

- Students designated time to socialize in between instruction time and virtually have lunch together
- Virtually supervised small group Social Time
- Restorative Circles
- After school hours, teachers led extracurricular activities: Spanish, STEM, Cooking, Art, Yoga, etc.
- Checking-in with students using different types of positive reinforcements

- Buddy System: virtually supervised upper grade students partnered with lower grade students for academic activities.
- Tutoring
- GoGuardian: filtering and monitoring individual students devices program
- PAC/ELAC monthly meetings

Social Emotional Learning curriculum: (Second Step)

- Staff PD for effective delivery of the curriculum
- Second Step Units of Study:
 - TK-5
 1. Skills for Learning
 2. Empathy
 3. Emotion Management
 4. Friendship Skills and Problem Solving
 - Middle School (6-8)
 1. Mindsets and Goals
 2. Thoughts, Emotions, and Decisions
 3. Managing Relationships and Social Conflict
 4. Recognizing Bullying and Harassment

Since March 2020, Baypoint leadership provided Social-Emotional support to staff by weekly meetings (mental health check-in) to provide space for sharing their thoughts and provide useful resources and tips for self-care.

Additionally, for the 2020-21 academic year, Baypoint leadership provided self-care courses offered through Chartersafe:

- “Coronavirus: Managing Stress and Anxiety:” This session provided management techniques, treatment options, and lifestyle changes to help alleviate stress.
- “Stress Management:” This session offered ways to manage stress and ways for staying ahead of stress.

- “Student Mental Health:” This session guided teachers to better understating student behavior and mental health issues, and how to provide a safe school environment.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instruction was not offered for the 2020-21 academic year. Baypoint students received academic instruction through distance learning (100%).	[\$ 0.00]	[\$ 0.00]	[Y/N]

The following, holistically contributes to personalized one-on-one instructions, interventions, and personalized designated group interventions resulting in ELA and Math skills learning acceleration to meet/exceed grade level standards:			
1. Baypoint received two shipments of disinfectants, masks, and shields from Sd County Office Of Ed at no charge. Additional PPE supplies will be purchased on an as needed basis (Accounts on budget: 4300, 4381)	\$10,000	\$1,984	No
2. Janitorial: Due to reduced funding and increased student count, teachers and admin are taking on extra duties to clean and sanitize their spaces (Budget account 1000-3000)	\$58,660	\$0	No
3. Curriculum (4100 budget code) Great Minds, Eureka Math. Program allows for both in-person and distant learning choices. Houghton Mifflin Go Math. Program allows for both in-person and distant learning choices	\$1,300.00 \$800.00	\$0	Yes
4. Furniture (4400 budget code): Purchased desks and chairs to space out classrooms as needed.	\$2,500	\$8,337	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

N/A

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-Person Instruction was not offered for the 2020-21 academic year. Baypoint students received academic instruction through Distance Learning (100%).

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
5. Curriculum: Purchased an array of online platforms to allow for individualized learning to to assist with any learning loss.	\$11,900.00	TOTAL:	Yes
Lexia	\$5,000.00	\$37,765	
ST Math	\$2,400.00		
Go Guardian	\$1,000.00		
Mystery Science	\$1,300.00		
Great Minds, Eureka Math..printed materials for pickup and online	\$3,700.00		
Pearson, Savvas Learning Curriculum	\$3,200.00		
NWEA	\$800.00		
Houghton Mifflin Go Math. Printed materials for pickup	\$5,500.00-\$6,000.00		
Social Emotional Learning: Second Step Learning	00.00		

Teacher's Pay Teachers: Online Social Studies classes			
6. Technology: Chromebooks brought over by Baypoint Hemet which closed to provide to any students lacking a computer Staff Laptops Parent Square for communication with Parents School Pathways (releasing parent portal for a dashboard for parents to look and review) they will have logins for their students. Added an Independent study platform to the system as well. Elmo Document Cameras for Staff for Distance Learning: To project the work the teacher is doing by hand	\$2,500 \$3,000 \$500 \$1,800 \$400	\$12,978	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

None

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: 1. Continuity of Instruction, 2. Access to Devices and Connectivity, 3. Pupil Participation and Progress, 4. Distance Learning Professional Development, 5. Staff Roles and Responsibilities, and 6. Support for Pupils with Unique Needs.

1. Continuity of Instruction:

The remote educational plan for grades TK-8 was a continuation of Baypoint's existing academic programs that provided equitable and academically differentiated services for all including at-risk students through Lexia, ST Math, GoMath, Journeys, Eureka Math, Pearson ELA, California Assessment of Student Performance and Progress (CAASPP) Interim Assessment Blocks (IABs), Tools for Teachers Smarter Balanced, and English Language Proficiency Assessments for California (ELPAC).

In early August, Baypoint staff engaged in developing detailed plans for the 2020-2021 COVID-19 virtual school year. Baypoint began the academic year, remotely 100% distance learning at every grade level with the support of 1:1 student-Chromebook distribution. Baypoint's primary goal was to maintain the highest quality academic program aligned with the current CDE's COVID-19 compliance requirements.

2. Access to Devices and Connectivity:

To successfully deliver an equitable and accessible distance educational program, Baypoint instructional staff collected data from each family to identify families in need of internet access and electronic devices. Baypoint technical support staff worked expeditiously to provide an additional supply of devices (1:1) for immediate delivery to all students, including at-risk students. Teachers actively provided every single family with structured resources accompanied by an activity timeline and access to free Wi-Fi.

3. Pupil Participation and Progress:

Baypoint's goal is to actively partner with students, parents and the community to support students' academic success and personal goals. Teachers established daily live Zoom meetings with students to deliver instruction, monitor progress, and record attendance. Student attendance was monitored using daily instructional participation (synchronous) and daily assignment completion (asynchronous). The teaching staff participated in two separate professional development sessions on how to record such data.

Teachers communicated with parents via email, phone, and face-to-face Zoom meeting. Students and parents were able to view the Baypoint's website and Student/Parent Portal (SIS) to stay up-to-date with grades, classroom activities, assessments (academic growth), attendance, and announcements. Through the SIS (TK-8th), Seesaw (TK-4th), and Google Classroom (5-8th), the homeroom teacher reported any concerns to the parents and arranged any necessary follow-up Zoom meetings and interventions.

4. Distance Learning Professional Development:

Baypoint places a high priority on PD. To ensure the delivery of impactful virtual instruction, Baypoint staff (teachers and instructional coaches) participated in targeted PD to support agreeable transition from in-class instruction to distance learning. Webinars and in-house workshops were delivered by field experts (California Department of Education (CDE), Special Education Local Plan Area (SELPA), San Diego County Office of Education (SDCOE), etc.) and veteran teachers allowing for personal growth, sharing of best practices among colleagues, and request of ongoing feedback.

Baypoint administration provides leadership to teaching staff to ensure delivery of instruction that is conducive to student virtual learning and teachers are provided with an adequate virtual teaching and learning environment. Baypoint teachers and instructional coaches have undergone extensive training for eight consecutive days prior to the first day of school/instruction.

Baypoint staff are encouraged throughout the academic year to participate in PD opportunities available on CDE's, SDCOE, and SELPA websites as well as utilize links related to further PD from curriculum providers.

The following is an accounting of what has been implemented and is ongoing to support Baypoint staff:

- Seesaw Platform: in-house training
- Grade level teams collaborative planning
- ST Math and NWEA trainings
- ST Math self-paced academy for continued professional development
- Cross collaboration with SPED and General Education staff

- Teacher's responsibility to seek resources; specific to them as individuals, to help continue their professional development
- Teachers are encouraged to share innovative ideas
- SPED teacher support: outside service providers, PD through SELPA
- ELA: Lexia (collaboration time)
- CDE: Tools for Teachers (utilized to meet the standards and schoolwide learner outcomes)
- Internal PD: Staff modeling/training on how to execute different online platforms to benefit students during distance learning

Throughout the academic year, Baypoint teachers and instructional coaches are a part of a Professional Learning Community (PLC). Lead teachers hold team meetings weekly to communicate administrative information, assessment data, program updates, and upcoming activities. During each meeting, the staff is encouraged to voice their concerns and solutions.

Through designated weekly PLC meetings, student data is shared, analyzed, and discussed, and individual and group strategies are developed to improve areas of need and accelerate the learning when and where possible. The PLC time is supported with the most recent/best practices within the profession. Measurable goals are developed and action steps including pacing guides/rubrics are implemented.

In the course of the year, feedback from staff regarding PD and effectiveness of the training further provides the administration with valuable insights to best assist instructional staff. Baypoint utilizes both informal and formal evaluation processes in order to ensure that staff members are continuously working to support the school's purpose and achievement of the schoolwide learner outcomes.

5. Staff Roles and Responsibilities.

Baypoint leadership and staff responsibilities and roles have shifted to developing, monitoring, and managing the virtual distance learning structure and procedures in their entirety:

- Instruction and intervention time
- Monitoring and managing student behavior virtually
- Parents/guardians meetings
- PDs
- Administrative functions
- Governing Board Meetings

COVID-19 prompted Baypoint operations to provide and support students and staff with additional technology and curriculum. Teachers were required to make changes to technology supported curriculum and communication methods to take priority and adapt appropriately to individual students' needs. They were asked to record daily attendance through instructional time value (synchronous) and assignment time value (asynchronous).

Weekly preparation of curriculum materials and chromebook services were arranged by the teaching staff and scheduled deliveries of assignment supportive packets to families continue to be practiced. Teachers were asked to implement newly learned technology and instructional methods to enhance student engagement and learning to achieve academic growth, social-emotional well-being, and connectedness among all Baypoint students including at-risk students.

The staff is responsible for partnering with parents to minimise learning loss and to accelerate current instruction. These relationships extend to newly implemented virtual classroom management to monitor student online engagement to minimise/eliminate issues with student lack of participation.

Baypoint leadership's and the board members' responsibilities altered further. They bear responsibility to govern and stay true to Baypoint's mission during these challenging times. The governing board's talents and strengths were tested, however, their patience, commitment, and contributions were and continue to be evident and very appreciated.

Baypoint's stakeholders stayed focused and committed to the school and its mission. Baypoint students were encouraged to be involved, active and invested in their education. During this remote academic guidance, Baypoint's staff remained committed to fostering all students' growth, both academically and socially-emotionally to prevent significant learning loss. Baypoint leadership actively communicated with families and staff on what steps needed to be taken to effectively support all Baypoint students, including students with unique needs, during these challenging times. Baypoint's highest priority was, and remained, the safety and mental/social-emotional well-being of all students while continuing to provide DL. While working remotely, the instructional staff and the administration continued to be available to students and parents via email, text, and phone, with minimum disruption to the organization as a whole.

Efforts in communication extended to weekly virtual meetings that allowed for an ongoing collaboration among the staff and the leadership engagement and planning. Baypoint instructional staff input allowed for sharing best practices and plans to request support and resources for all students including students with unique needs and their families.

6. Supports for Pupils with Unique Needs (ELs, SPED, SED, Foster and ..)

Baypoint's academic model and adopted curriculum provides equitable and academically differentiated instruction for all Baypoint students, including the subgroup populations of at-risk. Students access the differentiated curriculum through small group instruction while utilizing resources such as Houghton Mifflin's Journeys and Go Math, ST Math, Lexia, Eureka Math, and Pearson ELA.

Daily, Baypoint teachers engage with students and parents through remote instructions with Zoom Conferencing, SeeSaw (TK-4), and Google Site (5-8) platforms, where instruction is managed and available to all students, including the subgroup populations of at-risk students. These forums allow for personalized learning (written/verbal communications and immediate feedback).

These platforms enable Baypoint teachers to provide delivery of equitable services through one-on-one instruction, intervention, and tracking student progress to effectively adapt instruction and guidance to meet the needs of each student, including students with unique needs.

In addition, Baypoint's diagnostic assessments, including Measures of Academic Progress (NWEA MAP), and CAASPP (IAB) provide instructional staff data to guide instructional decisions throughout the academic year. The following is an accounting of what was implemented and is ongoing to support student learning and academic achievement.

School-wide Implementation:

- Tier I: Universal Interventions: small group instruction
- Use of leveled and mixed-ability groups
- Use of trained instructional coaches
- CCSS aligned ELA and Math curriculum
- ICA and IAB - CAASPP test preparation
- Time on schedule dedicated to daily intervention/enrichment
- Professional development on best practices for classroom instruction and using data

Subgroup Focus (at-risk students):

- Access to full curriculum
- Ongoing, informal classroom observations
- Program specific PD throughout the academic year to improve instructional practices and services
- Multi-Tiered System of Support:
 - Tier I: Universal Interventions
 - Tier II: Targeted Interventions
 - Tier III: Intensive Interventions

At Baypoint all students, including students with unique needs continue to participate in a rigorous, and coherent standards-based curriculum that supports the achievement of the academic standards and schoolwide learner outcomes. This is accomplished through standards-based learning. By offering several different curricular and instructional options, students are given the opportunity to meet their learning needs and address certain if any learning loss due to COVID-19 and the virtual continuation of the academic program.



Pupil Learning Loss

Actions Related to the Pupil Learning Loss

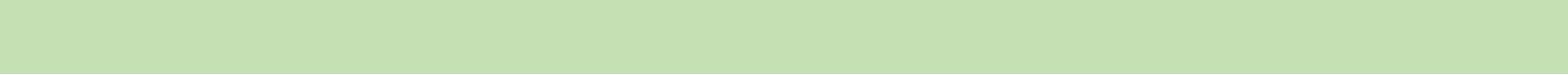
Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
7. Additional child care offered for all students to help mitigate any learning losses. Instructional coach(es) will support this position.	\$20,000	\$0	No
8. Curriculum: See distance learning above, additional online platforms purchased this year to aid in any learning losses Lexia ST Math Go Guardian Mystery Science Great Minds, Eureka Math Pearson, Savvas Learning Curriculum NWEA Houghton Mifflin Go Math Social Emotional Learning: Second Step Learning	Represented under distance learning	\$0	No
9. Technology: Chromebooks Staff Laptops	Represented under distance learning	\$0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

None

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.



Baypoint applies various processes to determine the effectiveness of instructional decisions based on assessed and analyzed data from formative and summative assessments. Instructional staff use benchmarks to collaborate and determine the effectiveness of instructional practices and students' level of understanding.

Data collected from the diagnostic assessments and personalized learning programs are evaluated and compared with the students' set goals and outcomes. This process allows the team to look at student performance and growth over time at various levels in ELA and Math.

NWEA: MAP and CAASPP IABs contain predictive performance with time and reporting by standards that guide the teachers. Additionally, the teachers monitor usage and the quality of task completion to evaluate student performance, address any academic regression, and communicate the performance to students and parents/guardians.

Baypoint leadership and instructional staff routinely assess each program area to ensure student needs are met through a challenging, coherent, and relevant curriculum. If an online curriculum/intervention/enrichment program is evaluated by the team and deemed inadequate the program is altered to better suit the individual student's needs or discontinued.

Through the analysis of Baypoint academic data there is a continued need to focus on student learning and academic achievement. Baypoint seeks to improve CAASPP and internal assessment scores for all students who are continuously enrolled at Baypoint.

Baypoint is awaiting official CAASPP scores that will be reflected on the California School Dashboard to determine if any student group was performing two or more performance levels below the "all student" performance.

Baypoint's local data, from MAP assessments 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 the Covid-19 learning loss over time with some recovery from Winter 2020 to Spring of 2021 in ELA and Math. Additionally, through surveys, the stakeholders (students, parents, and staff) conveyed the need for supplemental instructions and support strategies in the area of foundational skills in ELA and Math that were vital to address the learning loss.

Additionally, the MAP, ELPAC, and CAASPP (IABs) data and effectiveness of the academic programs influences direct changes to the individual student, small group, or class daily schedule and structure as needed. Monthly staff PD days are used to assess whether the curriculum is relevant and effective to best serve Baypoint students, including at-risk students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The social-emotional health of Baypoint students have direct association with student academic progress and learning loss. The instructional staff monitors student behavior and its effects on the student's academic performance (motivation and level of engagement). Teachers and instructional coaches monitor students for signs of emotional changes and stress.

To prevent mental and academic regression and steep decline, Baypoint invested in additional resources to support and monitor students through more opportunities for classroom and school community connectedness, research based Social-Emotional Learning curriculum (TK-8th grade), and a safeguard-online monitoring platform.

These resources will improve students' social-emotional skills and help students to be successful in their academics and in daily/long term life activities. The following is an accounting of what is implemented and is ongoing to support student social-emotional well-being:

Class/school connectedness

- Students designated time to socialize in between instruction time and virtually have lunch together
- Virtually supervised small group Social Time
- Restorative Circles
- After school hours teachers led extracurricular activities: Spanish, STEM, Cooking, Art, Yoga, etc.
- Checking-in with students using different types of positive reinforcements
- Buddy System: virtually supervised upper grade students partnered with lower grade students for academic activities.
- Tutoring
- GoGuardian-Beacon: filtering and monitoring individual students devices program
- PAC/ELAC monthly meetings

Social Emotional Learning curriculum: “Second Step”

- Staff PD for effective delivery of the curriculum
- Second Step Units of Study:
 - TK-5
 1. Skills for Learning
 2. Empathy
 3. Emotion Management
 4. Friendship Skills and Problem Solving
 - Middle School (6-8)
 1. Mindsets and Goals
 2. Thoughts, Emotions, and Decisions
 3. Managing Relationships and Social Conflict
 4. Recognizing Bullying and Harassment


Since March 2020, Baypoint leadership provided Social-Emotional support to staff by weekly meetings (mental health check-in) to provide space for sharing their thoughts and provide useful resources and tips for self-care.

Additionally, for the 2020-21 academic year, Baypoint leadership provides self-care courses offered through Chartersafe:

- “Coronavirus: Managing Stress and Anxiety.” This session provides management techniques, treatment options, and lifestyle changes to help alleviate stress.
- “Stress Management.” This session offers ways to manage stress and ways for staying ahead of stress.
- “Student Mental Health.” This session guides teachers to better understating student behavior and mental health issues, and how to provide a safe school environment.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.



Due to Covid-19 climate/conditions, Baypoint reachout systematically to the students, parents, and staff to ensure that their input provides insight that the schoolwide learner outcomes are representative of students, families, and the community needs during these challenging times.

In order to elicit meaningful stakeholders’ engagement the students, parents, and staff were consulted through various methods of communications (surveys, virtual meetings, emails, posting, etc.). Baypoint staff had an opportunity to engage in discussion during PD days to specifically address the needs for new adaptations and enhancements of the distance learning programs. Baypoint parents, students, and staff were invited to attend a PAC/ELAC meeting prior to the beginning of the 2020-21 school year to gain the understanding of the newly proposed program offerings and to ask questions. Baypoint posted numerous invitations and reminders on ParentSquare as the most reliable form of connectedness with families.

Baypoint staff invited parents to an informative Zoom meeting prior to the school orientation to go over/recap the last three weeks of June 2020 school year and based on their feedback/concerns Baypoint offered safe school reopening options in the form of distance learning for the 2020-21 academic year.

With the start of the academic year, teachers placed a significant effort for daily requests of ongoing feedback for students and their parents addressing and soliciting long term needs to be shared with the staff and the administration.

When the stakeholders surveys revealed the need for refinement of the Baypoint operations and schoolwide student outcomes, the leadership and the instructional staff implemented the improvements and outlined the enhancements. As a result, Baypoint leadership refined and strengthened all the procedures and actions for the 2020-21 academic year .

The use of survey results from students, parents, and staff combined with academic data were essential throughout the process as it allowed for a systematic and organized way to consolidate information and analyze effectiveness, perceptions and greatest needs.

As a result, Baypoint stakeholders became more confident and continued to actively engage with Baypoint leadership and instructional staff. Moreover, Baypoint teachers became more informed about the needs of their students and direction of the educational program. The above critical and constructive feedback has been crucial in creating improvements to the 2020-21 academic year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Since Baypoint’s permanent site is under construction and the families live in various geographic locations, Baypoint directed Baypoint families to reach out to the local school districts and other local organizations to receive free and nutritional meals in their immediate areas of residency.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

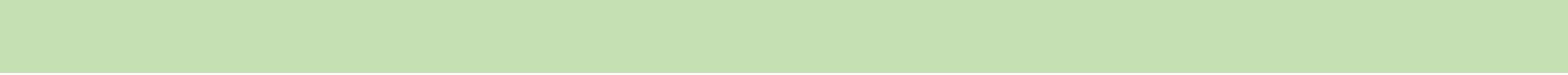
Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Emotional Well-Being	Social Emotional Learning: Second Step Learning Platform	Represented in Distance Learning	\$0	No
Mental Health and Social Emotional Well-Being	Transitional Administrator to assist school staff through these difficult times. Provides guidance, training and support to fellow administrators and staff.	\$66,000	\$91,736	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

None

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

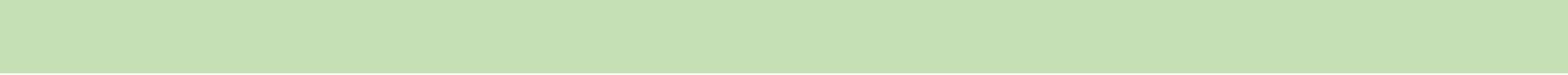


Based on the stakeholders feedback and staff collected data, Baypoint’s highest priority to address in the 2021-24 LCAP remains the safety and mental-socioemotional well-being and academic growth of all Baypoint students. The distance learning educational plan delivered equitable and academically differentiated instruction in each subject curriculum, programs, and served to enhance and improve student learning.

By providing chromebooks to all students, purchasing Social Emotional Learning curriculum, and providing extended PD opportunities, further improvements were achieved with greater teacher connectedness with all students and their parents (daily virtual instruction, after school hours tutoring, and variety of extracurricular activities to choose).

School-wide implementation of revised and additional programs, services, and PD were intended to foster a positive and inclusive learning environment. These improvements will be carried out into the next academic year and assessed continuously for intentional adaptation to students' individual needs. The effectiveness of these actions will be measured by school climate surveys, attendance, assessments, and school-wide data review process.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.



To identify students in need of academic, social-emotional, and other integrated student support, Baypoint's plan for assessing its students will include the use of diagnostic and formative assessments, internal benchmark assessments in all content areas, and stakeholders' input. Baypoint's diagnostic assessments, including NWEA: MAP, CAASPP-IABs will provide instructional staff with data to identify students in need of foundational skills and support.

The 2020-21 academic year started with Baypoint staff examining students' diagnostic assessment results and implementing NWEA: MAP benchmark including fall initial ELPAC (EL only) results to establish a baseline for each student. Baypoint implements NWEA: MAP benchmark testing and analysis three times during the academic year (Fall, Winter, and Spring quarters) in order to compare data and observe growth over time.

NWEA: MAP and CAASPP-IABs will contain predictive performance with time and reports that use standards to guide the teachers. Additionally, the teachers will monitor the usage and the quality of task completion to evaluate student performance, address any academic regression, and communicate the performance to students and parents. Additionally, the MAP, ELPAC, and CAASPP-IABs data and effectiveness of the academic programs will influence direct changes to the individual student, small group, or class daily schedule and structure as needed.

The CAASPP-IAB assessment results will be directly connected and are accompanied by a "Tools for Teachers" website that provides an assembly of structured instructional resources and teacher PD for targeted interventions and enrichment strategies. Baypoint instructional staff will use benchmarks to collaborate and determine the effectiveness of instructional practices and students' level of understanding.

Data collected from the diagnostic assessments and personalized learning programs will be evaluated and compared with the students' set goals and outcomes. This process will allow the team to look at student academic performance, learning loss, and growth over time in ELA and Math.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

None

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan informed and secured Baypoint leadership and instructional staff commitment to continue fostering and accelerating Baypoint students' growth, both academically and socially-emotionally.

As stated by the goals III, and IV, Baypoint's highest priority remains the safety and mental-socioemotional well-being of all students including students with unique needs. This action is evident throughout the academic model, adaptive curriculum, and school community engagement. The educational plan for Baypoint at-risk students delivers equitable and academically differentiated instruction in each subject curriculum, programs, and services.

Baypoint at-risk students accessed the adaptive curriculum through small group instruction that is conducive to both academic and personal support for students. This action was possible by providing Chromebooks to all students, purchasing Social Emotional Learning curriculum, and providing extended PD opportunities for Baypoint staff on newly acquired curriculum and programs. As a consequence, an additional improvement was achieved with greater teacher connectedness with at-risk students and their parents/guardians to serve their needs (daily instruction, after-school hours tutoring, and a variety of extracurricular activities to choose from). Moreover, the newly implemented program allowed the students to share their culture with each other and cultivates an environment where every student feels heard.

School-wide implementation of revised and additional programs, services, and PD was intended to foster a positive and inclusive learning environment, especially for the at-risk students as well as increase stakeholder knowledge and opportunities to engage in decision making. These actions will continue into the future academic years stated in the 2021-24 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education

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