Baypoint Preparatory Academy - San Diego

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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 Sam 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

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San Marcos, CA 92078

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About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	SBE - Baypoint Preparatory Academy San Diego
Phone Number	(760) 203-4383
Superintendent	Nancy Spencer
Email Address	nspencer@baypointprep.org
Website	www.baypointprep.org

School Contact Information (School Year 2019—20)	
School Name	Baypoint Preparatory Academy - San Diego
Street	520 E Carmel St.
City, State, Zip	San Marcos, Ca, 92078
Phone Number	760-203-4383
Principal	Mrs. Heather Herrera, Site Administrator
Email Address	hherrera@baypointprep.org
Website	www.baypointprep.org
County-District-School (CDS) Code	37771720138099

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

Mission Statement

Baypoint Preparatory Academy – San Diego (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.

Schoolwide Learner Outcomes

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:
constantly changing technological society   Utilize technology as a tool for learning   Develop necessary skills to function in a

Career-focused students who:
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's 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: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	31
Grade 1	8
Grade 2	8
Grade 3	18
Grade 4	7
Grade 5	9
Grade 6	7
Total Enrollment	88
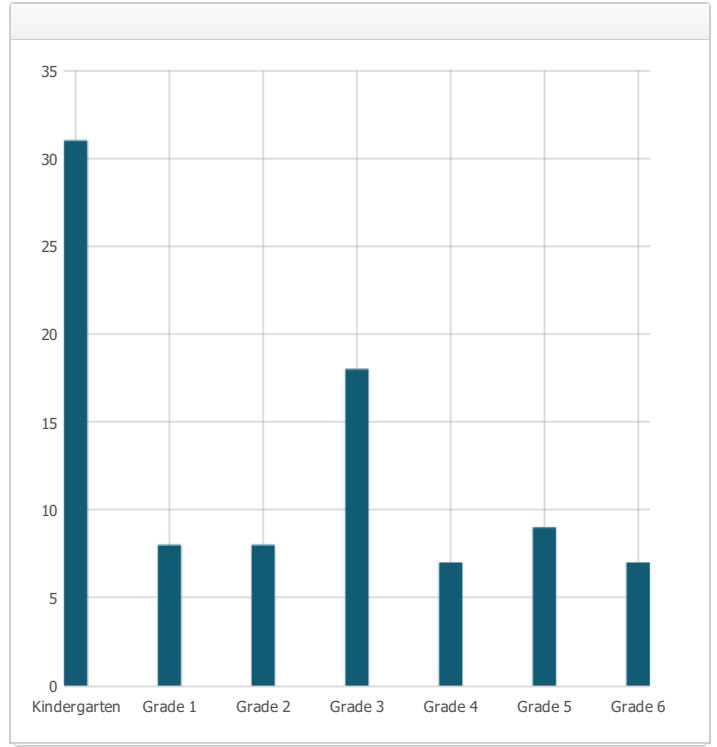
Last updated: 1/23/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.30 %
American Indian or Alaska Native	0.00 %
Asian	3.40 %
Filipino	3.40 %
Hispanic or Latino	46.60 %
Native Hawaiian or Pacific Islander	0.00 %
White	34.10 %
Two or More Races	10.20 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	27.30 %
English Learners	8.00 %
Students with Disabilities	6.80 %
Foster Youth	0.00 %
Homeless	0.00 %

A. Conditions of Learning

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	0	11	10	10
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
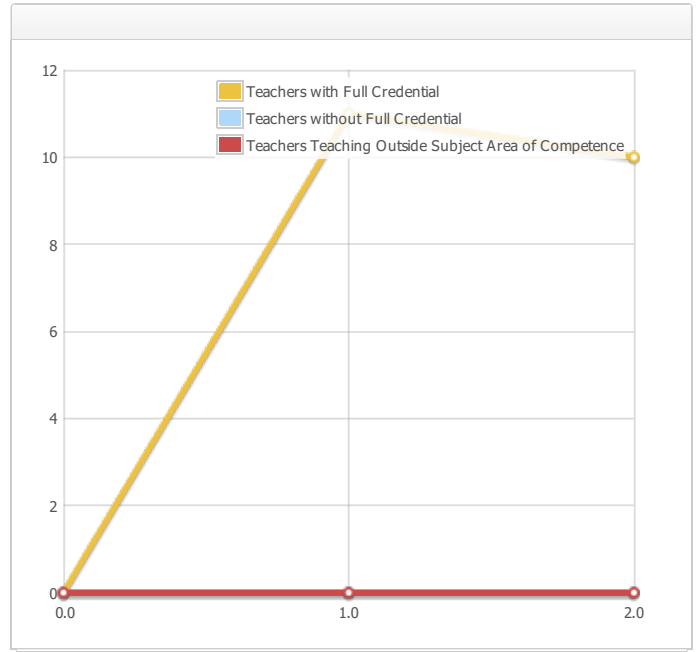
Last updated: 1/27/2020

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
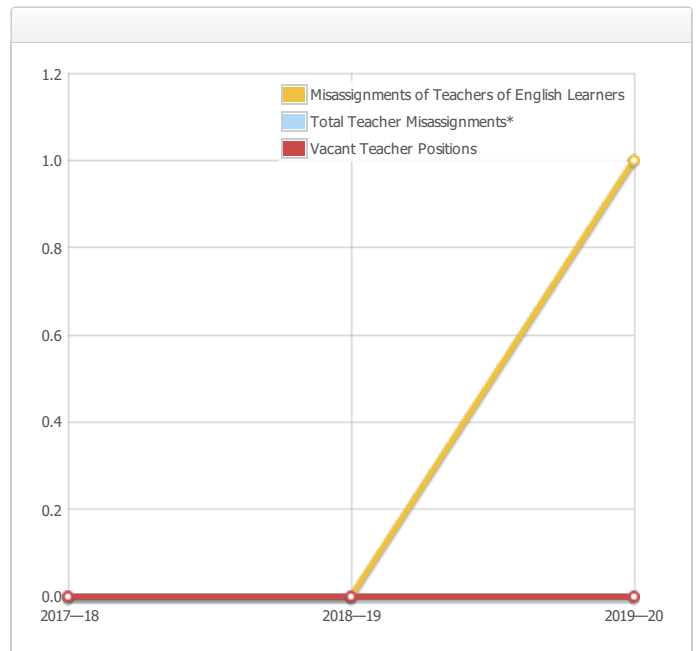
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/26/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt's Journeys (K-7) Lexia Learning (K-7) Pearson Review (6-7)	Yes	0.00 %
Mathematics	Houghton Mifflin Harcourt's Go Math (K-5) ST Math (K-7) Eureka (6-7)	Yes	0.00 %
Science	Mystery Science (K-5) Online resources that are designed to implement and follow California Common Core State Standards.	Yes	0.00 %
History-Social Science	Online resources that are designed to implement and follow California Common Core State Standards.		0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/27/2020

School Facility Conditions and Planned Improvements

BPA-SD is committed to a school environment that is safe, in good repair at all times, clean, and orderly.

The facility is attractive and safe and provides access for administration, teachers, and the students or parents who visit the school. The facility is air-conditioned, heated, and well illuminated. The facility provides handicapped accessibility in all areas including bathrooms and parking lots.

BPA-SD complies with Education Code Section 47610 by utilizing the facility that is 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: 1/26/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

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 2019

Overall Rating	Good

Last updated: 1/26/2020

B. Pupil Outcomes

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

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	--	48.0%	--	48.0%	50%	50%
Mathematics (grades 3-8 and 11)	--	50.0%	--	50.0%	38%	39%

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: 1/27/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	44	100.00%	0.00%	47.73%
Male	26	26	100.00%	0.00%	42.31%
Female	18	18	100.00%	0.00%	55.56%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00%	0.00%	35.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	16	100.00%	0.00%	68.75%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	41.18%
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	44	100.00%	0.00%	50.00%
Male	26	26	100.00%	0.00%	53.85%
Female	18	18	100.00%	0.00%	44.44%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00%	0.00%	45.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	16	100.00%	0.00%	62.50%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	47.06%
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/26/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

BPA-SD does not offer a Career Technical Education program.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/26/2020

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
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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 2018—19)

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: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

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 2019—20)

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 is conducted for parents and students to meet the Baypoint staff. Orientation meetings are held for new and returning students and families. Numerous meetings are held on different evenings to provide access to as many participants as possible.

Notifications 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 for emergencies. Weekly updates are emailed as needed to keep parents and students advised of important school information.

For non-English speaking parents, the Baypoint staff includes teachers and instructional coaches who are fluent in Spanish. 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) 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.

State Priority: Pupil Engagement

Last updated: 1/29/2020

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

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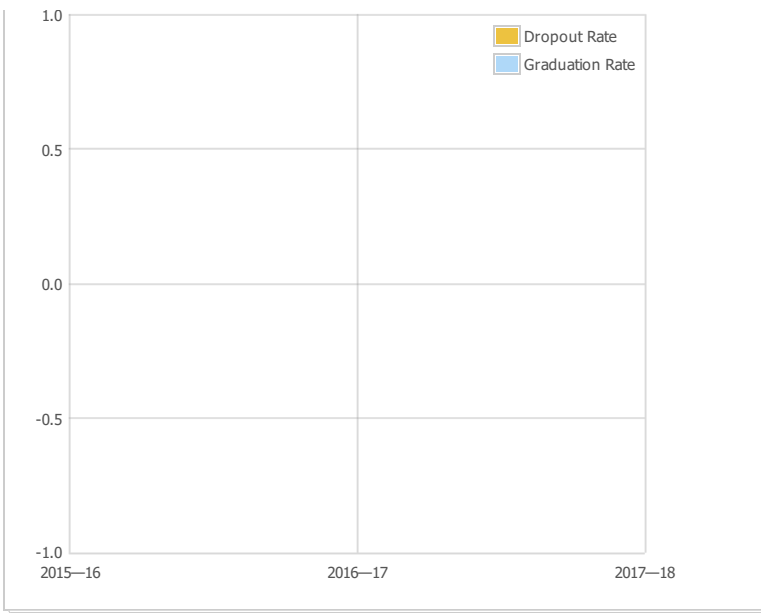- High school graduation rates

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

BPA-SD serves students in grades K-7.

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	--	9.10%	9.60%
Graduation Rate	--	--	--	--	82.70%	83.00%

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

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/26/2020

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

Suspensions and Expulsions

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	3.60%	--	--	3.60%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	--	--	0.00%	0.10%	0.10%	0.10%

Last updated: 1/26/2020

School Safety Plan (School Year 2019—20)

BPA-SD prides itself on maintaining a safe, clean, and orderly campus. Efforts are made by the entire staff 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.

Last updated: 1/26/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

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

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

* 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 (2017—18)

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

* 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—19)

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

* 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.

Last updated: 1/29/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

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

BPA-SD served students in grades K-6.

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	7.00	1	0	0
Mathematics	7.00	1	0	0
Science	7.00	1	0	0
Social Science	7.00	1	0	0

* 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: 1/29/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	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.
**Average Number of Pupils per Counselor

Last updated: 1/26/2020

Student Support Services Staff (School Year 2018—19)

Title	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
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	2.60

*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: 1/26/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

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	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2020

Types of Services Funded (Fiscal Year 2018—19)

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: 1/27/2020

Advanced Placement (AP) Courses (School Year 2018—19)

BPA-SD served students in grades K-6.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/29/2020

Professional Development

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

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		18	18