

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Baypoint Preparatory Academy San Diego

CDS Code: 37771720138099

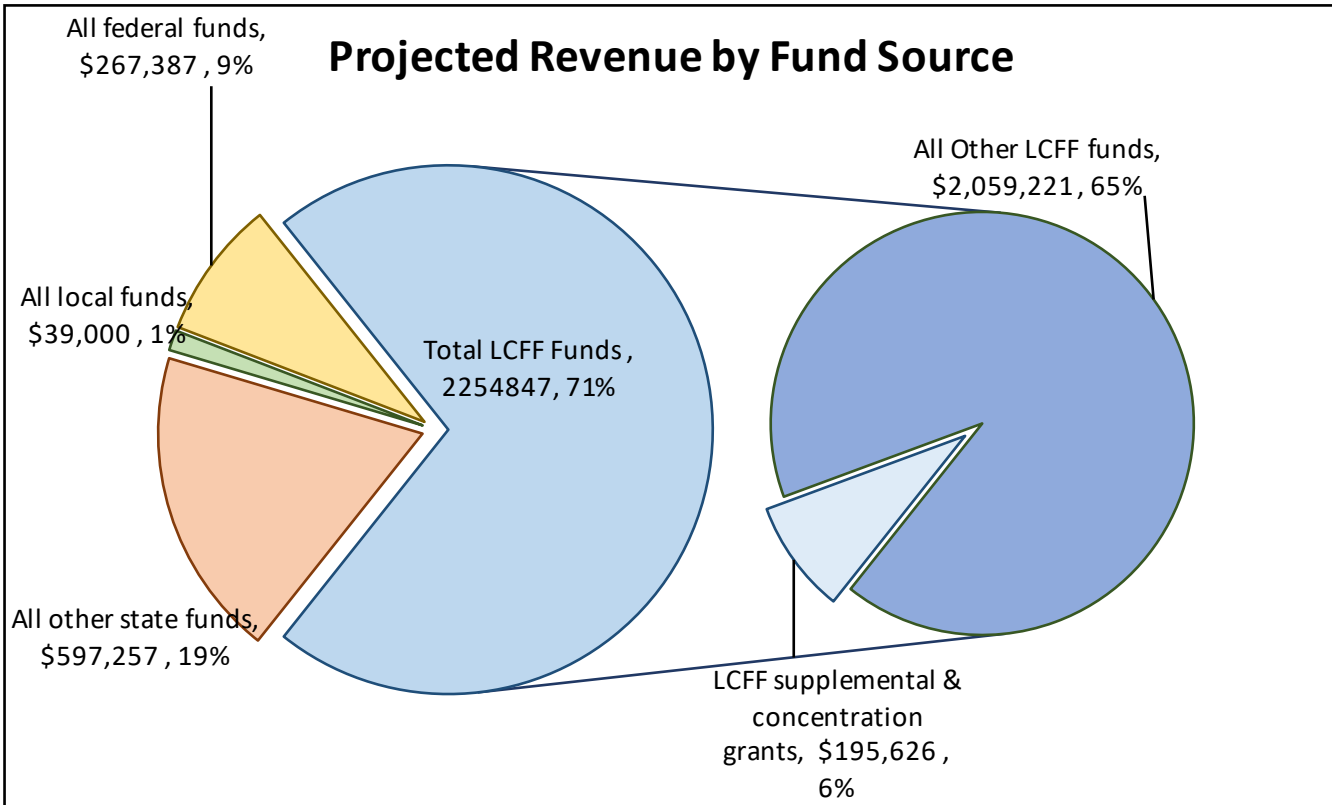
School Year: 2021 – 22

LEA contact information: Frank Ogwaro

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

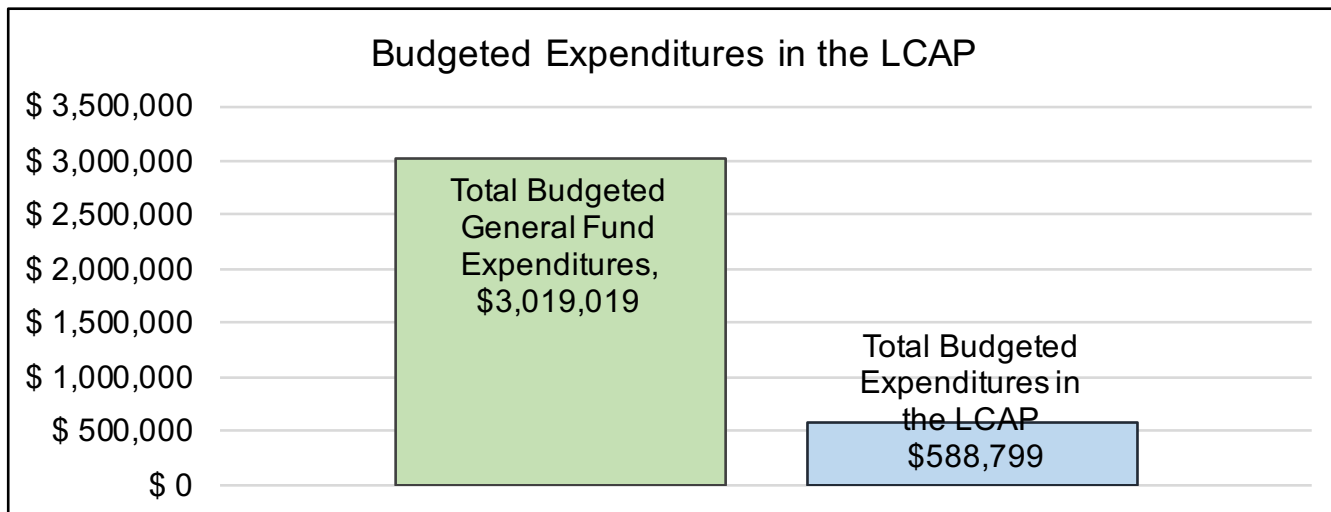


This chart shows the total general purpose revenue Baypoint Preparatory Academy San Diego expects to receive in the coming year from all sources.

The total revenue projected for Baypoint Preparatory Academy San Diego is \$3,158,491.00, of which \$2,254,847.00 is Local Control Funding Formula (LCFF), \$597,257.00 is other state funds, \$39,000.00 is local funds, and \$267,387.00 is federal funds. Of the \$2,254,847.00 in LCFF Funds, \$195,626.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school district must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Baypoint Preparatory Academy San Diego plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

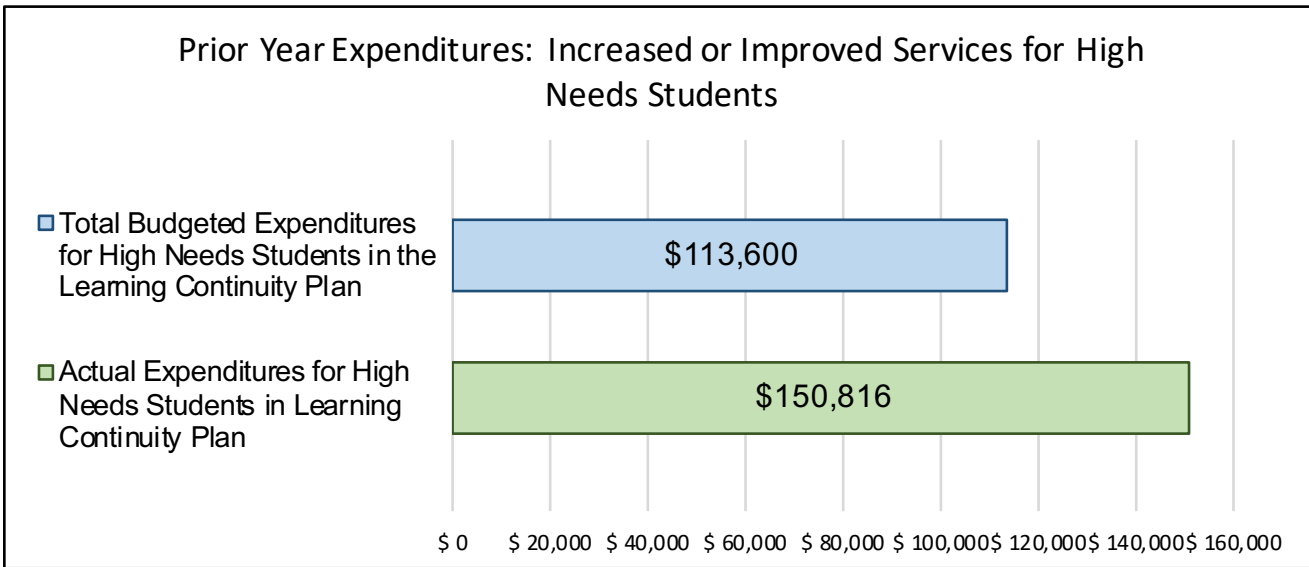
Baypoint Preparatory Academy San Diego plans to spend \$3,019,019.00 for the 2021 – 22 school year. Of that amount, \$588,799.00 is tied to actions/services in the LCAP and \$2,430,220.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the schools LCAP are: Majority of office staff salaries/benefits, back office business services contract, audit fees, liability insurance, district oversight fees, costs for the school's main facility, and costs for the school's main facility. Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Baypoint Preparatory Academy San Diego is projecting it will receive \$195,626.00 based on the enrollment of foster youth, English learner, and low-income students. Baypoint Preparatory Academy San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Baypoint Preparatory Academy San Diego plans to spend \$425,358.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Baypoint Preparatory Academy San Diego budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Baypoint Preparatory Academy San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Baypoint Preparatory Academy San Diego's Learning Continuity Plan budgeted \$113,600.00 for planned actions to increase or improve services for high needs students. Baypoint Preparatory Academy San Diego actually spent \$150,816.00 for actions to increase or improve services for high needs students in 2020 21.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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 <sup>th</sup> 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 <sup>rd</sup> -6 <sup>th</sup> 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 <sup>rd</sup> -6 <sup>th</sup> 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 <sup>rd</sup> -6 <sup>th</sup> 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-7<sup>th</sup> grade students will access the ST Math program for intervention and/or enrichment.</p>	<p>100% TK-7<sup>th</sup> grade students accessed the ST Math program for intervention and/or enrichment.</p>
<p>NWEA MAP benchmarks for ELA: 75% of K-6<sup>th</sup> 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 3<sup>rd</sup>-6<sup>th</sup> 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 3<sup>rd</sup>-6<sup>th</sup> 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 <sup>rd</sup> -6 <sup>th</sup> grade will meet the standard.	
CAASPP subgroup data for ELA: 25% of IEP/504 students in 3 <sup>rd</sup> -6 <sup>th</sup> 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 <sup>th</sup> grade students will access the Lexia program for intervention and/or enrichment.	100% TK-7 <sup>th</sup> 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
<b>3. Curriculum (4100 budget code)</b> 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
<b>4. Furniture (4400 budget code):</b> 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			
<b>6. Technology:</b> 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

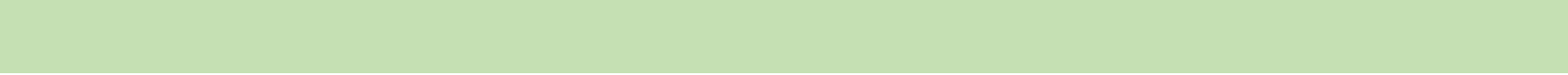
Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
7. Additional child care offered for all students to help mitigate any learning losses. Instructional coach(es) will support this position.	\$20,000	\$0	No
8. Curriculum: See distance learning above, additional online platforms 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
<b>9. Technology:</b> 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

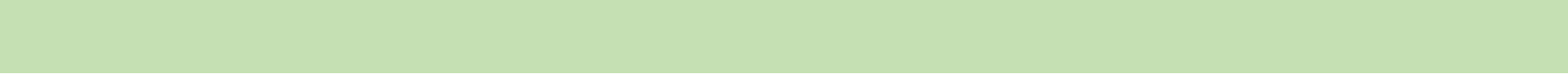
Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Emotional Well-Being	Social Emotional Learning: Second Step Learning Platform	Represented in Distance Learning	\$0	No
Mental Health and Social Emotional Well-Being	Transitional Administrator to 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.

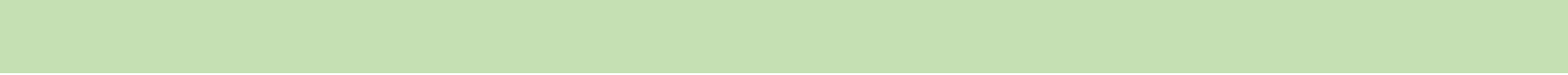


Based on the stakeholders feedback and staff collected data, Baypoint's highest priority to address in the 2021-24 LCAP remains the safety and mental-socioemotional well-being and academic growth of all Baypoint students. The distance learning educational plan delivered equitable and academically differentiated 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.



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## **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](mailto: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

January 2021



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SBE-Baypoint Preparatory Academy-San Diego	Sabina Chaar Executive Director	<a href="mailto:schaar@baypointprep.org">schaar@baypointprep.org</a>  (760) 203-4383

## Plan Summary 2021-22

### General Information

A description of the LEA, its schools, and its students.



**SBE- Baypoint Preparatory Academy - San Diego**



## Mission

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

At the foundation of Baypoint Preparatory Academy-San Diego (Baypoint)'s program is a partnership between students, parents, and school staff. The school's high expectations and individualized choices encourage students to be actively engaged, passionate learners:

### **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:

Develop necessary skills to function in a constantly changing technological society

Utilize technology as a tool for learning

Career-focused students who:

Achieve their postsecondary goals

Baypoint was authorized by the California State Board of Education in March 2018, and the school's first year of operation was the 2018-19 school year serving students in grades TK-6<sup>th</sup>. In the 2021-22 school year Baypoint will serve students in TK-8<sup>th</sup> grade.

Baypoint utilizes a blended learning, station-rotation model to educate its students. To facilitate this, students participate in rigorous, relevant, college-prep curriculum with cutting-edge educational technology and resources. Baypoint's curriculum is based on Common Core State Standards and supports Baypoint'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 compelling, Baypoint's instructional staff is the key component to student success. All teachers and instructional coaches are encouraged to use innovative instructional methods.

Baypoint is located in San Marcos, California, and its student and staff population is comprised of:

American Indian or Alaska Native: 1.3%

Asian: 0.7%

Asian Indian: 2.0%

Black or African American: 6.0%

Filipino: 4.6%

Hispanic or Latino: 45.7%

Japanese: 0.7%

Middle Eastern: 2.0%

Other Asian: 2.0%

White: 35.1%

**Total: 151**

Free and Reduced Lunch: 35.7%

Special Education: 9.3%

English Learners: 12.6%

Foster Youth: 0.0%

Migrant: 0.7%

**Staff:**

Black or African American: 1

Filipino: 1

Hispanic: 1

White: 12

Female: 13

Male: 2

**Total: 15**

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

From March 15, 2020, Baypoint continued into the Spring of 2021 in a 100% distance learning format due to the Covid-19 pandemic. Prior to the first day of the 2020-21 academic year, Baypoint staff participated in eight days of professional development focusing on topics such as differentiation, meeting the needs of subgroup populations, student engagement, Special Education adaptation, adopted technology programs and reviewing data from the 2018-2019 California Assessment of Student Progress and Performance (CAASPP). Additionally, Baypoint staff reviewed internal benchmark data from the 2019-20 school years as collected using NWEA's Measures of Academic Progress (MAP). This allowed teachers to identify areas of strength and areas where additional support was needed. In addition, the professional development was ongoing throughout the 2020-21 year in order to continually monitor student growth data, and support instructional staff with best practices to implement in their classrooms.

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 (Special Needs (SN), English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED)). All Baypoint students accessed the differentiated curriculum through small group instruction while utilizing resources such as Houghton Mifflin's Journeys and Go Math, ST Math, Lexia, Eureka Math, Pearson ELA, Mystery Science, Meet the Masters (art), and Second Step (social-emotional learning). In addition, Baypoint's assessments, including NWEA MAP, and CAASPP Interim Assessment Blocks (IAB) provide instructional staff data to guide instructional decisions throughout the academic year.

The following is an accounting of what was implemented to support student learning and academic achievement.

### **School-wide Implementation:**

- Small group instruction
- Use of leveled and mixed-ability groups
- Use of trained instructional coaches

- CCSS aligned ELA and Math curriculum
- Digital app-based platforms: Google Classroom, Seesaw, etc.
- GoGuardian-Beacon: filtering and monitoring individual student devices program
- 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:**

- Access to full curriculum
- Ongoing, informal classroom observation
- Staff attends trainings/webinars to improve instructional practices and services provided
- Staff works together with County agencies to ensure services are being provided
- Professional development on serving diverse student populations
  - English Learners
    - Integrated and designated English Language Development
    - ELAC meeting discussion with parents
    - Initial and Summative ELPAC assessments
    - Small group designated EL instruction to target learning needs
    - Auditory and visual read aloud component for reading passages/books
    - Zoom conference 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

- Foster Youth
  - Foster youth liaison attends regular professional development from San Diego county and was ready to assist when needed
- Special Needs
  - Provided Chromebooks for home use
  - Information on assistance with internet access at home

Baypoint students with Special Needs receive personalized and academic support from the Special Education (SPED) teacher and appropriate service providers (the Team).

The Team sets the pace with 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 provided weekly Specialized Academic Instruction and collaborated with students' General Education teachers to ensure that SN students had access to the same educational experiences as their general education classmates, and ensured that teachers focused on reaching benchmarks for Individualized Education Programs (IEP) goals.

- Socioeconomically Disadvantaged
  - Provided Chromebooks for home use
  - Information on assistance with internet access at home
  - In addition, provided printed packets to accompany online component of distance learning

### **Monitoring Results:**

#### NWEA MAP results

- Tracking results over time (triannually: Fall, Winter, and Spring)
- Points increase/decrease
- K-8th staff track percentage complete/hours on ST Math and Lexia to make a correlation between MAPS growth and programs used

- IABs results
- Teachers are using results for their classrooms to target specific groups and skills needs.
- EL results - Google Sheets
- Tracking current EL students, and those who have been RFEP for 4 years.

Despite the challenges that COVID-19 has presented, Baypoint students participated in CAASPP testing (currently awaiting the results) while being assessed and monitored through local MAP assessments.

Baypoint referenced the California Dashboard and local MAP results to address areas needing improvement per Local Control Accountability Plan (LCAP) goals. All data gathered was used to inform stakeholders of student progress and has been shared during parent/teacher conferences. In addition, the Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) met monthly to work collaboratively with school staff to support their students' academic goals and social-emotional well-being.

## **Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 and additional data, 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 and social-emotional well-being that were vital to address the learning loss.

Consequently, in support of the current academic practices, Baypoint leadership will extend its program to an after-school foundational program supported by the Expanded Learning Opportunities Grant, for the next 2021-22 academic year. With targeted guidance from teachers, instructional coaches will provide individualized and small group tutorials in a high-quality learning environment outside of the classroom. This approach will strengthen the students' knowledge/skill-set by addressing any learning loss. The foundational instruction will be taught with a holistic approach to building students' comprehension by reaching deeper layers of understanding and ways of processing information. This approach will develop transferable learning foundational skills that will enhance students' academic success and ability to excel in their homeroom classes/subjects. With instructional staff team collaboration, Baypoint's blended learning model will be bridged with the after-school foundational program for data sharing and an ongoing adaptation to the individualized student learning plan.

Baypoint staff remain committed to fostering all student growth, both academically and socially-emotionally to prevent significant learning loss. The social-emotional health of Baypoint students has a direct association with student academic progress and learning loss. To prevent mental and academic regression and steep decline, Baypoint will invest in additional resources to support and monitor students through more opportunities for the supplemental program, school community connectedness, and research-based Social-Emotional Learning TK-8th grades curriculum (SEL).

Baypoint strives to ensure students and staff have a clean, safe, and positive learning environment where school climate and culture foster student growth, both academically and socially-emotionally. Baypoint seeks to increase parent participation in the Parent Advisory Committee, English Language Advisory Committee, and attendance at school events.

Baypoint leadership will monitor the implementation of the school-wide plan by looking at measurable outcomes of all students with an emphasis on at-risk students and increasing stakeholders' knowledge and opportunities to engage in further decision making. This plan will help all Baypoint students to succeed, build self-confidence, and become deeply engaged and invested in their learning.



# LCAP Highlights

## A brief overview of the LCAP, including any key features that should be emphasized

In order to help identify students' areas of need, all stakeholders were given an opportunity to engage in discussions to help identify support strategies for all Baypoint students, including at-risk students. Baypoint stakeholders conveyed that social-emotional well-being and the need for targeted academic support in the area of foundational skills are vital to students' success. As a result of stakeholders' input together with the work of Baypoint staff and the leadership team, Baypoint identified the following areas for continuous improvement:

First, Baypoint will work to demonstrate progress toward mastery of standards of 80% of all students who are continuously enrolled at Baypoint in ELA and mathematics through the use of local assessments and/or California Assessment of Student Performance and Progress (CAASPP) results. Second, Baypoint will continue to increase parent participation at the Parent Advisory Committee, English Language Advisory Committee, and at school events. Third, Baypoint will provide a clean, safe, and positive learning environment for all students with minimal attendance issues. Finally, Baypoint will build a school climate and culture to foster student growth, both academically and socially-emotionally.

The school's purpose is to build a scaffolding of personality and achievement in each student through a rigorous college-prep program and community partnership. Baypoint will continue to strive towards excellence and build on the academic and community successes.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

Not applicable.

## Support for Identified Schools

Not applicable.

## Monitoring and Evaluating Effectiveness

Not applicable.

# Stakeholder Engagement

**A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.**

Baypoint administration consulted with all stakeholders regarding the 2021-22 LCAP. Due to Covid-19 pandemic local and state restrictions, all meetings with stakeholders were held virtually. To ensure Baypoint elicited substantial representation and meaningful stakeholders' engagement, students, instructional staff, and parents were consulted through various methods of communication including surveys, Zoom meetings, by phone, emails, and school website posting.

PAC and ELAC meetings were held monthly and the Baypoint administration shared and discussed LCAP goals, areas of progress, and the greatest needs of the school community. Parents discussed issues related to school life, support for student growth, and establishing a collaborative effort to build positive school culture. During these meetings, parents were presented with information about the 2021-22 LCAP and the need for feedback, suggestions, and ideas in order to modify the existing goals or create new goals and actions. All stakeholders collaborated to identify and address areas of

need and were open to final remarks at the special board meeting. Their suggestions were prioritized and organized into goals and actions:

- Parents and teachers showed concern about students' social-emotional well-being and the need for supplemental ELA and Math instruction in the area of foundational skills.
- Teachers and administrative staff expressed concern about the amount of parent support. Through the LCAP, Baypoint addressed this issue by setting a goal to increase parent participation in the school's monthly PAC and ELAC meetings and school events.
- Teachers and parents were interested in the continuous academic improvement of all students. Through the LCAP, Baypoint addressed this by setting a goal for all continuously enrolled students to make academic progress on internal assessments administered tri-annually, and CAASPP administered annually.

Baypoint actively made every effort to collaborate with stakeholders to identify and incorporate school-specific goals related to the state and local priorities. These goals, actions, services, and expenditures are intended to support student achievement and progress. The 2021-22 goals and actions were based on identified stakeholder needs and data, which were also linked to the approved charter petition.

#### **A summary of the feedback provided by specific stakeholder groups.**

The vast majority of Baypoint stakeholders' responses conveyed satisfaction with the distance learning instruction, staff-student-parent engagement, and school communication.

School activities and actions were suggested that confirmed the need for the continuation of Baypoint goals from the 2019-20 LCAP to the 2021-22 school year. Most of the actions set in the 2019-20 LCAP were compromised and not executed to the fullest potential due to the COVID-19 pandemic and Baypoint's transition to distance learning.

## Stakeholders' feedback:

### K-2nd

- 90% positive responses in the area of safety, student connectedness, diversity, and academics.
- When asked: "What do you miss about Baypoint during distance learning?"
  - responses: friends, teachers, math, science, the playground.

### 3rd-8th

- 80% positive responses in the area of student connectedness and academics.
- When asked: "What do you miss about Baypoint during distance learning?"
  - responses: friends and teachers.
- 2019-20 Goals I, II, III, IV Review: no change to the existing goals.
  - students expressed the need for field trips as well as additional support in all academic subjects.

### Staff

- 95% relayed positive feedback in relation to: work environment, collaboration with administrative leadership, offered PD, effective communication, and social-emotional support.
- Area of ongoing improvement and concerns: students' social-emotional well-being (stress management skills) and Covid-19 Re-opening in 2021-22 academic year.
- 2019-20 Goals I, II, III, IV Review: no change.

### Parents

- 90% positive responses in the area of: academics, social connectedness, teachers' performance, instructional diversity, and administration's decision making and communication..
- 23% of parents were concerned with their students' social-emotional well-being, learning loss, and need for more parent engagement.
- 2019-20 Goals I, II, III, IV: no change.

**A description of the aspects of the LCAP that were influenced by specific stakeholder input.**

When the stakeholders’ surveys revealed the need to refine the Baypoint operations and schoolwide student outcomes, Baypoint leadership and instructional staff implemented the improvements. The stakeholders’ outlined the enhancements throughout the LCAP document (under “Actions”). The stakeholders’ feedback combined with academic data was essential throughout the process as it allowed for a systematic and organized way to consolidate information and analyze effectiveness, perceptions, and areas of greatest need. As a result, Baypoint stakeholders became more confident and actively engaged with Baypoint leadership and instructional staff. Moreover, Baypoint teachers became more informed about the needs of their students and the direction of the educational program.

## Goals and Actions

### Goal 1

Goal #	Description
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 (MAT) as demonstrated by local assessments and/or CAASPP results.

An explanation of why the LEA has developed this goal.

The Covid-19 pandemic and its effect on students and families disrupted the data trends and dominated the stakeholders' conversations. As a result, it was determined that data collected from both years presented a more accurate overview of where the students measure to meet the needs of all students. Based on state and local assessment data, stakeholder consultation, and other collected data, Baypoint identified this Goal and subsequent actions as priorities for the school. Goal 1 is a comprehensive goal focused on improving performance across the wide range of metrics listed below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP data for MAT	<p>The 2020 CAASPP assessments were waived due to the Covid-19 pandemic.</p> <p>2019 results:</p> <p>51% of <b>3-6th</b> grade students met or exceeded the standards.</p>				<p>2023-24</p> <p>65% of <b>3-8th</b> grade students will meet or exceed the standards.</p>
CAASPP subgroup data for MAT	<p>46% of <b>SED</b> students in <b>3-6th</b> grade met or exceeded the standards.</p>				<p>55% of <b>SED</b> students in <b>3-8th</b> grades will meet or exceed the standards.</p>
CAASPP subgroup data for MAT	<p>75% of <b>EL</b> students in <b>3-6th</b> grade nearly met or exceeded the</p>				<p>5% of <b>EL</b> students in <b>3-8th</b> grades will meet or exceed the standards.</p>

	standards while 25% did not meet the standards				
CAASPP subgroup data for MAT	20% of <b>SN</b> students in <b>3-6th</b> grade nearly met or exceeded the standards.				5% of <b>SN</b> students in <b>3-8th</b> grades will meet or exceed the standards.
NWEA MAP benchmarks for MAT	2020-21 results: 38% of <b>K-8th</b> grade students, met end of year benchmarks that are compatible with CAASPP testing to meet the state standards.				55% of <b>K-8th</b> grade students will meet end of year benchmarks that are compatible with CAASPP testing to meet the state standards.
ST Math progress and measurements	2020-21 results: 100% of <b>TK/K-8th</b> grade students accessed the ST Math program for intervention and/or enrichment.				100% of <b>TK/K-8th</b> grade students will access the ST Math program for intervention and/or enrichment.

<p>CAASPP data for ELA</p>	<p>The 2020 CAASPP assessments were waived due to the Covid-19 pandemic.</p> <p>2019 results:</p> <p>49% of <b>3-6th</b> grade students met or exceeded the standards.</p>				<p>60% of <b>3-8th</b> grade students will meet the standards.</p>
<p>CAASPP subgroup data for ELA</p>	<p>30% of <b>SED</b> students in 3-6th grades met or exceeded the standards.</p>				<p>45% of <b>SED</b> students in 3-8th grade will meet the standards.</p>
<p>CAASPP subgroup data for ELA</p>	<p>50% of <b>EL</b> students in 3-6th grade nearly met or exceeded the standards while 50% did not meet the standards</p>				<p>5% of <b>EL</b> students in 3-8th grade will meet the standards.</p>



<p>CAASPP subgroup data for ELA</p>	<p>22% of <b>SN</b> students in 3-6th grade nearly met or exceeded the standards.</p>				<p>5% of <b>SN</b> students in 3-8th grade will meet the standards.</p>
<p>NWEA MAP benchmarks for ELA</p>	<p>2020-21 results: 35% of <b>K-8th</b> grade students, meet end of year benchmarks that are compatible with CAASPP testing to meet the state standards</p>				<p>55% of <b>K-8th</b> grade students will meet end of year benchmarks that are compatible with CAASPP testing to meet the state standards</p>
<p>Lexia (ELA) progress and measurements</p>	<p>100% of <b>TK/K-8<sup>th</sup></b> grade students accessed the Lexia program for intervention and/or enrichment.</p>				<p>100% of <b>TK/K-8<sup>th</sup></b> grade students will access the Lexia program for intervention and/or enrichment.</p>

## Actions

### Annual Measurable Outcomes

Action #	Title	Description	Total Funds	Contributing
1.	Professional Development (PD)	Baypoint's administrative team will provide leadership to teaching staff to ensure that classroom instruction is conducive to student learning and teachers are provided adequate learning environments.	\$69,948	[Y]
2.	Instructional materials	Baypoint will adopt appropriate CCSS aligned instructional materials, including intervention programs for at-risk students, strategies in test preparation, and one-on-one and/or small group tutoring.	\$67,759	[Y]
3.	Technology	Baypoint will continue to use instructional technology in the areas of ELA and Math.	\$43,250	[Y]
4.	Assessments	Instructional staff will continue to administer NWEA MAP assessments tri-annually to measure proficiency and growth on Common Core State Standards	\$3,200	[N]

5.	Staff	Baypoint will employ instructional coaches in the classroom to support instruction and student learning.	\$155,046	[Y]
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## Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

## Goals and Actions

### Goal 2

Goal #	Description
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2.	For each year of the charter, Baypoint Preparatory Academy - San Diego will continue to increase parent participation at the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and attendance at school events.
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An explanation of why the LEA has developed this 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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PAC/ELAC participation	2020-21 Average attendance at PAC/ELAC meetings: 5% of families.				2023-24 Average attendance at PAC/ELAC meetings: 20% of families.
End-of-Year Parent Survey	60 families responded to the				80 families will participate in End-of-Year survey

	End-of-Year survey.				
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## Actions

Action #	Title	Description	Total Funds	Contributing
1.	Advertisement	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.	\$4,410	[Y]
2.	Outreach	Baypoint will solicit parent feedback via various media, parent meetings, and annual satisfaction surveys for the identification of school strengths and areas of need.	\$12,905	[Y]

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

## Goals and Actions

### Goal 3

Goal #	Description
3.	Baypoint Preparatory Academy - San Diego will provide a clean, safe, and positive learning environment for all students while partnering with families to ensure minimal attendance issues.

An explanation of why the LEA has developed this goal.

Attendance in every class/subject area is vital to student academic success. 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 ensure that students are engaged and meeting academic goals.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Monthly Facility Inspections:</p> <p>Baypoint Administration will perform monthly inspections to ensure that the facility is safe and in good working order.</p>	<p>2020-21</p> <p>Due to the Covid-19 pandemic, on-site Baypoint’s operations were suspended and transitioned to 100% distance learning.</p>				<p>2023-24</p> <p>Baypoint Administration will perform monthly inspections to ensure that the facility is safe and in good working order.</p>
<p>Monthly ADA Reports</p>	<p>Baypoint had an average of 97% ADA.</p>				<p>Baypoint will maintain an average of at least 97% ADA</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
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1.	Facility: cleaning	All students At a minimum, a bi-weekly cleaning service will maintain the facility.	\$43,890	[N]
2.	Facility: maintenance	Administrators will conduct monthly facility inspections to screen for safety hazards. Staff will notify administrators of any facility issues in need of repair.	\$2,000	[N]
3.	Attendance	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.	\$12,355	[Y]
4.	520 E. Carmel St, San Marcos (Permanent facility)	Construction began Spring 2020 Completion Fall 2021	\$100,000	[N]

## Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.



Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

## Goals and Actions

### Goal 4

Goal #	Description
4.	Baypoint Preparatory Academy - San Diego will build a school climate and culture to foster student growth both academically and socially emotionally using adopted curriculum and best practices

An explanation of why the LEA has developed this 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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2020-21 ADA: 97% (2019: ADA 94%)				2023-24 Baypoint will maintain an average of at least 97% ADA
Suspension Rate	2020-21 Suspension rate: 0% (2019 Suspension rate: 3.3%)				The suspension rate will be reduced to 2.5% or less.
End-of-Year Student Survey	100% of the student's completed the survey (2019: 95% of the student's completed the survey)				100% of students will complete the end-of-year student survey.

End-of-Year Parent Survey	60 student families completed the survey (2019: 31 student families completed the survey)				80 students' families will complete the end-of-year parent survey.
End-of-Year Staff Survey	100% of staff members completed the survey				100% of staff members will complete the end-of-year staff survey.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.	ADA	Baypoint will continue parent outreach (PAC/ELAC) to discuss parent engagement in school activities and address concerns with student attendance.	\$22,355	[Y]
2.	Suspension	Parent meetings will continue to be conducted prior to significant behavior/discipline issues where suspensions are warranted.	\$12,355	[Y]

3.	Student safety	Revision of Student/Parent Handbook to reflect changes in needs to address school and student safety.	\$14,351	[N]
4.	PD	Baypoint will provide teachers with ongoing professional development that promotes positive classroom management and appropriate student behavior.	\$24,975	[Y]
5.	Outreach	Baypoint staff will work together as a team empowering students to adhere to Baypoint's mission at school, home, and in the community.	\$0	[N]

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goal will materialize during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]**

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.50%	\$195,626

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## **Required Descriptions**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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

With the purpose of serving at-risk students, the following interventions and enrichment sessions were implemented 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
- The small group designated EL instruction to target learning needs
- Auditory and visual read-aloud component for reading passages/books
- Virtual instruction 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 varying 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 attended regular PD from San Diego County and was ready to assist when needed. The liaison sought to ensure the foster youth students are equipped with devices and materials to achieve academic growth.

Baypoint teachers and caregivers collaborated 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
- Provided Information on assistance with internet access at home
- Provided printed packets in addition to accompany online component of distance learning
- Tier II: Targeted Interventions for academic acceleration
- Tier III: Intensive Interventions for academic acceleration

#### Special Needs

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

Baypoint utilized external consultation services that included but were not limited to a Speech-Language Pathologist, an Occupational Therapist, and a Physical Therapist.

The Special Education teacher provided weekly Specialized Academic Instruction and collaborates with students' General Education teachers to ensure that SN students had 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 applied various processes to determine the effectiveness of instructional decisions based on assessed and analyzed data from formative and summative assessments. Instructional staff used benchmarks to collaborate and determine the effectiveness of instructional practices and students' level of understanding.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Looking holistically, Baypoint's educational model and its educational programs allow teachers and instructional coaches to be involved in a targeted investigation of each student's immediate and long-term needs. The instructional staff address these needs accordingly, leaving no margin for inequity among student subgroups, including at-risk students.

At-risk students access the adaptive curriculum through small group instruction conducive to 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. Consequently, additional improvement was achieved with greater teacher connectedness with at-risk students and their parents to serve their needs (daily instruction, tutoring, and a variety of extracurricular activities to choose from).

The 2020-21 school-wide implementation of revised and additional programs, services, and PD were intended to foster a positive and inclusive learning environment, especially for the at-risk students and to increase stakeholder knowledge and opportunities to engage in decision making.

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# Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

*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](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year’s LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
  - **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
  - **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these

committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:

<https://www.cde.ca.gov/re/lc/>.

## **Requirements and Instructions**

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services

- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.



- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> .	Enter information in this box when completing the LCAP for <b>2023–24</b> .	Enter information in this box when completing the LCAP for <b>2024–25</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .

		Leave blank until then.	Leave blank until then.	Leave blank until then.	
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The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to

provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**



Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 153,163	\$ 425,358
<b>LEA-wide Total:</b>	\$ 153,163	\$ 382,108
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ -	\$ 43,250

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	LEA-wide	All	Elementary	\$ 69,948	\$ 69,948
1	3	Technology	Schoolwide	All	Elementary	\$ -	\$ 43,250
1	4	Assessments	LEA-wide		Elementary	\$ 3,200	\$ 3,200
1	5	Staff	LEA-wide	All	Elementary	\$ -	\$ 155,046
2	1	Advertisement	LEA-wide	All	Elementary	\$ 4,410	\$ 4,410
2	2	Outreach	LEA-wide	All	Elementary	\$ 12,355	\$ 12,905
3	1	Facility: Cleaning	LEA-wide		Elementary	\$ 43,890	\$ 43,890
3	2	Facility: Maintenance	LEA-wide		Elementary	\$ 2,000	\$ 2,000
3	3	Attendance	LEA-wide	All	Elementary	\$ 12,355	\$ 12,355
3	4	Permanent Facility	LEA-wide		Elementary	\$ 100,000	\$ 100,000
4	1	ADA	LEA-wide	All	Elementary	\$ 12,355	\$ 22,355
4	2	Suspension	LEA-wide	All	Elementary	\$ 12,355	\$ 12,355
4	3	Student Safety	LEA-wide		Elementary	\$ 14,351	\$ 14,351
4	4	Professional Development	LEA-wide	All	Elementary	\$ 14,957	\$ 24,975
4	5	Outreach	LEA-wide		Elementary	\$ -	\$ -

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 316,604	\$ 152,499	\$ -	\$ 119,696	588,799	\$ 366,230	\$ 222,569

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Development	All	\$ 69,948	\$ -	\$ -	\$ -	\$ 69,948
1	2	Instructional Materials	All	\$ 14,428	\$ 38,125	\$ -	\$ 15,206	\$ 67,759
1	3	Technology	All	\$ -	\$ -	\$ -	\$ 43,250	\$ 43,250
1	4	Assessments	All	\$ 3,200	\$ -	\$ -	\$ -	\$ 3,200
1	5	Staff	All	\$ -	\$ 114,374	\$ -	\$ 40,672	\$ 155,046
2	1	Advertisement	All	\$ 4,410	\$ -	\$ -	\$ -	\$ 4,410
2	2	Outreach	All	\$ 12,355	\$ -	\$ -	\$ 550	\$ 12,905
3	1	Facility: Cleaning	All	\$ 43,890	\$ -	\$ -	\$ -	\$ 43,890
3	2	Facility: Maintenance	All	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
3	3	Attendance	All	\$ 12,355	\$ -	\$ -	\$ -	\$ 12,355
3	4	Permanent Facility	All	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
4	1	ADA	All	\$ 12,355	\$ -	\$ -	\$ 10,000	\$ 22,355
4	2	Suspension	All	\$ 12,355	\$ -	\$ -	\$ -	\$ 12,355
4	3	Student Safety	All	\$ 14,351	\$ -	\$ -	\$ -	\$ 14,351
4	4	Professional Development	All	\$ 14,957	\$ -	\$ -	\$ 10,018	\$ 24,975
4	5	Outreach	All	\$ -	\$ -	\$ -	\$ -	\$ -